

# MASTER OF SCIENCE IN EDUCATION - LITERACY

This program is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 15 credits. A master's degree requires 30 credits.

There are three options available in this concentration:

1. Reading Teacher Certification – License #1316 (15 credits)
2. Reading Teacher Certification – License #1316 + Master's Degree (30 credits)
3. Reading Teacher Certification – License #1316 + Master's Degree + Reading Specialist Certification – License #5017 (30 credits)

## Program Learning Outcomes

### Reading Teacher - WI License #1316

1. Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2. Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4. Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities
7. Christian Servant Leadership - The educational professional models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.

### M.S. in Education - Literacy and Reading Specialist WI #5017 (in addition to above)

1. **Mission, Vision, and Core Values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core

values of high-quality education, academic success, and well-being of each pupil.

2. **Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
3. **Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
4. **Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
5. **Care and Support.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
6. **Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
7. **Professional Community.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
8. **Meaningful Engagement.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
9. **Operations and Management.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
10. **School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
11. **Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

## Curriculum

### Reading Teacher - WI License #1316

Code	Title	Hours
EDG 5230	Improvement in Literacy Instruction	3
EDG 5205	Language and Literacy Development	3
EDG 5220	Literacy Assessment for Instructors	3
EDG 7201	Literacy Portfolio I	0
EDG 7216	Literacy Practicum	3
EDG 5200	Disciplinary Literacy	3
EDG 7202	Literacy Portfolio II	0
<b>Total Hours</b>		<b>15</b>

### M.S. in Education - Literacy and Reading Specialist WI #5017 (in addition to above)

Code	Title	Hours
EDG 5245	Supervision of Instruction for Literacy	3
EDG 5225	Curriculum Leadership	3
EDG 5210	Literature for Children K-12 (Optional Elective: Required for Master's Degree only if NOT pursuing #5017 license)	
EDG 5240	Current Topics and Research in Literacy	3

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EDG 7240	Literacy Capstone	3
EDG 7217	Literacy Internship	3
EDG 7203	Literacy Portfolio III	0
<b>Total Hours</b>		<b>15</b>