



# Graduate Academic Learning Compact

## Elem Ed - Literacy

### Program Mission Statement

The graduate Literacy Program prepares teachers to be reading specialists with the expertise in literacy (e.g. reading resource, clinic and laboratory teachers, and reading/language arts teachers, supervisors and literacy coaches). The competency-based program aligns with the standards and requirements of the Florida State Department of Education as well as national standards developed by the premier literacy professional organizations, the International Reading Association and the National Council of Teachers of English. Our students learn to construct and convey understandings about language and literacy development, literacy instruction and assessment as they become reflective educational professionals that facilitate development and learning of all students as they lead, support and meet the changing educational needs in their communities. The graduates understand and respect cultural, linguistic and ethnic diversity, and recognize the positive contributions of diversity. They possess knowledge of the latest research and skills to continue seeking new information. Faculty contribute to this knowledge by continuing to contribute scholarship within the field of literacy and make connections with local schools to stay current in research and practical application of literacy theory and research. Due to their pursuit of knowledge, graduates shall be recognized as experts in literacy as well as outstanding literacy teachers. With the completion of this program of study, graduates are able to apply for reading certification with the state of Florida.

### Student Learning Outcomes

#### Graduates will be able

##### Knowledge of Literature of Discipline (req)

- Analyze the various language components (e.g. phonological, morphological, semantic, syntactic, and pragmatic) of English speakers and English language learners.
- Administer, interpret, and evaluate instructional assessments, which demonstrate best practice of the discipline and based on these assessments provide differentiating strategies for developing the identified literacy weakness(es).

##### Independent Research/ Professional Practice (req)

- Construct and adapt curricular experiences for students demonstrating attention to individual needs, professional learning standards, and diverse backgrounds and interests.
- Students demonstrate procedural knowledge of literacy assessments and data analysis to implement a comprehensive research-based plan of instruction for students. Data also includes information that leads to culturally responsive literacy instruction.

##### Professional Skills (opt)

- Make data-driven decisions, use culturally responsive literacy strategies, and utilize school and community resources to impact student learning.

### Assessment Approaches

Assessment strategies are linked with the overall College of Education and Human Services' (COEHS) assessment system. COEHS integrates a versatile assessment system linking the performance of its candidates to the unit's conceptual framework, national and state standards, professional organizational standards and directives, and K-12 student learning. Faculty assess candidates' content and professional and pedagogical knowledge, skills, and dispositions through course-based assessments, content examinations, self report surveys, and field based teacher rating scales. In RED 5846, Practicum in Reading course instructors observe literacy graduate students teaching reading competencies in a school setting with diverse students. Graduate students complete a reading profile and instructional plan for four different students to be graded by the instructor. RED 6395, Advanced Reading Assessment/Implementation of Reading Programs is a culminating course that focuses upon the administration and interpretation of instructional assessments with instructional strategies and materials based upon scientifically-based reading research for the prevention and remediation of reading difficulties. Students acquire knowledge and skills to implement school reading programs based upon evaluations using a variety of assessments measuring student achievement, teacher effectiveness, and scientifically-based reading research. Specifically, instructors require through written papers students demonstrate they can select research-supported reading materials and strategies designed to impact student

achievement. In class discussions and papers they identify techniques and procedures for maintaining assessment-driven classroom and school-wide reading programs. Program faculty use student assessment data in periodic reviews of program effectiveness to strengthen the program's relevance, improve its quality in achieving objectives and document impact on the literacy development of students.