



MURRAY

STATE UNIVERSITY

**College of Education
and Human Services**

**MASTER OF ARTS IN EDUCATION:
READING/WRITING
LITERACY SPECIALIST ENDORSEMENT (P-12)
PROGRAM REVIEW DOCUMENT
MURRAY STATE UNIVERSITY**

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Executive Summary

Theme of the Unit

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Murray State University graduate candidates will be educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Candidates demonstrate professional dispositions throughout their course work and action research projects while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

Unique Features

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Admission and Exit Requirements

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards and specialized standards associated with their program's focus. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to a graduate teacher education program, candidates must meet these requirements:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Have a valid teaching certificate.
- Submit official transcripts of all previous college credit to Graduate Admissions.
- Submit a formal application to enroll in a Murray State University graduate program.
- To qualify for unconditional admission, candidates must have an appropriate undergraduate degree and an overall undergraduate GPA ≥ 3.0 .
- Candidates must have a GPA ≥ 2.50 and meet additional program requirements to gain conditional admission to MSU graduate school. They must earn a GPA ≥ 3.0 during the first nine hours of graduate course work and address any additional missing requirements (e.g. letter of eligibility).
- Receive departmental approval to gain entry to the graduate teacher education program.

To continue in the graduate teacher education program, candidates must meet these requirements:

- Within the first semester of course work, consult with an academic advisor to complete a planned program of study detailing required course work toward completion of the degree. This form must be approved by the academic advisor and collegiate coordinator of graduate programs and filed in Teacher Education services.
- With the department's and adviser's approval, candidates may transfer up to 12 semester hours of relevant graduate credit from a regionally accredited institution. The grade in each transfer course must be a B or better.
- Maintain enrollment at Murray State University.
- Submit additional documentation identified as part of conditional admission.
- Maintain a GPA ≥ 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.

To exit the graduate teacher education program, candidates must meet these requirements:

- Complete course work delineated on the planned program of study.
- Submit course substitutions as approved by an academic advisor.
- Finish course work within eight calendar years from the beginning of the very first course leading to the graduate degree.
- Maintain a GPA ≥ 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.
- File a formal application to graduate from Murray State University.

Modes of Delivery

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Depending upon the graduate program, candidates may participate in a cohort model of systematic delivery.

Conceptual Framework

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Continuous Assessment

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

Program Experiences

A. Courses and Experiences

Program Relationship to Unit's Conceptual Framework

The MA in Literacy Specialist Endorsement program reflects the conceptual framework of “Educator as Reflective Decision-Maker”. The courses and experiences of the program involve all participants in expanding their knowledge, skills and dispositions as literacy coaches/specialists. The program stresses 1) rich content based on the teaching and learning; 2) high standards and expectations built on current best practices as defined by Kentucky Teacher Standards KTS), InTASC Standards, and the International Literacy Association Standards (ILA); 3) current research-based approaches to teaching and learning; 4) application of current technology for developing students' knowledge, understandings, and skills; 5) emphasizing building a learning community for students that supports their ongoing development; 6) strong communication with area schools, including professional development, to achieve mutual goals and interests; 7) a variety of meaningful practicum experiences including action research projects; 8) continuous assessment for improvement and for judging the impact of the program on practicing teachers and their students; 9) professional dispositions that encourage reflective thinking, effective decision making, and collaboration that prepare teachers for a variety of leadership roles; 10) recognition of the importance of diversity, helping students to appreciate the importance of diverse classrooms and faculty; and 11) faculty professional development through leadership, conference attendance, publishing, and presentations.

The construct of Reflective Decision Maker undergirds the program in significant ways. In the field of literacy, much current emphasis is placed on the use of scientifically-based reading practices (e.g. **National Reading Panel Report**). As candidates matriculate through this program, they are thoughtful consumers as well as producers of reflective research. The component of reflection is intricately linked here, for graduate students learn how to read literacy related research, evaluate the design of such research, and determine applicability of the research to the situated context of their teaching and learning. Of course, reflection and leadership are entwined in this process as well, since we learn by reading and reflecting as well as conducting research, and by sharing the results of research with others.

In addition to focusing on reflective decision making, continuous professional development, reflections, leadership, equity in a multicultural/sociocultural context, this program is unique in its specialized nature. Rather than a more broad-based certification level masters program, the

15-hour specialization of literacy related courses allows students to engage in intense study and develop expertise in the areas of **reading, writing, listening, speaking, viewing, and visually representing**. The practicum sequence (REA 638 and REA 639) provides experience in literacy assessment and intervention while working with students, parents, colleagues, administrators, and university professionals. Reflection and leading are emphasized through collaboration with peers, colleagues, and university personnel, journaling, and feedback from regular observations and discussions. Leadership is emphasized since many of those completing the program go on to assume literacy-related leadership roles in schools (**i.e., literacy coaches; Reading Specialist**)

While the core professional education courses address the theme of Educator as Reflective Decision-Maker and other aspects of the conceptual framework, the courses in the Literacy Specialist Endorsement P-12 and the supporting electives also address the specific standards for reading professionals. Course syllabi for each course in the Masters program identify the objectives of the course and the theme “Educator as Reflective Decision-Maker”. The standards and expectations of many academic organizations guide the Literacy Specialist Endorsement P-12 program. Kentucky Teacher Standards and InTASC Standards provide a framework for our general professional expectations. The International Literacy Association Standards provide more detailed guidelines about what students are expected to know, understand, and be able to do at graduate level.

Program Relationship to Unit’s Continuous Assessment System

The program shares the same continuous assessment plan as other approved programs in the unit. Yearly Continuous Assessment Plans document data collection instruments, evaluation criteria, assessment results, and plans for program improvement. Continuous assessment of candidates involves a developmental approach to educator preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex pedagogical and professional tasks. The faculty uses candidate data to measure the progress of individual candidates throughout the program and then uses aggregated candidate data in the process of determining the effectiveness of the program. The analysis of candidates’ performance on the International Literacy Association (ILA) standards also informs the continuous assessment system. These data are an essential element of the program evaluation component of the continuous assessment system. Finally, a wide range of basic data items, i.e., grade point averages (GPAs), practicum courses evaluations, and PRAXIS 5301 examination pass rates, is reviewed by the faculty. These data sets constitute important information for program development.

The program coordinators meet annually with an advisory council made up of local teachers, reading specialists, principals, and former reading and writing graduate students. Members are asked to submit suggestions for program review and evaluation. Surveys of program graduates and their employers are analyzed to determine if the graduate reading professional courses have an effect on students’ learning and to determine if the course content and assignments support their needs and concerns. The program coordinators maintain yearly Continuous Assessment Plans which document data collection instruments, evaluation criteria, assessment results, and plans for program improvement.

In REA 638 and REA 639 practicum courses, the cooperating teachers are asked to respond to a field experience evaluation form to assess the impact of the class as well as progress and needs of students.

A particular example of **linking coursework to school assessment data** occurs as students are enrolled in the Kentucky Reading Project (REA 624). This is a year-long state-sponsored program that supports public school elementary teachers. They participate in a summer institute where they examine their school's disaggregated assessment data, and based on their findings develop a Literacy Action Plan which they implement and evaluate throughout the coming school year. At four points during the year, they complete an Impact and Implementation check on the progress of the plan. Assessment data are collected in *Livertext* and distributed to faculty at annual retreats. Program coordinators meet with program faculty and advisory council members to review student data and make suggestions for program improvement.

Program Checkpoints

The MA Literacy Specialist Endorsement P-12 uses three checkpoints (entry, midpoint, and endpoint/exit) and continuous assessment plan designed to assess candidate proficiency and program effectiveness. The checkpoints serve as an important vehicle for collaboration between university and school-based partners. It provides many opportunities for partners to monitor program quality. The checkpoints also ensures that graduate students have many opportunities through courses and field experiences to meet the program goals described in the conceptual framework as well as standards set by professional organizations and the Kentucky Education Professional Standards Board (EPSB). The checkpoints also serve as an important quality control measure for the program.

The overall system of assessment for all candidates occurs in the three monitoring checkpoints for each candidate. Definite assessments are required for each candidate in each of the 3 checkpoints. The assessments of each checkpoint serve as criteria for determining the success of the candidate for progressing to the next level of the program and are linked to the ILA, InTASC, and KTS standards. This assessment process attempts to assure that each of the candidate has met all program standards and have acquired the necessary knowledge, developed the needed skills for effective teaching, have demonstrated the required dispositions for the profession of literacy teaching, and have proven themselves to be coaches or leaders.

An important part of the assessment program is the use of the accountability system data. The data are used at each of the checkpoints to assess the success of each candidate in meeting the standards for completing the program. Minimum candidate scores are required for each of the assessments included in the data of the accountability system. As the candidates move through each of the checkpoints, they are individually informed of the areas of concern as indicated by failure to achieve a particular minimum score. In this way each candidate can focus on that area as he/she continues through the program.

Program entry: Unconditional admission to the program requires a baccalaureate degree from a regionally accredited university, an appropriate undergraduate major, and a minimum overall 3.0 grade point average. Students with a grade point average of 2.5 and above are granted

conditional admission, and must have a 3.0 grade point average after the completion of nine hours of graduate work or they are dropped from the graduate program. Students who do not meet these admissions criteria are reviewed by the appropriate departmental graduate committee. Admission to the Master of Arts in Education: Reading and Writing program also requires a valid teaching certificate. The teacher certification requirement for admission to the program may be waived with the understanding that completion of the program will not certify one for the Literacy Specialist Endorsement (Grades P-12) or as a classroom teacher in Kentucky. Students must complete a minimum of 50 percent of their coursework, excluding practicum credit, in courses numbered 600 or above. Students must complete all requirements for the degree within eight calendar years from beginning of the first course. Students must have a grade average of *B* with no course accepted with a grade lower than *C*. Finally, students must pass the PRAXIS 5301 exam to receive the endorsement.

Midpoint: At the midpoint, data are collected in *LiveText* and distributed to faculty at annual retreats. The candidate and faculty advisor collaboratively examine the course assignments and the faculty member provides written feedback regarding progress. Literacy Theory Project, Coaching Project, Content Area Literacy Project, Writing Sample Analysis, Performance Assessment, Progress Monitoring, and Literacy Strategies for ESL students are reviewed and candidates are provided feedback as they complete 15-18 hours. As part of that application process, they must show evidence that they have completed their midpoint assessment, have maintained a 3.0 GPA, and will complete the coursework outlined in their curriculum contract by the end of that semester.

Endpoint/Exit: At the end of the program, the candidates complete a two-semester sequence of practicum course work. In the spring semester, candidates complete REA 638 –Assessment and Instruction of Children with Reading Difficulties. Throughout this semester, candidates work with elementary, middle, and secondary aged children. They use assessment and assessment information to plan individual instruction for struggling readers, as well as communicate assessment information to various audiences for both accountability and instructional purposes. The following fall semester candidates complete REA 639 Supervised Practicum in Reading and conduct a semester-long professional leadership project involving coaching individual teachers or designing professional development for a group of teachers. It is generally recommended that candidates enroll in this practicum sequence toward the end of the program so that they might apply the knowledge of literacy processes and instructional strategies gained through core and specialization courses. Therefore, candidates' success in this practicum sequence is related to the course content of all core and specialization courses in the Reading and Writing program. Satisfactory demonstration of program goals and all Kentucky Teacher Standards, InTASC Standards, and International Literacy Association Standards will result in completion of the program. Since many graduate students completing this endorsement program assume roles of reading specialists in public schools, various ethical and professional aspects of this role are stressed throughout course work. Issues stressed involve the confidentiality of teacher and student performance, the thoughtful interpretation of assessment data to highlight strengths while planning to address challenges, and the ongoing, continuous nature of professional development. Candidates are encouraged to view the continuous acquisition of information, and reflection on that information, as part of their career goals.

In order to receive the Literacy Specialist (P-12) Endorsement certification in Kentucky, the candidates are required to maintain a minimum of 3.0 in all literacy related coursework, and receive a qualifying score on the Literacy Specialist Praxis test. Program exit: The Kentucky Education Professional Standards Board requires candidates to pass the Praxis Reading Specialist Exam to receive their Literacy Specialist Endorsement. Students who do not take the exam will still receive the degree and rank change.

Program faculty reviewed the study materials provided by Praxis for the Literacy Specialist exam, particularly the list of topics covered. Twenty percent of the exam covers assessment and diagnostic teaching; 45 % covers reading and writing development, and 15% covers leadership skills and specialized knowledge of pedagogical principles and instructional practices. The test is in multiple choice, with 2 constructed response questions, one on literacy leadership and one in respond to a case study. All REA courses have been redesigned to address exactly what is expected of candidates in order to pass the praxis exam. The test requires extensive subject matter knowledge and also demands a strong understanding of test-taking strategy.

The results of the Praxis scores assist in the evaluation of the effectiveness of the instruction in the REA courses that are related to the content knowledge required for Literacy Specialists. This evaluation process allow insights into how well aligned the program is with the ILA and KTS standards. The Praxis score becomes a component of the Accountability System for follow-up on the graduates and serves as a measure of the success of the program effectiveness for building the required knowledge of a professional Literacy Specialist.

The candidate's progress is continuously assessed throughout the program using established program checkpoints and LiveText entries addressing ILA, InTASC and Kentucky Teacher Standards. Students must achieve a minimum 3.0 grade point average. Candidates consult the current MSU *Graduate Bulletin* for detailed information on admission and other requirements.

Course Experiences

The Masters of Arts in Literacy Specialist Endorsement Program supports the College of Education's theme by nurturing the individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky Teacher Standards, InTASC standards, and International Literacy Association Standards.

Throughout the program, students are required to investigate the relationship between theory and practice so they understand the significance of research to their work. Course assignments engage them in applying ideas presented in classes in practical yet theoretically sound ways. Because each student works with an advisor to select courses that will best meet her/his needs, students are ensured of completing a program that is personally meaningful and relevant. Our emphasis on reflection as a tool for self-improvement helps to ensure that students exit the program confident in their abilities to make sound professional decisions and are well prepared to tackle new problems and challenges that emerge. Reflective practitioners are those well suited to become leaders who feel comfortable advocating for changes necessary to meet the needs of all learners.

Students in the program must complete 30 hours of coursework, including nine hours of Professional Education Core Courses, fifteen hours of required literacy courses, and six hours of literacy electives,

including three hours in a course focused on writing. The professional education core courses include coursework in research, instruction for diverse learners, and classroom management and student motivation. The required literacy courses consist of fifteen hours of coursework in foundations of literacy, literacy assessment, literacy and learning in the content areas, assessment and instruction of children with reading difficulties, and supervised practicum in reading. Together, the professional education and required literacy courses develop the competencies described in the Kentucky Teacher Standards, InTASC, the ILA Standards for Reading Professionals, and the COEHS Dispositions, and help candidates design instruction to meet the Common Core Standards. Literacy electives, including courses that focus on writing instruction, provide further opportunities for students to design instruction that focuses on the KTS, ILA, InTASC, and Common Core Standards. All syllabi for the professional education and required literacy courses, and those for elective courses that are housed within the college of Education and Human Services, are coded to show how each course meets KTS, InTASC, and ILA standards.

- 1) Students learn to use performance assessments to improve and assess learning in REA 628 and REA 638.
- 2) The Code of Ethics is introduced in REA 612, as part of students' professional development plans. In REA 628 and REA 639, students reflect on how the Code of Ethics relates to assessment and to instruction of diverse learners. At the end of their program, students also reflect on their professional development, including the Code of Ethics, in a leadership project.
- 3) The teaching of writing is included in the program in REA 612, REA 628, REA 618, and REA 638, through the required writing elective (ELE 602 or ENG 604/605), and in a number of other electives.
- 4) REA 618 addresses research-based teaching methods, study strategies, and technology aimed to help learners use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum.

The Literacy Specialist Endorsement P-12 addresses reading, writing, speaking, and listening in each of the classes in the program. For example, in REA 612, candidates are exposed to various theories and instructional practices that address each of these areas of literacy. In REA 628, candidates are exposed to various methods of teaching and assessing writing as noted on the course syllabus. In REA 618 candidates are exposed to methods for teaching students to use these areas of literacy to learn content area materials. In REA 638, candidates are taught how to assess children's literacy development, plan instruction to address the identified instructional and individual needs, and implement that plan. In REA 639, candidates take on a variety of leadership roles related to literacy education, including but not limited to providing professional development for their colleagues, serving as literacy coaches, and working as literacy mentors. There is a growing need in our region for Reading Specialists and Literacy Coaches, and the Master of Arts in Education: Reading and Writing program prepares students with the knowledge, skills, experiences, and dispositions needed to serve these roles. The Literacy Specialist P-12 Endorsement program presents candidates with the opportunity to further develop their knowledge base in the area of literacy development, instruction, assessment, and leadership of school literacy programs. This is accomplished via their participation in the varied activities associated with each course in the program. The implementation of this endorsement program allows candidates the opportunity to not only advance their knowledge base in the area of literacy education, but also the opportunity to advance their position in their school/school district.

The candidates in the program develop their leadership skills by studying the work of literacy coaches in REA 612, 628, 638, and 639 (chapters of a text on Literacy Coaching are used in each class), conducting a coaching project in REA 628, and by designing a semester-long professional leadership project involving coaching individual teachers or designing professional development for a group of teachers in REA 639.

In REA 628, the candidates observe the elementary, middle, and high school classrooms beyond their own classroom and meet with literacy-related school personnel. They tour school library and interview librarian and report the types of assistance that the librarian provides to teachers in terms of ordering books for special purposes, collecting class sets, text sets, etc. The candidates also meet with the department chair for Language Arts/Reading and/or team leader for the grade level they are assigned and conduct brief interview about literacy focus/initiatives at school. The candidates report the district/school structure related to literacy. In addition, the candidates complete school/district data and develop insightful analysis with comparison/contrast of school/district, complete classroom data and develop insightful analysis with comparison/contrast of classroom with school/district, complete literacy data and develop insightful discussion of scores, and -develop insights about implications of literacy instruction and intervention. In REA 628, the candidates guide, assist, and support classroom teachers, provide a specialized knowledge of assessments of students' reading strengths and needs, and provide leadership for the P-12 school's reading program as a resource to other educators, parents, and the community. In REA 639, candidates conduct a semester-long professional leadership project involving coaching individual teachers or designing professional development for a group of teachers. In EDU 639 Research to Improve Student Learning, candidates analyze leadership and decision-making perspectives, research in the field is reviewed, and an action research project is planned (after review and approval by a school/district leader) and implemented based on the needs identified in the Comprehensive School Improvement Plan or Comprehensive District Improvement Plan. The results of this research project is shared with a school or district group for decision-making purposes in the district and presented to peers at Capstone session on campus.

In the Literacy Specialist Endorsement program, students are required to document experiences in working with students at each of the three levels: elementary, middle and secondary. Opportunities to work with students at a variety of levels are offered in each required REA course. Students who have teaching experience in elementary, for example, must choose to work in middle and secondary schools for some of the projects in order to gain experiences with students at all levels.

Students in REA 612 complete three assignments in which they work with students of varied ages:

- Elicit a personal narrative (student aged 6-9)
- Complete an Emergent Reader assessment (student aged 4-7)
- Complete a Qualitative Spelling Inventory (student aged 7-18)

For each of these assignments students in REA 612 analyze and reflect on the results and share their findings with students, parents, and classmates as appropriate.

In REA 628, the candidates work in elementary, middle, or high school classrooms for their coaching project. They demonstrate, model, and guide teachers in the development of a literate classroom environment and the creation and implementation of daily reading and writing lessons. Candidates complete a weekly report indicating the dates/times of observation, interaction, intervention, and coaching. In addition, they keep a log of instructional and assessment activities that they observe, implement, or demonstrate and reflect on their effectiveness.

In REA 638, candidates complete 20 hours of tutoring **with P-12 students**. They select reading materials that match the reading level, interest, cultural background, instructional needs of their students. They use assessment and assessment information to plan individual instruction for struggling readers, as well as communicate assessment information to various audiences for both accountability and instructional purposes. In REA 639, students complete a semester-long coaching or professional leadership project in an elementary, middle or high school setting.

Candidates use the Common Core Standards and the International Literacy Association Standards for the English Language Arts as they design their instruction. The literacy specialist program is based on a reflective practitioner model that prepares candidates to raise literacy achievement with diverse student populations. The matrix and syllabi document that candidates study and implement methods for the assessment and instruction of ESL students and struggling readers and writers in both REA 628 and REA 638. In REA 628, the candidates identify learner differences for students in the general classroom and analyze student instructional needs for planning instruction. They create pre-assessments to identify the learners' strength and weaknesses and articulate how this relates to the Response to Intervention (RTI) process. They conduct research to discover ways to meet the needs of diverse learners and develop differentiated instruction to improve learning and motivation for students with a variety of needs in the general classroom. In REA 638, the candidates review the latest research related to literacy development for ESL students. The five critical components of reading instruction (phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension) frame the study of learners of second languages. The REA 638 syllabus documents how the program addresses the problem of the inadequacies in identifying giftedness among culturally and linguistically diverse students. Strategies for recognizing and identifying culturally and linguistically diverse gifted students are presented and discussed. Different tests for giftedness are described. Other methods for using effective strategies with culturally and linguistically diverse gifted students are explained and practiced. At the completion of this course, candidates are better prepared to recognize and offer a rich educational experience for culturally and linguistically diverse gifted students. In addition, candidates document how they are inclusive and responsive to diversity in their course assignments.

Code of Ethics

This program requires all entrants to hold a valid Kentucky teaching certificate. Once they have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled Character and Fitness. By signing the form, graduates attest they have abided and will continue to adhere to the Professional Code of Ethics for Kentucky School Personnel.

Teaching of Writing Adequately Addressed (Program's Writing Intensive Course)

The teaching of writing is included in the program in REA 612, REA 628, and REA 638 and through the required writing elective (ELE 602 or ENG 604/605). In these classes, candidates learn about various approaches to the teaching of writing in the P-12 schools and the analysis/assessment of writing. In 612, candidates provide students with opportunities to read, analyze, and emulate models of good writing. In 638, candidates use writing as a tool for learning materials. They administer interventions to help children become better writers. They collect, categorize, and analyze experimental research on writing instruction in order to determine which elements of existing instructional methods are reported to be effective by research. They elect the strategies that are most appropriate for individual students. In ELE 602, candidates describe and apply research, theory, and practice in the teaching of writing. They engage children in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.

The ENG 604/605 Purchase Area Writing Project (PAWP) is dedicated to helping primary and secondary school teachers in the western Kentucky area build student success in writing. The PAWP promotes the best that is known about the teaching of writing from literature in the field, research, and the insights and experiences of successful teachers at all levels. Teachers who participate in the PAWP Summer Institute return to their schools to administer workshops and in-service sessions. PAWP also coordinates a series of outreach programs - workshops held at schools throughout the region.

Field Experiences (16 KAR 5:040 Component Addressed as Appropriate)

The capstone courses provide experience in literacy assessment and intervention while working with students, parents, colleagues, and university professionals. In REA 638/Assessment and Instruction of Children with Reading Difficulties, candidates select, describe, and justify assessments that can be used to gain information about children's strengths and weaknesses in reading. These strengths and weaknesses may be in the areas of concept of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and/or writing. In order to successfully address these important aspects of the assessments, candidates must have knowledge of the state assessment frameworks, proficiency standards, and student benchmarks. The chosen assessments are then administered as a pretest. Once completed, the candidates organize the information gained into a summary chart that outlines the levels of performance and identifies key areas of interest. The next step is to select materials and recommend reading, writing, speaking, and listening instructional strategies supported by literature and research to address the observed patterns of behavior based on the pretest and provide a justification for each recommendation. As students provide this justification, they will consider validity, reliability, and demonstrate an awareness of the use of assessments. This instructional plan is structured using the COEHS TPA lesson plan that examines the context in which the instruction is delivered, promotes assessment both of and for learning, and considers adaptations that may be necessary for students with special needs. For this performance assessment, those special needs will undoubtedly include English learners who require adapted instructional materials and approaches to meet their language proficiency needs and students who struggle with reading and writing. Once candidates have instructed students in their

identified areas of need, the same battery of assessments are administered as a posttest. These posttest results are summarized in a written narrative, considering both quantitative and qualitative data, and future recommendations for assessment and/or instruction are identified. The narrative is written as a report directed to parents, other teachers, or an intervention team.

Another capstone course in the program is REA 639, Supervised Practicum in Reading. Under the supervision of a leader in their school, teachers design, plan, and implement leadership projects. In these projects, candidates provide professional development workshops for their colleagues, or work as a literacy coach with individuals or small groups of teachers.

EPSB Themes

The **unit theme** is Educator as Reflective Decision-Maker. The Literacy Specialist Endorsement P-12 supports this theme through an emphasis on reflection, which takes place in course reflection assignments. The Education Professional Standards Board has identified five areas they want specifically addressed in the core course work of endorsement programs. While one could certainly see where these themes are addressed through the Kentucky Teacher Standards, their importance to the overall success of teacher candidates and the progress of P-12 students makes them important to single out.

Diversity: The commitment to issues of diversity is a defining attribute of the College of Education and Human Services an intended outcome of all programs, including the Literacy Specialist Endorsement P-12. Diversity includes commitments to serving all students, male and female those with exceptionalities and from different ethnic, racial, language, religious, socioeconomic, and regional/geographic origins. Throughout the program, a continual focus is placed on meeting the literacy needs of diverse students. Cultural diversity receives emphasis in all courses through scenarios, research reviews, presentations, and the use of multicultural literature. Academic diversity receives particular emphasis in the REA 628 and REA 638 course sequences as candidates work with students for whom progress in literacy is a challenge. Many of the students are considered “exceptional” by standard documentation through their schools. Often, such students have identified learning disabilities related to reading. In REA 638, the candidates plan, use and demonstrate appropriate curriculum materials, including technology-based, for effective reading and writing instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds. Finally, linguistic diversity receives attention in the program particularly in REA 618 as candidates use and demonstrate a wide range of instructional practices, including technology-based practices that promote reading and writing across the curriculum for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Assessment: As candidates progress through the endorsement program, they complete coursework/assignments which are relevant to public school classrooms. For example, candidates identify a KCAS target that is appropriate to their current or future teaching content/level. Then, they develop literacy lessons to address those learning targets and plan assessments to measure students’ progress towards those. In other cases, they administer a literacy assessment and then plan instruction to meet students’ needs. These experiences strengthen the candidates’ abilities to incorporate the knowledge that is being learned in the endorsement program to actual situations they may find in their teaching. Similar experiences are found in all of the different courses that make up the endorsement program.

The candidates in the Literacy Specialist Endorsement P-12 program complete practicum and assessment projects as part of a continuous assessment process. This provides a more authentic approach to assessment that is consistent with best practice in the field, an emphasis on the application of knowledge, and the need to prepare our candidates for assessment trends in reformed classrooms and schools. There are five performance assessments provided throughout the endorsement program to address the unit's conceptual framework, and various state and national standards. These include the following: REA 612 (Professional Improvement Plan, Literacy Theory Project), REA 628 (Response to Intervention, Performance Assessment, Progress Monitoring, Coaching Project, Planning Conference), REA 618 (Content Area Learning Log and Vocabulary Instruction, Content Area Literacy Lessons) REA 638 (Reading/Writing Practicum, Diagnostic Instructional Assessment/Case Study, TPA Lesson Plan), and REA 639 (Reading/Writing Practicum and Proposal Writing, Leadership Project). As candidates progress through the program, they encounter assessments that build upon the one(s) from previous classes so that by the end of the program, they have a strong understanding how these various aspects of literacy are related and dependent upon each other. These performance assessments address a variety of important ILA standards and elements needed to become a literacy specialist.

Literacy/Reading: The Literacy Specialist has knowledge of the academic content standards appropriate to grade level as it applies to literacy and the English/Language Arts. The Literacy Specialist is intended as part of a —career ladder in literacy, and the knowledge base for the endorsement is built on the reading foundation established by the reading endorsement. The teaching of reading, as part of this endorsement, is presented in all the classes included in the endorsement program. In these classes, candidates learn about and implement research-based reading instruction at the primary/elementary level, middle school level, and secondary school level. In REA 612, the candidates collaborate with other professionals for the purpose of advancing knowledge of reading and writing research. The candidates demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension and motivation) and how they are integrated in fluent reading. The candidates learn major theories in the fundamental areas as they related to reading. In REA 618, the candidates complete a learning log where research and practice related to content area reading is presented and discussed for the purpose of promoting reading comprehension in all disciplines and at all grade levels. In REA 638, the candidates analyze and synthesize the knowledge and theories as it relates to the instruction of reading. In REA 628 and REA 639, the candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions in regards to coaching and professional development in the teaching of reading for classroom teachers at all grade levels. The experience(s) provide candidates with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with students, parents, caregivers, colleagues, administrators, policy makers, community members, clinical specialists, school psychologists, social workers, and classroom teachers.

Closing the Achievement Gap (Strategies): Closing the Achievement Gap becomes a focus in REA 612 as the sociocultural theory of literacy is studied. For example, candidates study the method of contrastive pairs as a way of affirming students' dialects while at the same time teaching candidates the "language of power." In REA 618, culturally responsive teaching

strategies are presented, practiced, and discussed. In REA 638, the candidates work with literacy students who are progressing at significantly slower rates than their classmates. Graduate students have the opportunity to tailor instruction to both the struggling readers' interests (e.g., favorite types of texts, multicultural literature) and academic needs. In REA 628, and REA 639, the candidates assist the classroom teacher in the selection of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. The candidates assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests and background of all students, with particular emphasis on the culture of the particular classroom.

College and Career Readiness: College and Career Readiness serves as the heart of the program, and is the core embedded in all courses. In REA 628 and REA 639, the candidates support policies, programs, and funding that secure the leadership role of the partnership in preparing students with academic knowledge and skills for 21st century readiness. In REA 612, a comprehensive strategy to teach both knowledge and applied skills are presented including the critical thinking and problem solving, communication, collaboration, and creativity and innovation skills. In REA 628 and REA 639, the candidates serve as catalysts for reform by engaging all stakeholders of the school community in the design and implementation of effective reading and writing processes that support and promote effective literacy efforts in the school culture. In REA 638, the candidates use methods to effectively revise instructional plans to motivate all students. In REA 639, the candidates assist classroom teachers in designing programs that intrinsically and extrinsically motivate students. They demonstrate techniques and articulate the research base that grounds their practice. They demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. They assist teachers and paraprofessionals in modeling reading and writing as valued lifelong activities.

One of the Kentucky Teacher Standards addresses the need for teachers to be competent in the use of technology and its applications to instruction. Increasing resources in the College of Education and Human Services enable us to provide instruction designed to help our candidates meet the performance indicators of this standard.

The following matrix demonstrates the integration of the Education Professional Standards Board Themes throughout the MA in the Literacy Specialist Endorsement P-12. Coded according to categories in Bloom's Taxonomy, the themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development of course assignments.

EPSB Themes for Literacy Specialist Endorsement P-12

EPSB Themes	Div.	Asst.	Lit./Rdg.	CCR	Ach. Gap
EDU 639 Research to Improve Student Learning	K	E	K	A	A
EDU 637 Instruction for	E	E	K	A	A

Diverse Learners					
EDU 631 Classroom Management and Student Motivation	K	E	K	A	A
REA 612 Foundations of Literacy	K	E	A	A	A
REA 628 Literacy Assessment	E	E	E	E	E
REA 638 Assessment and Instruction of Children with Reading Difficulties	E	E	E	E	E
REA 618 Literacy and Learning in the Content Areas K-12	E	E	A	A	E
REA 639 Supervised Practicum in Reading	E	E	E	E	E
Selected Electives					
ELE 602 Integrating Language Arts	E	A	E	E	E
ELE 616 Research in Children's Literature	E	K	E	E	E
LIB 617 Research in Young Adult Literature	E	K	E	E	E
REA 626 Word Study: Phonics, Spelling, and Vocabulary	E	E	E	E	E
REA 624 Kentucky Reading Project	E	E	E	E	E
K – Knowledge, A – Application, E – Evaluation					

Course Descriptions

EDU639 Research to Improve Student Learning (3). A course designed to develop capacities in educators regarding the collection, analysis and interpretation of data for decision-making, including the design and implementation of basic action research to improve classrooms and schools.

EDU637 Instruction for Diverse Learners (3). Examines the needs of a wide range of diverse learners with the goal of matching instruction and accommodations to improve student learning.

EDU631 Classroom Management and Student Motivation (3). Analysis of the theoretical and practical aspects of selected systems of classroom management and motivation. Includes the study of several approaches that can assist teachers in establishing and maintaining a healthy and productive system of classroom operation.

REA 612 Foundations of Literacy (3). An advanced course in reading and writing instruction designed to enable classroom teachers to model and implement a variety of research-based instructional strategies and activities in an authentic instructional context.

REA 628 Literacy Assessment (3). Designed to enable classroom teachers and reading specialists to implement a variety of technology-based assessment tools and strategies, to facilitate learning, provide appropriate instruction, make language learners aware of their own strength and needs as readers, writers, listeners, and speakers, and enhance teacher and curriculum development. Assessment strategies include: anecdotal records, checklists, interviews, conferences, observations, performance events and exhibitions, open-ended questions, self-assessment/reflection, running records, miscue analysis, and oral language assessment. Emphasis is on ways to work with teachers in classrooms and professional development to bring about educational reform and improvements in teaching and literacy instruction. Prerequisite: REA 612.

REA 638 Assessment and Instruction of Children with Reading Difficulties (3). A study of the causes of reading difficulties and procedures used to support P-12 students with reading difficulties. Approaches reading difficulty from a holistic view. Attention is given to technology-based assessment strategies, curriculum materials, and remedial procedures for correction. Prerequisite: REA 612.

REA 618 Literacy and Learning in the Content Areas K-12 (3). This course addresses research-based teaching methods, study strategies, and technology aimed to help learners use language processes (reading, writing, speaking, listening) to learn subject matter across the curriculum. The students gain practical experience integrating literacy into content area curriculum, instruction, and assessment. Strategies are designed to enhance learning in science, mathematics, history, English, and other primary, middle-level or secondary content areas.

REA 639 Supervised Practicum in Reading (3). Designed for teachers, clinicians, literacy coaches, and reading specialists. Emphasis will be placed on designing and supervising a reading program in a public or private setting. Repeatable for up to six hours of credit. Prerequisites: REA 612, 628, and 638.

ELE 602 Integrating Language Arts in the Curriculum (3). A study of the use of reading, writing, listening, speaking, viewing, and visually representing to aid learning in all content areas.

ELE 616 Research in Children's Literature (3). An in-depth study of chosen areas in children's literature with emphasis on books and articles about children's books.

REA 624 Kentucky Reading Project (3). This yearlong professional development initiative increases students' ability to design standards-based literacy activities, implement a balanced literacy approach, and encourage family involvement in literacy. Students participate in a two-week summer institute and four follow-up sessions during the academic year. They present their literacy action projects at a statewide share fair in the spring. Prerequisite: permission of instructor.

REA 626 Word Study: Phonics, Spelling, and Vocabulary (3). This course is designed to help teachers and reading specialists assess the word knowledge of students and to make informed decisions regarding instruction based on that assessment. This course will provide hands-on opportunities to make conceptually based word study lessons to meet developmental needs in phonics, spelling, and vocabulary. Prerequisite: REA 612.

REA 627 Teaching Reading in the Secondary School (3). Designed to help the secondary school teacher teach reading in the content areas. Topics covered are reading process, word recognition skills, comprehension, diagnostic prescriptive instruction, and reading in the content areas.

LIB 617 Research in Young Adult Literature (3). An in-depth study of chosen areas of young adult literature with emphasis on electronic and print sources by and about authors, genres, and issues, which may include a field experience where students explore the pedagogical implications of their study.

Modes of Delivery

The College of Education and Human Services at Murray State is dedicated to providing service to our very large region. To reach teachers throughout the region, we offer courses in a variety of **modes of delivery** including online and traditional face-to-face delivery at our Murray State campus and at our satellite campuses, or a combination of these modes. Of the required REA courses, REA 612, REA 618, 628, and 639 are offered online, and students in REA 638 attend some class sessions online, and meet on campus a few times during the semester for tutoring. The elective courses offer students a variety from which to choose. Electives offered online include ELE 602, REA 626, LIB 617, and ELE 616. The electives offered on and off campus include REA 624 and ENG 604/605. Students in the Reading and Writing program have the opportunity to apply for the Kentucky Reading Project (REA 624) and the Purchase Area Writing Project (ENG 604/605), and use these as electives in the program.

The candidates have the opportunity to complete our program close to where they live or work. The REA 624/Kentucky Reading Project is offered face-to-face in a traditional classroom at our off-campus learning center. The Kentucky Reading Project (KRP) holds a two-week institute in

the summer where teams of teachers are immersed in research-based best practices in literacy instruction. The teachers also participate in a follow-up session at a state-wide Share Fair in the spring.

The KRP is a professional development initiative of the Collaborative Center for Literacy Development. The yearlong, graduate level literacy course consists of a two-week summer institute, four follow-up sessions during the year, and at least one coaching visit to each teacher. During KRP at Murray State University, training specialists provide information, resources, and support regarding active engagement in literacy. Our KRP literacy faculty is committed to research, scholarship, and creative work that results in superior teaching and service to the community and to the profession.

During KRP, teachers learn best practices in literacy instruction while participating in a professional learning community that positions them for **leadership roles** in their school, district and the state. They increase their effectiveness as teachers by expanding their knowledge base and deepening their understanding of best practices in literacy instruction as they develop and implement a Literacy Action Plan in their classrooms.

B. Specialty Professional Association (SPA) Standards

Graduates meet the International Literacy Association’s (2010) Standard for Reading Professionals, InTASC Standards, and will be able to use the Common Core Standards for the English Language Arts as they design their instruction. The Kentucky Teacher Standards are integrated into each course. Course objectives on all College of Education and Human Services syllabi show which standards are included in each course.

International Literacy Standards for Reading Professionals

ILA Standards for Reading Professionals	Indicators for the standard	How/where standard is assessed
1.1 Understand major theories and research...	<ul style="list-style-type: none"> • Interpret major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. • Analyze classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests). • Demonstrate a critical stance toward the 	<p>REA 612 Literacy Theory Project: Candidates research an important reading topic (comprehension, fluency, emergent literacy, developmental spelling, reader response, schema, etc.) and develop a paper about the history, current status, use in their classroom, and opinion of the topic.</p> <p>REA 638 Discussion Board Assignment: Candidates discuss how literacy coaches can help to improve the quality of instruction and student literacy achievement. The candidates explore how students’ performance on high-stakes assessments influence the direction of professional development the coaches provide to teachers. The candidates explore diversity in the characteristics and needs of students enrolled in the literacy intervention program.</p> <p>REA 628 Discussion Board:</p>

	<p>scholarship of the profession.</p> <ul style="list-style-type: none"> • Read and understand the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical). • Inform other educators about major theories of reading and writing processes, components, and development with supporting research evidence, including information about the relationship between the culture and native language of English learners as a support system in their learning to read and write in English. 	<p>Candidates discuss response to intervention and how these new practices affect struggling children who have not yet been identified with specific learning disabilities or who have been identified with specific learning disabilities and who are receiving special education services.</p> <p>REA 618 learning log: The log consists of both in-class and out-of-class assignments, each of which is designed to support the development of theoretical understanding and/or practical implementation of literacy across the curriculum. The format of the log assignments is varied to reflect the range of possible content-area literacy assignments appropriate for use with P-12 students.</p> <p>Candidates inform other educators about major research and theories of literacy through professional development presentations in REA 628 & REA 638 and in their coaching project in REA 639.</p> <p>REA 628 Coaching Project: Candidates demonstrate lessons for other teachers, assist teachers in selecting best literacy practices, train classroom teachers to administer and interpret assessments, present professional workshops, conduct study groups, assist classroom teachers in preparing technologically based information, and co-plan appropriate instruction.</p> <p>REA 639 Leadership Project: Candidates design a leadership project which supports classroom teachers in designing and implementing instructional approaches and materials for all students that are based on the Common Core Standards and that are responsive to diversity</p>
<p>1.2 Understand historically shared knowledge and changes over time...</p>	<ul style="list-style-type: none"> • Interpret and summarize historically shared knowledge (e.g., instructional strategies and theories) that addresses the needs of all readers. • Inform educators and others about the historically shared knowledge base in reading and writing and its role in reading 	<p>REA 612 Final Exam: Student choose two classmates' Literacy Projects on topics other than their own, summarize the information, indicate ways the theory/approach is currently used in their classroom, and postulate how they might use the information in the future.</p> <p>REA 612 Literacy Theory Project: Candidates write critiques of research studies using knowledge of research standard. Candidates conduct formal review of research related to a specific literacy topic. Candidates write a formal research paper using standard research methods and style manual.</p>

	education.	<p>REA 618 Reflective Log Assignment: The candidates design, present, critique, revise, and reflect upon content reading lessons that incorporate before during, and after reading strategies.</p>
<p>1.3 Understand the role of professional judgment and practical knowledge of improved all students' reading</p>	<ul style="list-style-type: none"> • Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals. • Communicate the importance of fair-mindedness, empathy, and ethical behavior in literacy instruction and professional behavior. 	<p>REA 638 Discussion Board Assignment: Candidates complete written critique of texts which include components of diverse learners.</p> <p>REA 628 Coaching Project Assignment: Candidates participate in coaching sessions directed to support instruction of student(s) involved in diagnostic teaching sessions. Candidates collaborate with a team of teachers on assessment scores and assist the teachers in developing evidence-based literacy strategies to address ESL students' needs.</p> <p>Candidates use various books and non-print materials appropriate for a diverse group of learners, and effectively model, coach, and support classroom teachers in selecting and using a variety of books, including technology-based information and non-print materials that match a range of reading levels, interests, and cultural and linguistic backgrounds of students.</p> <p>REA 628 Instructional Method for ESL Learners: Candidates discuss and implement differentiate instruction in ways that allow ESLs to achieve the various literacies that are necessary to succeed in school. Candidates learn methods for teaching English as a second language and become able to address both language and content objectives so that the curriculum is within the reach of all learners. Candidates assure equity by providing the multimodal instruction that facilitates comprehension regardless of the student's level of language proficiency.</p> <p>REA 638 ESL Assignment: Candidates explore issues dealing with meeting the needs of our diverse student population and responsibility of serving as advocates for all learners.</p> <p>REA 618 culturally responsive instruction using trade books: The candidates plan culturally responsive lessons that integrate literacy instruction into the overall content area curriculum. They assess student products for the purposes of evaluating</p>

		<p>students' growth, determining areas in which students need to continue developing, and planning next steps in their own instruction.</p> <p>Students are assessed by their supervisors during REA 639 according to the Dispositions of the COEHS graduate, which include caring and ethical behavior.</p>
<p>2.1 Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for all pre-K–12 students. • Develop and implement the curriculum to meet the specific needs of students who struggle with reading. • Support teachers and other personnel in the design, implementation, and evaluation of the reading and writing curriculum for all students. • Work with teachers and other personnel in developing a literacy curriculum that has vertical and horizontal alignment across pre-K–12. 	<p>REA 612 Teaching Journal/Discussion Board: Students understanding of foundational knowledge and balanced curriculum is assessed by their responses to literacy research readings in their reflective literacy journals and in their responses to given discussion board prompts.</p> <p>Students develop and implement curriculum to meet the specific needs of students who struggle with reading during their tutoring in REA 638. This is assessed through the Case Study.</p> <p>Students in REA 639 support teachers and other personnel in the design implement and evaluation of curriculum in their leadership projects.</p> <p>REA 618 Content Area Vocabulary Activities: We believe the larger the children's vocabularies in the primary grades, the greater their academic achievement in the upper grades. The National Reading Panel (NRP, 2000) analyzed scientific studies that led them to conclude that readers' vocabulary is strongly related to their understanding of text. In 618, the candidates promote rich and powerful vocabularies at all grade levels that include (1) interactive read-alouds of outstanding children's literature, (2) dialogic-based instructional activities, (3) independent reading, (4) interactive writing, and (5) creating a print-rich environment. The candidates provide students with information that contains the context as well as the meaning of the word, (2) design instruction that engages students and allows sufficient time for word learning, (3) make sure students have multiple exposures to the words with review and practice, and (4) create a dialogue around the words. They align students' progress monitoring of vocabulary with the following instructional goals: (1) to enhance vocabulary development and use, (2) to develop word-learning strategies, and (3) to build word consciousness.</p>
<p>2.2 Use</p>	<ul style="list-style-type: none"> • Use instructional 	<p>Candidates' use of instructional strategies supported by literature and research is assessed through the</p>

<p>appropriate and varied instructional approaches...</p>	<p>approaches supported by literature and research for the following areas: concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.</p> <ul style="list-style-type: none"> • Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. • Support classroom teachers and education support personnel to implement instructional approaches for all students. • As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write. 	<p>REA 612 Teaching Journal/ Discussion Board: Students reflect on readings and given prompts, sharing their own teaching strategies with emphasis on differentiating instruction for varied learners.</p> <p>REA 638 Students provide tutoring for struggling readers and develop a Case Study with recommendations for adapting instructional materials and approaches for the student. The candidates use a variety of reading strategies, multimedia applications, hypertext, digital and electronic resource materials to motivate and teach the struggling readers who are enrolled in the reading/writing literacy program. The program and tutoring sessions are assessed via a case study.</p> <p>REA 618 Culturally Responsive Teaching Log: The assignment focuses on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline specific curriculum including adaptations for culturally diverse and exceptional learners. The assignment develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing.</p> <p>Students in REA 639 help classroom teachers implement instructional strategies for all students in their leadership projects.</p>
<p>2.3 Use a wide range of texts</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources. • Support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and 	<p>REA 612 Teaching Journal/Discussion Board: Students understanding of foundational knowledge and balanced curriculum is assessed by their responses to literacy research readings in their reflective literacy journals and in their responses to given discussion board prompts.</p> <p>REA 638 Discussion Board Assignment: Candidates discuss comprehension instructional strategies that are useful with narratives and expository texts that can be used before, during, and after reading. Candidates discuss instructional strategies to use with severely delayed readers and nonreaders. Candidates reflect on several important concepts related to instruction of severely delayed readers and</p>

	<p>abilities of all learners.</p> <ul style="list-style-type: none"> • Lead collaborative school efforts to evaluate, select, and use a variety of instructional materials to meet the specific needs and abilities of all learners. 	<p>nonreaders and discuss how cultural differences might impact reading instruction.</p> <p>REA 618 Discussion Board: The candidates explore and explain the role of literacy in learning the content areas. They discuss strategies that P-12 students can apply to successfully comprehend, interpret, evaluate, and appreciate content-related texts. They explore reading and writing instruction that supports students' literacy development in P-12 classrooms.</p>
<p>3.1 Understand types of assessments...</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the literature and research related to assessments and their uses and misuses. • Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes. • Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity). • Explain district and state assessment frameworks, proficiency standards, and student benchmarks. 	<p>REA 612: Readings and administration of three types of assessments: Emergent Reader Assessment, Personal Narrative elicitation, Qualitative Spelling Inventory: Students administer and analyze the above assessments and reflect on their findings.</p> <p>REA 628 Discussion Board Assignment: Candidates discuss how to mentor individual teachers, model and observe in classrooms, work with study groups, lead a school wide literacy initiatives, advise administrators on the progress of and directions for the school literacy program, administer and monitor literacy assessments, and work with parents and community groups.</p> <p>REA 618 Discussion Board Assignment: The candidates explain and critically assess their own beliefs about literacy and learning in the content area.</p> <p>EDU 637 RTI Project: The candidates learn the core features of RTI as a multi-tier system to support all students.</p>
<p>3.2 Select, develop, administer and interpret assessments</p>	<ul style="list-style-type: none"> • Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing. • Collaborate with and provide support to all 	<p>REA 612 Emergent Reader Assessment, Personal Narrative elicitation, Qualitative Spelling Inventory: Students administer and analyze the above assessments and reflect on their findings.</p> <p>REA 628 Coaching Project: Candidates plan with teachers, select appropriate reading assessment and materials, work with allied professionals, coordinate the reading program,</p>

	<p>teachers in the analysis of data, using the assessment results of all students.</p> <ul style="list-style-type: none"> • Lead school-wide or larger scale analyses to select assessment tools that provide a systemic framework for assessing the reading, writing, and language growth of all students. 	<p>develop curriculum, co-teach, and participate in school-based study teams.</p> <p>REA 618 Content-Area/Literacy Lesson: The candidates develop a specific content-area lesson that clearly and cohesively incorporates literacy strategies, activities, texts, supplemental texts, and/or other literacy resources. The complete lesson includes a copy of a content-area text selection, and the pre-reading, during-reading, and post-reading activities and strategies designed to support literacy and content learning. The candidates design, implement, assess, and evaluate a variety of instructional and assessment strategies to increase comprehension and learning. They share their lesson with their colleagues and classmates.</p>
<p>3.3 Use assessment information to plan and to evaluate instruction</p>	<ul style="list-style-type: none"> • Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention. • Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction. • Lead teachers in analyzing and using classroom, individual, grade-level, or school-wide assessment data to make instructional decisions. • Plan and evaluate professional development initiatives using assessment data. 	<p>REA 612 Emergent Reader Assessment, Personal Narrative elicitation, Qualitative Spelling Inventory: Students reflect on their findings and indicate how their instruction might change based on the results.</p> <p>REA 618 Project: The candidates assess print and non-print media and adapt it for effective instruction for a diverse student population.</p> <p>REA 628 Performance Assessment: Candidates maintain accurate daily and weekly records for each child. Candidates analyze records and use them to make instructional decisions. Candidates test/retest all children served for the end-of-year data collection. Candidates participate in writing sample testing/analysis and electronic data input. Candidates administer, score, and provide written analysis of literacy observation tasks.</p> <p>Candidates incorporate technology to keep systematic and appropriate records to document observations and assessments of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <p>The Developmental Reading Assessment (DRA) is used to assess P-12 students' accuracy in running text. The DRA analyzes student reading performance within a literature context. It is conducted in an individual reading conference and allows the teacher to set specific goals based on</p>

		<p>student performance.</p> <p>REA 638: Candidates maintain daily and weekly records for the identified child and analyze running records, DIBELS, TPRO, AIMSWEB to make sound decisions for the tutoring.</p>
<p>3.4 Communicate assessment results and implications to a variety of audiences</p>	<ul style="list-style-type: none"> • Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability. • Demonstrate the ability to communicate results of assessments to various audiences. 	<p>REA 612 Emergent Reader Assessment, Personal Narrative elicitation, Qualitative Spelling Inventory: Students share assessments results with their students, with the instructor, and with their colleagues in the class.</p> <p>REA 628 Coaching Project Assignment: Candidates guide, assist, and support classroom teachers, provide a specialized knowledge of assessments of students' reading strengths and needs, and provide leadership for the school's reading program as a resource to other educators, parents, and the community.</p>
<p>4.1 Recognize, understand and value the forms of diversity...</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. • Assist teachers in developing reading and writing instruction that is responsive to diversity. • Assist teachers in understanding the relationship between first- and second-language acquisition and literacy development. • Engage the school community in conversations about research on diversity and how diversity impacts reading and 	<p>REA 612 Teaching Journal/ Discussion Board: Students engage in readings about ELL and struggling readers and writers, reflect on their findings, and share these with colleagues.</p> <p>REA 638 Journal/Discussion Board: The candidates examine the deficiencies in current identification methods for culturally and linguistically diverse gifted students and learn why commonly used assessment methods for gifted programs often do not meet the needs of culturally and linguistically diverse students. Students create alternative assessment tools to use in identifying culturally and linguistically diverse gifted students.</p> <p>REA 628 Journal/Discussion Board: The candidates explore ways to create positive, learning classrooms and positive, enriching curriculums that challenge culturally and linguistically diverse gifted students. Students investigate different enrichment and nurturing programs and strategies to meet the educational needs of culturally and linguistically diverse gifted students. Students develop strategies for involving parents, families, and communities in providing enrichment experiences for culturally and linguistically diverse gifted students.</p> <p>REA 628 Literacy and ESL methods: Candidates discuss the impact of second language learning on reading achievement.</p>

	writing development.	<p>REA 638 ESL strategies for Literacy Development: Candidates discuss how to work effectively with learners from different cultural and language backgrounds and help the ESLs overcome the linguistic and cultural barriers that they face in school.</p> <p>The candidates evaluate themselves on the COEHS Dispositions in the REA 639 Leadership Project. One of the dispositions is Inclusive. They must show how they are responsive to diversity.</p>
<p>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity</p>	<ul style="list-style-type: none"> • Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources, that capitalize on diversity. • Support classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning. • Support and lead other educators to recognize their own cultures in order to teach in ways that are responsive to students' diverse backgrounds. • Collaborate with others to build strong home-to-school and school-to-home literacy connections. • Provide support and leadership to educators, parents and guardians, students, and other members of the school community in valuing the contributions of diverse people and traditions to literacy learning. 	<p>REA 612 Discussion Board/ Voice heard Introduction: The candidates share their current and perceived future instructional practices with an emphasis on differentiating instruction to meet all students' needs.</p> <p>REA 638 Case study: Candidates develop instructional frameworks for teaching sessions with children. Candidates report on teaching sessions to parents and supervising teachers. Parents are provided with information about the student's progress.</p> <p>Candidates develop a written report for the identified child, documenting the child's starting point, performance in the teaching sessions, and current phonological and orthographic understandings that includes diagnostic and instructional data to show increased learning for an identified student.</p> <p>REA 618 Content Area Reading Assignment: The candidates adapt instruction to accommodate P-12 students' varying degrees of literacy and linguistic proficiency. They create instructional goals and activities appropriate for students' active learning through interaction with print, media, and computer texts. They develop content area literacy activities that integrates reading, writing, speaking, and listening using multiple media forms throughout students' learning experiences.</p>
<p>4.3 Develop and implement strategies to advocate for equity</p>	<ul style="list-style-type: none"> • Provide students with linguistic, academic, and cultural experiences that link their communities with the school. 	<p>REA 638 Case Study: The P-12 students work in a one-to-one situation with the candidates who are enrolled in a graduate reading methods course (REA 638). Instruction is explicit and systematic in teaching phonemic awareness, phonics, vocabulary, writing, comprehension, and fluency. They focus on</p>

	<ul style="list-style-type: none"> • Advocate for change in societal practices and institutional structures that are inherently biased or prejudiced against certain groups. • Demonstrate how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. • Collaborate with teachers, parents and guardians, and administrators to implement policies and instructional practices that promote equity and draw connections between home and community literacy and school literacy. 	<p>a variety of comprehension strategies such as high-level thinking, activating prior knowledge, previewing, predicting, self-correcting, and making comprehension connections.</p> <p>The candidates assist an ESL student by using the following strategies: offer cues with body language and expressions, preview reading sections, use different types of reading strategies (choral, shared, paired, narrow, read aloud, etc.), present a variety of literature, focus on the repetition of sounds, read audiotape stories, choose texts that match the cultural schemata and background knowledge of the student, let the student tell a story while the teacher acts as a scribe, participate in interactive writing, apply vocabulary to lessons, adapt singing and sign language into lessons, provide a validating classroom environment, and finally, assist ESL student by giving them plenty of opportunities to practice what they've learned.</p>
<p>5.1 Design the physical environment to optimize students' use of traditional print and online resources in reading and writing instruction.</p>	<ul style="list-style-type: none"> • Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same. • Modify the arrangements to accommodate students' changing needs. 	<p>REA 638 Children's electronic book assignment: The candidates create and use electronic books to help P-12 students understand literature on multiple levels and to support ESL students' understanding while they read.</p>
<p>5.2 Design a social environment that is low-risk,</p>	<ul style="list-style-type: none"> • Create supportive social environments for all students, especially those who struggle with 	<p>REA 638 Tutoring and case study: Candidates compile a case study that includes diagnostic and instructional data to show increased learning for an identified student. The candidates structure lessons that consider the multitude of factors involve in</p>

<p>includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write</p>	<p>reading and writing.</p> <ul style="list-style-type: none"> • Model for and support teachers and other professionals in doing the same for all students. • Create supportive environments where English learners are encouraged and provided with many opportunities to use English. 	<p>effective reading comprehension (e.g. attention, prior knowledge, phonemic awareness, vocabulary knowledge, fluency, inferencing skills), by providing explicit instruction on how to employ multiple strategies to extract meaning from text. The candidates teach targeted strategies through modeling and scaffolding of various activities in phonemic awareness, phonics, writing, fluency, vocabulary, and comprehension.</p>
<p>5.3 Use routines to support reading and writing instruction</p>	<ul style="list-style-type: none"> • Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources. • Create effective routines for all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all readers. 	<p>In REA 638, the candidates are presented with specific examples of evidence-based activities they can implement that provide scaffolded instruction, as necessary, for their students in the tutoring program. The electronic book helps students make digital stories as they integrate reading, writing, speaking, and listening in a meaningful context. Electronic story books offer an important avenue for supporting reading and writing experiences with P-12 students who exhibit limited English proficiency.</p> <p>REA 618 Vocabulary Strategy Instruction: The candidates model the process of collecting words, provide guided practice within reading groups and other instructional contexts, and offer consistent encouragement to students to use vocabulary strategy during independent reading. The candidates discuss the major benefits of using the vocabulary strategies. The candidates reflect on their instruction and discuss how to recognize unfamiliar or interesting words from the content related texts.</p>
<p>5.4 Use a variety of classroom configurations to differentiate instruction.</p>	<ul style="list-style-type: none"> • Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. • Support teachers in doing the same for all students. 	<p>REA 638 ESL Strategies for Literacy Development Assignment: Candidates discuss issues related to meeting all students' needs in their classroom. Candidates plan and carry out differentiated instruction and activities that are primarily focused on P-12 ESL students' multiple intelligence, higher-order thinking, and learning styles.</p> <p>REA 638 Case study: Candidates develop and implement evidence based strategic instruction to meet the specific needs of students who struggle with reading during their</p>

		<p>tutoring in REA 638. The candidates use a variety of targeted instructional strategies through purposeful read alouds, shared reading, guided reading and book introductions. Instruction is based on individual reading levels indicated by instructional level scores from the Qualitative Reading Inventory or Developmental Reading Assessment.</p> <p>Second language acquisition is facilitated by focusing on language through tasks such as language games, electronic books, music and movement and by linking reading and writing processes. Obstacles to comprehension for ESLs are eliminated in intensity when the candidates use visual, auditory, and kinesthetic clues and identify cultural links to text.</p>
<p>6.1 Demonstrate foundational knowledge of adult learning theories and related research about organization change, professional development and school culture</p>	<ul style="list-style-type: none"> • Use literature and research findings about adult learning, organizational change, professional development, and school culture in working with teachers and other professionals. • Use knowledge of students and teachers to build effective professional development programs. • Use the research base to assist in building an effective, school-wide professional development program. 	<p>In REA 639 students read and reflect on the literature about adult learning and professional development as they prepare to design their coaching projects.</p> <p>REA 628 Coaching Project: The candidates carry on a reading specialist's role: (a) be a resource person, (b) collaborate with other professionals and colleagues, (c) provide professional development, and (d) advocate for students' needs and interests. They collaborate with a team of teachers on assessment scores and assist the teachers in developing evidence-based literacy strategies to address students' needs.</p> <p>Leadership Project: In REA 639, the candidates provide professional development and support to teachers to improve the instructional capacity of teachers so that children are reading on grade level. In other words, the candidates who are preparing to be literacy coaches serve as leaders and resource for schools' reading program and demonstrate their ability to assist and support classroom teachers and paraprofessionals through professional experiences.</p>
<p>6.2 Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and</p>	<ul style="list-style-type: none"> • Articulate the research base related to the connections among teacher dispositions, student learning, and the involvement of parents, guardians, and the community. • Promote the value of 	<p>REA 612 Professional development plan: The candidates take the Deford TORP, then reflect on their current practice in light of the KY Teacher Standards, the ILA Standards for Literacy Professionals, and the MSU Dispositions and develop a Professional Improvement Plan to address perceived needs.</p> <p>In REA 639 students reflect on their professional</p>

<p>pursue the development of individual professional knowledge and behaviors</p>	<p>reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.</p> <ul style="list-style-type: none"> • Join and participate in professional literacy organizations, symposia, conferences, and workshops. • Demonstrate effective interpersonal, communication, and leadership skills. • Demonstrate effective use of technology for improving student learning. 	<p>development throughout the program and how well their met the goals in their Professional Improvement Plan.</p> <p>Under the supervision of a leader in their school, the candidates design, plan, and implement leadership projects. In these projects, the candidates provide professional development workshops for their colleagues or work as a literacy coach with individuals or small groups of teachers.</p> <p>REA 639 Proposal: The candidates write and submit a proposal, which includes the following, (a) a title of project or planned experience, (b) rationale for the project/experience, including the importance or relevance to students, faculty, district or the reading profession in general and how the project addresses the Common Core Standards, and the ILA Standards for Reading Professionals, (c) how the project deals with diverse learners, and (d) time line for the project { components of the project, length of time needed for various components, anticipated hours for each aspect of the project, targeted completion dates, etc. } (e) a statement from Supervisor, and (f) evaluation methods.</p>
<p>6.3 Participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.</p>	<ul style="list-style-type: none"> • Collaborate in, leading, and evaluating professional development activities for individuals and groups of teachers. Activities may include working individually with teachers (e.g., modeling, co-planning, co-teaching, and observing) or with groups (e.g., teacher workshops, group meetings, and online learning). • Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with 	<p>Students in REA 639 design and implement a coaching project with individual teachers or design and implement professional development for groups of teachers.</p> <p>The candidates provide support and conduct professional development for teachers on effective reading practice. They plan with teachers, select reading materials, work with allied professionals, coordinate the reading program, develop curriculum, co-teach, and participate in school-based study teams.</p> <p>REA 628: The candidates explore and share ideas about classroom environment, grouping, inclusion, and gradual-release instruction. They also present workshops in which they model best literacy practices and launch small-group collaboration. They provide professional development and focus on how to differentiate reading instruction. They assist teachers by demonstrating ideas and strategies that can improve instruction and assessment and support teachers in planning and administering professional</p>

	<p>individuals and groups of teachers, work collaboratively with teachers and administrators, and facilitate group meetings.</p> <ul style="list-style-type: none"> • Support teachers in their efforts to use technology in literacy assessment and instruction. 	<p>development. REA 628 gives them an opportunity to apply and enhance their coaching training.</p>
<p>6.4 Understand and influence local, state, or national decisions.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction. • Write or assist in writing proposals that enable schools to obtain additional funding to support literacy efforts. • Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members. • Advocate with various groups (e.g., administrators, school boards, and local, state, and federal policymaking bodies) for needed organizational and instructional changes to promote effective literacy instruction. 	<p>REA 639: The purpose of REA 639 project is to allow candidates to explore a topic related to literacy development in depth, and to provide leadership in literacy in their schools and districts. The course is designed to further develop the candidates' pedagogical content knowledge, coaching skills, and professional dispositions in the following domains: data based decision-making and evidence-based practice. The objectives are to help candidates pursue individual professional knowledge and behaviors through professional activities and leadership and to use literature and research about professional development and school culture to build effective professional development programs in their school or district. The aims are to encourage candidates to reflect on teaching and learning in their schools and districts, determine needs, and decide on a project to improve teaching and learning. The candidates are also permitted to reflect on the effectiveness of their project through the project evaluation.</p> <p>REA 628: The candidates learn about the role of Reading Specialist and Literacy Coach; local, state, and national policies affecting reading including the Common Core Standards; and about their own development as professionals and leaders in literacy. They also review the ILA Standards for Reading Professionals in order to design a coaching project which supports classroom teachers in designing and implementing instructional approaches and materials for all students that are based on the Common Core Standards and that are responsive to diversity.</p>

		EDU 639 Research to Improve Student Learning: Leadership and decision-making perspectives are analyzed, research in the field is reviewed, and an action research project is planned (after review and approval by a school/district leader) and implemented based on the needs identified in the Comprehensive School Improvement Plan or Comprehensive District Improvement Plan. The results of this research project is shared with a school or district group for decision-making purposes and presented to peers at Capstone session.
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InTASC Standards

InTASC Standards	Indicators	Reading Courses	Course Objectives Addressing the Standards
Standard 1 Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	REA 612; REA 628; REA 638; REA 626; ELE 602; ELE 616; REA 627; REA 624	REA 612/Objectives A, C; REA 628/Objectives D, G; REA 638/Objective A; REA 626/Objective E, F; ELE 602/Objective A; ELE 616/Objective C; REA 627/Objective I; REA 624/Objective A, B
Standard 2 Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communicates to ensure inclusive learning environments that enable each learner to meet high standards.	REA 628; REA 638; REA 639; REA 626; ELE 602; ELE 616; REA 627;	REA 628/Objectives D, G; REA 638/Objective A; REA 639/Objective D; REA 626/Objective I; ELE 602/Objectives A, B, H; ELE 616/Objective C; REA 627/Objective I.
Standard 3 Learning Environment	The teacher works with others to create environment that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	REA 612; REA 618; REA 628; REA 638; ELE 616;	REA 612 Objective F; REA 618/Objective H; REA 628/Objectives D, G; REA 638/Objectives A, B; ELE 616/Objective C;
Standard 4 Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline (s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learning to assure mastery of the content.	REA 612; REA 618; REA 628; REA 638; REA 639; REA 626; ELE 602; ELE 616; REA 627; REA 624	REA 612/Objectives A, C; REA 618/Objectives A, B, C, H; REA 628/Objectives B, G; REA 638/Objectives B, C; REA 639/Objective C, D; REA 626 A, B, I; ELE 602/Objective C, J; ELE 616/Objectives B, C, D, F, G, L, H; REA 627/Objectives A, B, G; REA 624/Objective A, H
Standard 5 Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage	REA 618; REA 628; REA 638; ELE 616; REA 627; REA 624	REA 618/Objective G; REA 628/Objectives B, G; Objectives B, C; ELE 616/Objective E, J, L;

	learning in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.		REA 627 Objective B, D; REA 624/Objective C
Standard 6 Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's decision making.	REA 612; REA 628; REA 638; REA 639; REA 626; ELE 616; REA 627; REA 624	REA 612/Objective B; REA 628/Objectives A, E, F; REA 638/Objectives C, D, E, F, G; REA 639/Objective E; REA 626/Objectives D, F, G, H, L; REA 627/Objectives E, F, J; REA 624/Objective E, G
Standard 7 Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	REA 618; REA 628; REA 638; REA 626; ELE 602; ELE 616;	REA 618/Objective G; REA 628/Objectives C, E; REA 638/Objectives C, D, F; REA 626/Objective H; ELE 602/Objective D, E, F, G; ELE 616/Objectives A, H, I, J, L;
Standard 8 Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	REA 612; REA 618; REA 628; REA 638; REA 639; REA 626; ELE 602; ELE 616; REA 627; REA 624	REA 612/Objectives B, H; REA 618/Objectives, D, E, F; REA 628/Objective E; REA 638/Objectives C, D, E, F; REA 639/Objective D; REA 626/Objective C; ELE 602/Objectives C, ELE 616/Objectives H, I, J; REA 627/Objective C; REA 624/Objective C, J
Standard 9 Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and action on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	REA 612; REA 628; REA 638; REA 639; ELE 602; ELE 616; REA 627; REA 624	REA 612/Objectives D, E; REA 628/Objective H; REA 638/Objective H; REA 639/Objective B; ELE 602/Objective I; ELE 616/Objective E; REA 627/Objective D, H; REA 624/Objective B, D, F, I
Standard 10 Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	REA 612; REA 628; REA 638; REA 639; ELE 616; REA 627; REA 624	REA 612/Objective G; REA 628/Objective H; REA 638/Objective H; REA 639/Objectives A, B, D; ELE 616/Objective E, K; REA 627/Objective H; REA 624/Objective D, H, I

C. Kentucky Teacher Standards

Kentucky Teacher Standards	Course and Objectives	Performance Assessments
Standard 1: The Teacher Demonstrates Applied Content Knowledge	REA 612 (A); REA 639 (D); EDU 639 (C); EDU 631 (D); EDU 637 (B, H); REA 628 (A, B, C, D, E, G)	REA 612 (A): Literacy Theory Project REA 639 (D): Professional Leadership Project EDU 639 (C): Data Audit, School Community Inventory, School Administrator Interview EDU 631 (D): Classroom Management Project EDU 637 (B, H): Response to Intervention Project (EDU 637, B, H): Differentiated Instructional Project REA 628 (A, B, C, D, E, G): ESL Strategies, Performance Assessment, Progress Monitoring, Coaching Project, Planning Sessions
Standard 2: The Teacher Designs and Plans Instruction	REA 639 (D); REA 638 (C, E); REA 618 (D)	REA 639 (D): Professional Leadership Project REA 638 (C, E): Case Study REA 638 (C, E): TPA Lesson Plan REA 618 (D): Culturally Responsive Teaching REA 618 (D): Vocabulary Strategy Instruction
Standard 3: The Teacher Creates and Maintains Learning Environment	REA 639 (D); 638(A, B, D, E); REA 618 (D)	REA 639 (D): Professional Leadership Project REA 638(A, B, D, E): Case Study REA 638 (A, B, D, E): TPA Lesson Plan REA 618 (D): Culturally Responsive Teaching REA 618 (D): Vocabulary Strategy Instruction
Standard 4: The Teacher Implements and Manages Instruction	REA 612 (B, E); REA 639 (D); REA 638 (A, B, D, E); REA 618 (D); REA 628 (A, B, C, D, E, G); EDU 631(A, B, C, D, E, F, G, H, I)	REA 612 (B, E): Emergent Reader Assessment REA 612 (B, E): Qualitative Spelling Inventory REA 639 (D): Professional leadership project REA 638 (A, B, D, E): Case Study REA 638 (A, B, D, E): TPA Lesson Plan

		<p>REA 618 (D): Content Area Vocabulary Activities</p> <p>REA 628 (A, B, C, D, E, G): Writing Sample Analysis and Recommendations</p> <p>EDU 631 (A, B, C, D, E, F, G, H, I): Classroom System for Learning, Management and Motivation Project</p>
<p>Standard 5: The Teacher Assesses and Communicates Learning Results</p>	<p>REA 612 (B);</p> <p>REA 628 (A, B, C, D, E, G)</p> <p>REA 639 (E);</p> <p>REA 638 (E);</p> <p>REA 618 (D, E, F)</p> <p>EDU 637 (B, H)</p>	<p>REA 612 (B): Emergent Reader Assessment, Personal Narrative elicitation, Qualitative Spelling Inventory</p> <p>REA 628 (A, B, C, D, E, G): Student Writing Samples Analysis, Performance Assessment, Progress Monitoring, Coaching Project, Planning Session</p> <p>REA 628 (A, B, C, D, E, G): Literacy and ESL Methods</p> <p>REA 639 (E): Professional leadership project</p> <p>REA 638 (E): Case Study</p> <p>REA 618 (D, E, F): Content Area Learning Log</p> <p>REA 618 (D, E, F): Content Vocabulary Strategy Instruction</p> <p>EDU 637 (B, H): Differentiated Instructional Project</p>
<p>Standard 6: The Teacher Demonstrates the Implementation of Technology</p>	<p>REA 639 (D);</p> <p>REA 638 (F);</p> <p>REA 618 (G);</p> <p>REA 628 (E)</p>	<p>REA 639 (D): Professional Leadership Project</p> <p>REA 638 (F): Children’s Electronic Book Assignment</p> <p>REA 628 (E): Progress Monitoring</p> <p>REA 618 (G): Content Area Literacy Lessons</p>
<p>Standard 7: The Teacher Reflects on and Evaluates Teaching and Learning</p>	<p>REA 628 (C);</p> <p>REA 639 (E);</p> <p>REA 638 (D, E);</p> <p>EDU 639 (B, C, D, H);</p> <p>EDU 637 (F);</p> <p>REA 618 (D, E, F, G, H)</p>	<p>REA 628 (C): Literacy and ESL Methods Project</p> <p>REA 638 (D, E): ESL Strategies</p> <p>REA 639 (E): Reflection journal</p> <p>EDU 639 (B, C, D, H): Synthesis Analysis</p> <p>EDU 637 (F): Dialogue, Communication, Collaborate Project</p> <p>REA 618 (D, E, F, G, H): Content Area Learning Log</p> <p>REA 618 (D, E, F, G, H): Content Area Reading Assignment</p>

Standard 8: Collaborates with Colleagues/Parents/Others	REA 639 (D); REA 628 (A, B, C, D, E, G); REA 638 (E); EDU 639 (D, E, F, G, H, I); EDU 631 (G); REA 618 (D, E, F, G, H)	REA 639 (D): Professional Leadership Project REA 638 (E): Case Study, TPA Lesson Plan REA 628 (A, B, C, D, E, G): Coaching Project, Planning Sessions EDU 639 (D, E, F, G, H, I): Research Project Presentation EDU 631 (G): Classroom System for Learning REA 618 (D, E, F): Content Area Reading Assignment REA 618 (D, E, F): Content Area Literacy Lessons
Standard 9: Evaluates Teaching and Implements Professional Development	REA 612 (C); REA 639 (B); REA 628 (A, B, C, D, E, G); EDU 639 (D, E, F, G, H, I)	REA 612 (C): Professional Improvement Plan REA 639 (B): Program Reflection, Professional Leadership Project REA 628 (A, B, C, D, E, G): Coaching Project, Planning Sessions EDU 639 (D, E, F, G, H, I): Research Project Presentation
Standard 10: Provides Leadership Within School/Community/Profession	REA 628 (H); REA 639 (A, B, D); REA 638 (H); EDU 639 (D, E, F, G, H, I)	REA 628 (H): Coaching Project, Planning Sessions REA 639 (A, B, D): Professional Leadership Project REA 638 (H): Coaching Project, Case Study, TPA Lesson Plan, Planning Session EDU 639 (D, E, F, G, H, I):Capstone Attendance and Application Report EDU 639 (D, E, F, G, H, I): Research Project Presentation

D. Kentucky Core Academic Standards (KCAS)

The Kentucky Core Academic Standards for English/Language Arts call for students at all grade levels to become effective communicators who are capable of dealing with various aspects of the language arts (reading, writing, speaking, listening, and observing) for the purpose of processing information at high levels of understanding. Additionally, these standards call for students to be able to successfully acquire, apply, and integrate knowledge. In order to do this, students have to be successful problem solvers. The Literacy Specialist P-12 Endorsement program seeks to address the Kentucky Core Academic Standards for English/Language Arts, by providing experiences in which candidates learn how literacy education impacts students as they work to become college and career ready.

As candidates progress through the endorsement program, they complete coursework/assignments which are relevant to public school classrooms. For example, candidates identify a KCAS target that is appropriate to their current or future teaching content/level. Then, they develop literacy lessons to address those learning targets and plan assessments to measure students' progress towards those. In other cases, they administer a literacy assessment and then plan instruction to meet students' needs. These experiences strengthen the candidates' abilities to incorporate the knowledge that is being learned in the endorsement program to actual situations they may find in their teaching. Similar experiences are found in all of the different courses that make up the endorsement program. The Common Core Standards (and the College and Career Readiness Standards upon which they are based) are part of the design of each course in the program. Students design instruction, assessment, and leadership projects that help students meet the Common Core Standards. The following chart shows how the program prepares candidate to integrate and assess the Common Core Standards in their teaching.

Kentucky Core Academic Standards

Required literacy courses	Course Objectives Addressing the Kentucky Core Academic Standards
REA 612	C. Design and implement instruction that meets the Common Core Standards (KTS 2.1; InTASC 4.1).
REA 628	C. Use assessment information to plan and evaluate instruction to help students meet the Common Core Standards (KTS 5; ILA 3.3; InTASC 7).
REA 638	E. Implement instructional and assessment techniques, including performance assessments, from course lectures and readings to help diverse learners meet the Common Core Standards (KTS 2, 3, 4, 5; ILA 3.2, 4.2, 4.3; InTASC 6, 8).
REA 618	B. Identify and apply the Common Core standards that address content area literacy (KTS 2.1; InTASC 4).
REA 639	C. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction (ILA 6.4; InTASC 4). D. Extend and refine learning from previous graduate level reading courses by designing a leadership project based on data from school assessments which supports classroom teachers in designing and implementing instructional approaches and materials for all students that are based on the Common Core Standards and that are responsive to diversity (KTS 1, 2, 3, 4, 5, 7, 9, 10; ILA 2.1, 2.2, 2.3, 4.1, 6.3; InTASC 2, 4, 8, 10).
Selected Electives	
ELE 602	J. Design instructional activities to meet the KCAS Standards (KTS 1.2, 2; ILA 1; InTASC 4).
REA 624	E. Use assessment information to plan and evaluate instruction to help students meet the Common Core Standards

	(KTS 5; ILA 3.3; InTASC 6).
REA 626	I. Design a classroom word study program for their own classroom including a weekly schedule, a list of Common Core Standards addressed by the program, and a description of how the program will help diverse students close the achievement gap (KTS 2; ILA 2.2; InTASC 2, 4).
REA 627	D. The application and reflective evaluation of a variety of instructional approaches and materials for helping students meet the Common Core Standards for literacy at the secondary level (KTS #1, 7; ILA #2, 3; InTASC 4, 5, 6, 7, 8, 9).

E. Program Faculty

NAME	HIGHEST DEGREE, FIELD, & UNIVERSITY	ASSIGNMENT	FACULTY RANK	CERTIFICATIONS, EXPERIENCE, SCHOLARSHIP, LEADERSHIP IN PROFESSIONAL ASSOCIATIONS, AND SERVICE	STATUS
Gill, Sharon	Ed.D, Literacy, University of Cincinnati	Reading Program Co-Coordinator Teaches reading courses	Professor	<ul style="list-style-type: none"> • KY Teacher Certificate (1-8), reading specialist endorsement. Elementary School – 6 years experience. • Gill, S. R. (2015). Learning the language of picture books. <i>Young Children</i>, 70 (4), 32-37. • Gill, S. R., & Islam, C. (2011). Shared Reading Goes High-Tech. <i>Reading Teacher</i>, 65, 3, 224-227. • Gill, S. R. (2009). What Teachers Need to Know About the "New" Nonfiction. <i>The Reading Teacher</i>, 138, 4, 260-267. 	Full-time to institution Full-time to unit Full-time to program
Grant, Christina	Ph.D, Reading Education, Ball State University	Teaches reading courses	Assistant Professor	<ul style="list-style-type: none"> • Certifications & Experience: IA Lic., elementary and middle grades – 5 years. • Jones, R.E., Yssel, N., & Grant, C.E. (2012). Reading instruction in Tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. <i>Psychology In The Schools</i>, 49(3), 210-218. • Murray Area Council of the International Literacy Association undergraduate 	Full-time to institution Full-time to unit Full-time to program

				<p>committee – Faculty President</p> <ul style="list-style-type: none"> • Grant, C.E. (February 2015). Best Practices in K-5 Literacy. Session presented at the • Kentucky Council of Teachers of English Conference, Lexington, KY. 	
Hansen, Jacqueline	Ed.D. Education Administration, University of Nebraska	ECE Department Chair COEHS Director of Assessment Teaches REA 624 for this program	Professor	<ul style="list-style-type: none"> • Elementary Classroom Teaching Experience- 23 years • Moore, K.D. & Hansen, J. (2012). Effective strategies for teaching in K-8 classrooms. Sage Publications. (textbook) • Hansen, J. (2010). Teaching without Talking. Phi Delta Kappan, 92 (1), 35-40. • Education writer for United States Postal Service for ten years. Developed education kits distributed twice yearly to 250,000 teachers. 	<p>Full-time to institution Full-time to unit Part-time to program</p>
Islam, Chhanda	Ph.D, Reading and Writing, Jackson State University	Reading Program Co-Coordinator Teaches reading courses	Professor	<ul style="list-style-type: none"> • Early Childhood Experience – 7 years, University Appointments – 11 years • Islam, C (2015). Literacy Tutors and Striving Readers: Enhancing Literacy through a Graduate Reading Methods Course. International Journal of Humanities and Social Science, 5 (7), 21-51 • Islam, C. (2015, July). Literacy Tutors to Support Striving Readers: Graduate Students in Literacy Making a Difference. The Organization of Teacher Educators in Reading (OTER) Special Interest Group. The 60th International Literacy Association Annual Convention, July 18-20, St. Louis, Missouri • President (2005- Present) - Murray Association of the International Reading Association, Responsibilities: Set goals for the chapter and for each member of the governing board, preside at all meetings 	<p>Full-time to institution Full-time to unit Full-time to program</p>

				and chapter activities, and provide supervision of chapter activities. MACIRA has been named ILA's 2010-2011-2012-2013-2014-2015 Honor Council recipient	
Patterson, Lynn	Ed.D, Administration and Supervision, Tennessee State University	Associate Professor, Elementary School Program Co-Coordinator Teaches ELE 631 for this program	Associate Professor	<ul style="list-style-type: none"> National Board Certification, Middle Childhood Generalist, TN School Administration Certification, TN Elem. Teacher (1-8). School administrator, elementary and middle – 5 years, elementary classroom – 26 years, speech and hearing – 3 years. <i>Problem Solve with the President</i> (2014). Mathematics Teaching in Middle School <i>Response to Interventions in Middle & High School</i> (2015). Book Chapter. Panel reviewer for NSF wu, Echo Presidential Awarding in Mathematics. 2015 KDE MSP Grant 	Full-time to institution Full-time to unit Part-time to program
Wu, Echo	Ph.D. Educational Psychology, (Gifted Education) University of Virginia	Director, Center for Gifted Studies Teaches ELE 637 for program	Assistant Professor	<ul style="list-style-type: none"> Wu, E. H. (2013). The path leading to differentiation: An interview with Carol Tomlinson. <i>Journal of Advanced Academics</i>, 24(2), 125-133. (May 2013) DOI: 10.1177/1932202X13483472. Wu, E. H. (2013). Enrichment and acceleration: Best practice for the gifted and talented. <i>Gifted Education Press Quarterly</i>, 27(2), 2-8. David, H., & Wu, E. H. (2012). Gifted education in Hong Kong and Israel: A Comparative study. <i>Australasian Journal of Gifted Education</i>, 21(2), 81-89. 	
Brown, Cory	Ph.D, Multicultural and Equity Studies in Education, Ohio State University	Assistant Professor Teaches ELE 639 for this program	Assistant Professor	<ul style="list-style-type: none"> High School English – 2 years, Full-Time Academic Advisor, University of Cincinnati – 5 years, University Appointments, Education – 10 years. Dixon, A. D., Dodo-Seriki, V. 	Full-time to institution Full-time to unit Full-time to program

				<p>and Brown, C. T. (2014). Culturally relevant pedagogy at the intersections of race, gender, and class. Paper presented at the biennial meeting of the International Conference on Urban Education, Montego Bay, Jamaica.</p> <ul style="list-style-type: none"> • Dodo-Seriki, V., Brown, C. T., and Fasching-Varner, K. (Accepted and in preparation, 2015). The permanence of racism in teacher education. In J. K. Donnor, R. Reynolds, M. Lynn, and A. D. Dixson (Eds.). Is the post-racial still racial?: Understanding the relationship between race and education. NSSE Yearbook, Teachers College Record. • National Council of Teachers for English Assembly of Research - Program Reviewer and Planning Committee, 2015 (New Orleans, Louisiana) 	
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F. Curriculum Contract/ Guidesheet

Program coordinators ensure current guidesheets are available for advisors and students (<http://coekate.murraystate.edu/coecms/ncate/manager/advsheet>). Guidesheets are used by academic advisors, students, and faculty to ensure consistency and clarity of program requirements.

Murray State University
Masters of Arts in Education/Reading and Writing: Literacy Specialist Endorsement P-12
Program Guide Sheet

Student Name _____
M# _____

Best way to contact _____.

The MA degree program is designed to fulfill course requirements for Rank II classification (or for Rank I classification for those with a prior Master's Degree) and to fulfill the requirements for the Literacy Specialist Endorsement, P-12.

NOTE: The Kentucky Education Professional Standards Board requires candidates to pass the Praxis Reading Specialist Exam to receive their Literacy Specialist Endorsement. (See www.ets.org/praxis/ky/requirements for information on the exam.) Students who do not take the exam will still receive the degree and rank change.

The program must be **PREPLANNED** with one's advisor and shall consist of 30 semester hours of graduate level course work with a minimum of 9 hours in professional education and a minimum of 15 hours of 600 level courses. Admission to the program requires a valid teaching certificate. The teacher certification requirement for admission to the program may be waived with the understanding that completion of the program will not certify one for the Literacy Specialist Endorsement (Grades P-12) or as a classroom teacher in Kentucky. An additional course pertaining to exceptionality of children is required if the student has not taken such a course or its equivalent for undergraduate credit. Students may transfer up to 12 hours of credit not used in another graduate degree program as approved by the advisor, and the requirements for the program must be completed within eight years from the time a student initially enrolls in any course applicable to the program.

The student's progress will be continuously assessed throughout the program using established program checkpoints and LiveText entries addressing International Literacy Association and Kentucky Teacher Standards. Purchase of LiveText is required. Students must achieve a minimum 3.0 grade point average. Students should consult the current MSU *Graduate Bulletin* for detailed information on admission and other requirements.

PROFESSIONAL EDUCATION ~ Core Courses (9 credit hours)

- EDU 639 Research to Improve Student Learning (3)
- EDU 637 Instruction for Diverse Learners (3)
- EDU 631 Classroom Management and Student Motivation (3)

SPECIALIZATION ~ (15 Hours)

- REA 612¹ Foundations of Literacy (3) (1 This course should be the first REA course taken.)
- REA 618 Literacy and Learning in the Content Areas K-12 (3)
- REA 628 Literacy Assessment (3)

REA 638 Assessment and Instruction of Children w/Reading Difficulties (3)
REA 639² Supervised Practicum in Reading (3) (²REA 612, 626, 628, and 638 MUST be completed before enrolling in REA 639.)

LIMITED READING/WRITING ELECTIVES ~ (6 Hours)

Electives must be approved in advance by the student’s education advisor. At least one course with a major emphasis on writing (e.g. ENG 604/605, ELE 602) MUST be included.

Elective with emphasis on writing:

Other elective:

TOTAL SEMESTER HOURS FOR THE PROGRAM 30

SUGGESTED ELECTIVES:

REA 626 Word Study: Phonics, Spelling, and Vocabulary (3)

ELE 602 Integrating Language Arts (3)

REA 624 (Kentucky Reading Project – by application only. See <http://www.kentuckyliteracy.org/elementary/krp>) (3)

ENG 604/605 Purchase Area Writing Project I & II – by application only. See <http://campus.murraystate.edu/pawp/> (6)

ELE 616 Research in Children’s Literature (3)

LIB 617 Research in Young Adult Literature (3)

The student and advisor have discussed this program and agree to the foregoing plan. An official ***MSU Graduate Program Form***

(<http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>) must also be completed and submitted to the advisor along with this form **prior to completion of the first course taken.**

Student Signature

Advisor Signature

Date

G. Syllabi

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>.

SPECIALIZATION

REA 612

REA 628

REA 638

REA 618

REA 639

LIMITED READING/WRITING ELECTIVES

REA 626

ELE 616

ELE 602

REA 627

REA 624