

MASTER OF EDUCATION—READING

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The Master of Education in Reading degree allows candidates to progress through the program by completing a series of courses that build knowledge and application in general educational areas and in topics related to the knowledge standards for reading specialist licensure, progressively leading to more advanced and specialized reading courses. Students are advised to meet with the Reading graduate coordinator before beginning their program.

As students progress through the program, they enroll in courses requiring prerequisites and leading to more advanced knowledge. Although most courses involve a strong application orientation, each course also develops a sound research and theoretical foundation upon which to base practice. Courses within the program build knowledge and competence in language development, reading theory and instruction, and meeting the needs of all learners. A completed research project and a program portfolio are the capstone performance indicators of the program. The portfolio documents completion of the program and state requirements for Reading Specialist licensure.

Admission Requirements

<http://worchester.edu/Graduate/>

In addition:

- A teaching license at the Initial or Professional level.
- A foundation course in reading taken as an undergraduate or graduate or significant experience in teaching reading.
- A course in human, child, or adolescent development at the undergraduate or graduate level.
- For candidates who obtained licensure prior to the MTEL requirement, a passing score on the Communication and Literacy test.

Items Needed to Apply:

- Online application found at www.worcester.edu/apply
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Copy of a Massachusetts initial or professional teaching license
- GREs are required, but are waived with passing scores on MTEL or possession of an earned master's degree
- Evidence of a foundation course in reading taken as an undergraduate or graduate or significant experience in teaching reading, as well as a course in human, child, or adolescent development at the undergraduate or graduate level
- For candidates pursuing licensure, a passing score on the Communication & Literacy MTEL

Course of Study

Master of Education in Reading

Total 34 credits without reading specialist licensure

Total 43 credits with reading specialist licensure

The program consists of the following courses:

| Code | Title | Credits |
|---|---|---------------------|
| Core requirements | | (10 credits) |
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ED-983 | Theory and Research in Reading | 3 |
| ED-984 | Reading Portfolio (to be taken last) | 1 |
| or ED-992 | Portfolio Evaluation | |
| Reading Content Courses | | (21 credits) |
| ED-911 | Advanced Foundations of Literacy | 3 |
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |
| ED-979 | Technology and Literacy in the Classroom | 3 |
| ED-914 | Teaching and Learning Literacy Across Multiple Disciplines | 3 |
| ER-903 | Teaching Writing to Striving Readers | 3 |
| EE-915 | Detection and Remediation of Early Reading Difficulties | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |
| Electives | | (3 credits) |
| One elective chosen with consent of the program coordinator | | 3 |
| Requirements for Licensure Option | | (6 credits) |
| Candidates must pass the Reading Specialist MTEL before registering for the 150 hour practicum. | | |
| ED-915 | Leadership in Literacy: Consultation, Administration and Supervision | 3 |
| ED-919 | Reading Practicum/Internship | 3 |
| Total Credits | | 40 |

Candidates demonstrate knowledge of the current Massachusetts English Language Arts and Literacy Framework.

Candidates demonstrate knowledge of the significant theories and evidence-based practices and programs of literacy and language and the ways in which they interrelate across the academic disciplines.

Candidates demonstrate advanced knowledge the components of reading (National Reading Panel, 2000): concepts of print, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary, oral language, and comprehension. In addition to the components of language: phonology, syntax, semantics, morphology, discourse, pragmatics.

Candidates demonstrate the reciprocal relationship among the five dimensions of reading.

Candidates demonstrate knowledge of brain science research related to reading, including how the brain learns to read and neurobiological impacts on reading development.

Candidates demonstrate knowledge of the characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia, second language acquisition and its relationship to literacy learning.

Candidates demonstrate knowledge of aspects of texts to consider when evaluating and selecting curriculum and print/digital texts, including: dimensions of text complexity, alignment with grade-level topics; curriculum topics, diversity in literacy genres and forms; cultural relevance of text to students; the representation of diverse cultures and perspectives in texts.

Candidates are knowledgeable of the aspects of learners to consider when evaluating and selecting curriculum and print/digital texts, including: text quality, a student's current literacy strengths and needs, background knowledge, interests, stamina and motivation, and reading difficulties and disabilities.

Candidates demonstrate the knowledge of the composition process and the knowledge of elements of composition to include craft and structure of texts in various genres and forms.

Candidates demonstrate knowledge in evidence-based practices for explicit, systematic, and cumulative instruction across the academic disciplines, aligned to grade specific standards in the 2017 Massachusetts English Language Arts and Literacy Framework and the digital literacy standards of the 2016 Massachusetts Standards for Digital Literacy and Computer Science

Candidates demonstrate knowledge in evidence-based practices for literacy across content areas, including disciplinary literacy.

Candidates recognize the importance of involving students and home in assessment and instruction.

Candidate demonstrate knowledge of the purposes, attributes, strengths/limitations and administration of various types of assessments including valid, reliable and scientifically-based screening and diagnostic assessments; curriculum-based measurements (CBM); and assessments used for formative, progress monitoring, and summative purposes

Candidates demonstrate approaches to using assessment data to identify students at risk for reading difficulties and to inform instruction.

Candidates demonstrate knowledge of the structure and purpose of flexible multi-tiered systems that support academic and behavioral needs of all students in a school, including consideration of executive function, self-regulation, working memory, and metacognition.

Candidates demonstrate foundational knowledge of collaborative leadership and adult learning theories about organizational change, school culture, and strategies related to effective mentorship and coaching to include planning and leading professional development, developing a school-based plan for literacy instruction and assessment that integrates evidence-based strategies and the evaluation and selection of core and intervention instructional materials for literacy.

Candidates understand the purpose of reflective journals and anecdotal notes of their own teaching or observations of teaching.

Candidates understand and influence local, state, or national policy decisions and their impact on literacy instruction in schools.

Candidates use technology effectively to enhance lesson plans, thematic units, and instructional resources for classrooms and home.