

**UAS M.Ed Reading Specialist Program**  
**Alignment of Program Standards with School of Education (SOE) Outcomes**

**I. Foundations**

IRA-2003 Elements and Standards:

1.1 E: Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.

1.1 S; Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.

1.2 E: Demonstrate knowledge of reading research and histories of reading.

1.2 S: Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.

1.3 E: Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

1.3 S: Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.

SOE Goal 1 Outcomes:

Graduates conduct research, share this research with colleagues and revise their philosophy of education based on current research, beliefs, and theory.

Graduates apply their philosophy, beliefs and theory to real classroom situations and to become leaders in the school community.

Graduates critically examine their classroom practices and revise their educational philosophy based on intensive self-reflection and current research.

SOE Goal 4 Outcomes:

Graduates demonstrate advanced knowledge of the content area taught and apply this knowledge to curriculum development and classroom practice.

Graduates collaborate with the community and professionals to connect the content area to other content areas and to practical situations encountered outside the school.

Graduates are committed to professional discourse about content knowledge and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real word setting.

**II. Instruction, Assessment, Curriculum & Environment**

**IIA: Create a Literate Environment**

IRA-2003 Elements and Standards:

1.4 E: Demonstrate knowledge of major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.

1.4 S: Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.

4.1 E: Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

4.1 S: Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

SOE Goal 6 Outcomes:

Graduates create, enrich, maintain and alter instructional settings to engage and sustain the interest of their students and to make the most effective use of time.

Graduates collaborate with the community and other professionals to establish and maintain a positive classroom climate where students develop self-direction and collaborative skills.

Graduates commit to ensuring student well-being and development of self-regulation and group interaction skills.

IRA-2003 Elements and Standards:

4.2 E: Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

4.2 S: Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

SOE Goal 6 Outcomes:

Graduates create, enrich, maintain and alter instructional settings to engage and sustain the interest of their students and to make the most effective use of time.

Graduates collaborate with the community and other professionals to establish and maintain a positive classroom climate where students develop self-direction and collaborative skills.

Graduates commit to ensuring student well-being and development of self-regulation and group interaction skills.

SOE Goal 2 Outcomes:

Graduates identify different developmental levels and their effect on the thinking process and learning, use this knowledge to accommodate all learners, and share this knowledge with colleagues.

Graduates collaborate with the community and professionals to accommodate differences in how students learn based on individual social, emotional, and intellectual maturation.

Graduates appreciate unique thinking processes of learners at different stages of development and act on the belief that all students can learn.

Goal 3: Outcomes

Graduates identify strategies for creating different instruction based on student differences, use this knowledge to accommodate all learners, and share this knowledge with colleagues.

Graduates collaborate with the community and professionals to design instruction that incorporates characteristics of the local community culture appropriate to student's needs. Graduates value multiple perspectives and individual differences and treat all students equitably.

IRA-2003 Elements and Standards:

4.3 E: Model reading and writing enthusiastically as valued lifelong activities.

4.3 S: Demonstrate and model reading and writing for read purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.

4.4 E: Motivate learners to be lifelong readers.

4.4 S: Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.

SOE Goal 6 Outcomes:

Graduates create, enrich, maintain and alter instructional settings to engage and sustain the interest of their students and to make the most effective use of time.

Graduates collaborate with the community and other professionals to establish and maintain a positive classroom climate where students develop self-direction and collaborative skills.

Graduates commit to ensuring student well-being and development of self-regulation and group interaction skills.

SOE Goal 5 Outcomes:

Graduates use a variety of authentic assessments to individualize instruction to address student needs and curriculum goals.

Graduates collaborate with the community and other professionals to plan, teach, and assess for optimal student learning.

Graduates use instructional strategies based on a variety of multiple assessments and value assessment and instruction as integrated processes.

## **IIB. Instructional Practices**

IRA-2003 Elements and Standards:

2.1 E: Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

2.1 S: Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

SOE Goal 6 Outcomes:

Graduates create, enrich, maintain and alter instructional settings to engage and sustain the interest of their students and to make the most effective use of time.

Graduates collaborate with the community and other professionals to establish and maintain a positive classroom climate where students develop self-direction and collaborative skills.

Graduates commit to ensuring student well-being and development of self-regulation and group interaction skills.

SOE Goal 5 Outcomes:

Graduates use a variety of authentic assessments to individualize instruction to address student needs and curriculum goals.

Graduates collaborate with the community and other professionals to plan, teach, and assess for optimal student learning.

Graduates use instructional strategies based on a variety of multiple assessments and value assessment and instruction as integrated processes.

2.2 E: Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

2.2 S: Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

SOE Goal 5 Outcomes:

Graduates use a variety of authentic assessments to individualize instruction to address student needs and curriculum goals.

Graduates collaborate with the community and other professionals to plan, teach, and assess for optimal student learning.

Graduates use instructional strategies based on a variety of multiple assessments and value assessment and instruction as integrated processes.

SOE Goal 2 Outcomes:

Graduates identify different developmental levels and their effect on the thinking process and learning, use this knowledge to accommodate all learners, and share this knowledge with colleagues.

Graduates collaborate with the community and professionals to accommodate differences in how students learn based on individual social, emotional, and intellectual maturation.

Graduates appreciate unique thinking processes of learners at different stages of development and act on the belief that all students can learn.

### Goal 3: Outcomes

Graduates identify strategies for creating different instruction based on student differences, use this knowledge to accommodate all learners, and share this knowledge with colleagues.

Graduates collaborate with the community and professionals to design instruction that incorporates characteristics of the local community culture appropriate to student's needs. Graduates value multiple perspectives and individual differences and treat all students equitably.

2.3 E: Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

2.3 S: Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

### SOE Goal 5 Outcomes:

Graduates use a variety of authentic assessments to individualize instruction to address student needs and curriculum goals.

Graduates collaborate with the community and other professionals to plan, teach, and assess for optimal student learning.

Graduates use instructional strategies based on a variety of multiple assessments and value assessment and instruction as integrated processes.

## **IIC Assessment, Diagnosis & Evaluation**

IRA-2003 Elements and Standards:

3.1 E: Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.

3.1 S: Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.

3.2 E: Place students along a developmental continuum and identify students' proficiencies and difficulties.

3.2 S: Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.

#### SOE Goal 5 Outcomes:

Graduates use a variety of authentic assessments to individualize instruction to address student needs and curriculum goals.

Graduates collaborate with the community and other professionals to plan, teach, and assess for optimal student learning.

Graduates use instructional strategies based on a variety of multiple assessments and value assessment and instruction as integrated processes.

3.3 E: Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

3.3 S: Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other educational professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use schoolwide assessment data to implement and revise school reading programs.

#### SOE Goal 5 Outcomes:

Graduates use a variety of authentic assessments to individualize instruction to address student needs and curriculum goals.

Graduates collaborate with the community and other professionals to plan, teach, and assess for optimal student learning.

Graduates use instructional strategies based on a variety of multiple assessments and value assessment and instruction as integrated processes.

#### SOE Goal 2 Outcomes:

Graduates identify different developmental levels and their effect on the thinking process and learning, use this knowledge to accommodate all learners, and share this knowledge with colleagues.

Graduates collaborate with the community and professionals to accommodate differences in how students learn based on individual social, emotional, and intellectual maturation.

Graduates appreciate unique thinking processes of learners at different stages of development and act on the belief that all students can learn.

#### Goal 3: Outcomes

Graduates identify strategies for creating different instruction based on student differences, use this knowledge to accommodate all learners, and share this knowledge with colleagues.

Graduates collaborate with the community and professionals to design instruction that incorporates characteristics of the local community culture appropriate to student's needs.

Graduates value multiple perspectives and individual differences and treat all students equitably.

### **IID Use of Technology**

ISTE Teacher Standards:

I: Demonstrate introductory knowledge, skills, and understanding of concepts related to technology. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II: Plan and design effective learning environments and experiences supported by technology.

III: Implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

SOE Goal 9 Outcomes:

Graduates demonstrate an advanced understanding of technology operations and concepts and model effective learning environments supported by technology.

Graduates collaborate with colleagues to integrate technology in planning, instruction, and assessment to support student learning.

Graduates value technology as a tool for student and teacher lifelong learning and design, develop, and evaluate technology resources to improve and enhance their productivity and professional practice.

### **III. Professional Behavior/ Development**

#### **IIIA. Working as partners with parents, families and the community**

IRA-2003 element and Standard:

3.4 E: Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

3.4 S: Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

SOE Goal 7 Outcomes:

Graduates develop trusting relationships with families, to actively seek parent input, and to apply local knowledge to the educational setting.

Graduates communicate effectively with parents and community to incorporate local ways of knowing into decision-making.

Graduates are able to recognize the school as an integral part of the community and value parents as partners in promoting student learning.

#### **IIIB. Professionalism**

IRA-2003 Elements and Standards:

5.1 E: Display positive dispositions related to reading and the teaching of reading.

5.1 S: Articulate the theories related to the connections between teacher dispositions and student achievement.

5.2 E: Continue to pursue the development of professional knowledge and dispositions.

5.2 S: Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.

5.3 E: Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

5.3 S: Positively and constructively provide an evaluation of their own and others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.

5.4 E: Participate in, initiate, implement, and evaluate professional development programs.

5.4 S: Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

SOE Goal 8 Outcomes:

Graduates keep current in the knowledge of content and teaching practice and contribute to the effectiveness to the school by working collaboratively with colleagues.

Graduates participate in and contribute to the teaching profession.

Graduates value professional ethics, democratic principles, and collaborative learning communities and apply these values to practice.