M.A. & M. Ed. in Reading Specialist

Learning Outcomes

Students should:

- Be able to demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Be able to demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Be able to understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Be able to understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Be able to analyze and critique the psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction, and recounts developments in the history of reading.
- Be able to access and summarize seminal reading studies and articulate how these studies impacted reading instruction.
- Know and analyze the theories and research in the field of oral language development and the variations related to culture and linguistic diversity.
- Know and analyze the theories, research, and course of reading development and the variations related to culture and linguistic diversity.
- Understand the major components of reading and determine if students are appropriately integrating the components in fluent reading.
- Use appropriate instructional grouping options to promote acquisition of literacy.
- Use a wide range of instructional practices and supports to promote the integration of literacy across the curriculum.
- Be able to plan and use appropriate, effective instructional practices.
- Be able to evaluate, select, secure and manage instructional resources.
- Be able to assist teachers/paraprofessionals to understand and use research-based practices and materials for effective literacy instruction.
- Provide leadership in literacy curriculum design and implementation and communicates with wider audiences for instructional and accountability purposes.
- Know, administer, and interpret a wide range of assessment tools.
- Be able to conduct literacy assessments and determine individual proficiencies and difficulties, locating students on a developmental continuum.
- Be able to interpret and use assessment information to plan, evaluate, and revise instruction.
• Effectively communicate results of assessment to students, parents, and colleagues.
• Be able to assist teachers/paraprofessionals to administer, interpret, and use assessments to plan instruction.
• Be able to use student interests and backgrounds as a foundation for engagement in reading and writing.
• Be able to select appropriate print and non-print materials for reading that represent multiple levels, interests, and backgrounds.
• Be able to model reading and writing enthusiastically.
• Be able to use and model methods and materials that motivate all students to read.
• Be able to support teachers to use best practices and resources as they develop literate environments for students.
• Learn about and to use technology, as appropriate for the discipline.
• Able to understand and use technology to enhance instruction and professional productivity.
• Able to display dispositions related to supporting all children in literacy development and articulates theories related to the connections between teacher dispositions and student achievement.
• Plan steps for on-going professional development, conduct study groups for school personnel, and assists teachers/paraprofessionals to implement professional development plans.
• Work with colleagues to observe, evaluate, and provide constructive feedback on each other’s practice and assists teachers/paraprofessionals as they strive to improve practice.
• Exhibit leadership skills in professional development at the grade, school, or district level as they plan, implement and evaluate professional development efforts.
• Be able to communicate and work with the community, administrators, and policy makers to promote effective literacy education.