

## READING AND LANGUAGE ARTS LEADERSHIP PROGRAM

Established in 1978, the Reading Leadership Program is dedicated to the development of outstanding reading educators through an integrated program of academic and field-based experiences in diverse settings. Professional and personal competence in all areas of reading/language arts theory and instruction is grounded in the multi-ethnic and multi-lingual realities of California schools, and the literacy needs of educators, students, parents, and communities in these settings.

The **Reading Certificate Program** is for individuals who want to work at the school site level with children and teachers. The Reading Certificate focuses on six areas: comprehension; fluent reading; planning and delivery of instruction based on assessment; intervention strategies; related areas of study including writing, spelling, and second language acquisition; and a strong core of field experiences. Holders of the Reading Certificate can be hired by school districts using Miller-Unruh funds.

The **Master of Arts degree in Reading** with an emphasis on the **Reading and Language Arts Specialist Credential** is for those individuals who seek advanced coursework that prepares them to work with students and teachers (K–12) at the district level and in school sites. Reading specialists who work at the district level and are involved in policy and program decision making.

*Note: Acceptance into any Kalmanovitz School of Education graduate degree program requires a separate application and acceptance process from the credential and certification programs.*

### **Mission Statement**

The mission of the Reading and Language Arts Leadership Specialist Credential Program is to prepare professional reading educators to be competent practitioners and agents for positive personal and social change to ensure that every California learner achieves full and equitable literacy.

### **Vision Statement**

All Reading programs are a part of the Professional Literacy Educator Model where candidates develop the Four Habits of Observation, Reflection, Caring and Excellence.

**Student-Centered:** Full literacy is seen as the goal for every child. Developmental, research-based knowledge of how children learn is applied to effective classroom and site instruction and assessment.

**Diversity-Centered:** Identified theories, strategies, behaviors, skills, and attitudes needed to effectively teach culturally, ethnically, and/or linguistically different learners is fully integrated with outstanding reading/ language arts instruction.

**Field-Centered:** Each teacher's district, school site and classroom, offer invaluable opportunities to observe and apply knowledge gained through coursework. Course

learning is integrated with classroom application, and clinic work in multi-cultural school settings.

**Leadership-Centered:** Literacy leaders reflect and model the best attitudes and practices for the community as a whole. Leadership skills in reading/language arts curriculum design, implementation and evaluation with an emphasis on long-term parent and staff development are stressed.

The education of excellent, caring Reading Credential teachers and specialists must have a wide range of competencies, whose skills, though varied, focus on literacy leadership. This is the heart of each program's vision.

- Developing a personal concept of reading/ language arts with a strong, fundamental and current theoretical, research and multicultural base.
- Designing, sustaining, and sharing environments that promote multicultural literacy.
- Viewing and working with students in ways that recognize and build on learning, behavioral, cultural and language strengths.
- Using an array of assessment and program planning principles and skills with individuals, and groups, at the classroom, school, district, regional, and statewide levels.
- Increasing expertise in the areas of staff development and professional leadership in a variety of contexts.

## **Reading Certificate**

### **Prerequisites**

- A basic teaching credential
- Three years of successful full-time classroom teaching experience
- Hold an English Learner authorization equivalent to that of a CLAD Certificate

The Reading Certificate can be completed in one year when attending part-time. All courses are offered in late afternoon and evening sessions for the practicing professional. Course sequence will be determined during conferences with the Program Director.

### **Reading Certificate Required Courses (17 units and program participants must hold a valid California teaching credential)**

READ 254 - Content Area Reading (3)

READ 255 - Diagnostic Teaching (3)

READ 257 - Literacy with Multicultural Literature (3)

READ 325 - Early Literacy: Assessment and Instruction (4)

READ 326 - Later Literacy: Assessment and Instruction (4)

## **Reading and Language Arts Specialist Credential**

### **Prerequisites**

- A basic teaching credential (which may be earned concurrently)
- Three years of successful full-time classroom teaching experience
- Hold an English Learner authorization equivalent to that of a CLAD Certificate

The Credential component can usually be completed in two years when attending part-time. All courses are offered in late afternoon and evening sessions for the practicing professional.

**Reading and Language Arts Specialist Credential (29 units and program participants must hold a valid California teaching credential)**

**Required Courses**

- READ 223 - Balanced Reading Theory (3)
- READ 254 - Content Area Reading (3)
- READ 257 - Literacy with Multicultural Literature (3)
- EDUC 541 - Assessment and Program Planning (3)
- READ 255 - Diagnostic Teaching (3)
- READ 325 - Early Literacy: Assessment and Instruction (4)
- READ 326 - Later Literacy: Assessment and Instruction (4)
- EDUC 244 - Staff Development and Parent Education (3)
- READ 520 - Reading Leadership: Program Design and Practicum (3)

**Master of Arts Degree:**

**Reading and Language Arts (38 units in addition to a preliminary teaching credential)**

**Reading and Language Arts Specialist Credential**

**Required Courses (29 units)**

**Research Courses (9 units)**

- EDUC 572 - Research Seminar I (3)
- EDUC 582 - Research Seminar II (3) (*Prerequisite: EDUC 572*)
- EDUC 592 - Thesis (3) (*Prerequisite: EDUC 582*)

*Note: Passing of EDUC 572 (Research Seminar I) with a B or better and passing the Writing Proficiency Exam (WPE) are required for unconditional acceptance to this graduate degree program and are prerequisites to EDUC 582 (Research Seminar II). Therefore, all Master's degree students are advised to pass the WPE in the first semester of their graduate coursework.*

**Master of Education Degree: (29 units in addition to the SMC preliminary teaching credential)**

**Reading and Language Arts**

This degree is built upon a preliminary teaching credential (Multiple or Single Subject or Education Specialist) completed at Saint Mary's College School of Education.

**Specialization Course (20 units)**

- This degree includes all the courses required for the Reading Certificate (*see Reading Certificate*) (17 units)
- READ 223 - Balanced Reading Theory (3)

**Research Courses (9 units)**

EDUC 572 - Research Seminar I (3)

EDUC 582 - Research Seminar II (3) (*Prerequisite: EDUC 572*)

EDUC 592 - Thesis (3) (*Prerequisite: EDUC 582*)

*Note: Passing of EDUC 572 (Research Seminar I) with a B or better and passing the Writing Proficiency Exam (WPE) are required for unconditional acceptance to this graduate degree program and are prerequisites to EDUC 582 (Research Seminar I). Therefore, all Master's degree students are advised to pass the WPE in the first semester of their graduate coursework.*

## **Reading Courses**

### **READ 223 Balanced Reading Theory (3)**

In-depth analysis of critical theories of reading and learning as they relate to literacy. Emphasis on Vygotsky and constructivist theory with attention devoted to Cognitive Processing, Sociocognitive Processing, Transactional, Sociopsycholinguistic and Attitude Influence Models.

### **READ 254 Content Area Reading (3)**

Materials and methods for effectively teaching content areas (social studies, mathematics, science, etc.) effectively. Focus on vocabulary, comprehension, test taking and study skills. Focus on elementary and secondary subject matter literacy in diverse settings and struggling readers. Classroom field component.

### **READ 255 Diagnostic Teaching (3)**

Understanding the diagnostic teaching approach where assessment and instruction occur at the same time. Ability to recognize and use teaching methods appropriate to individual and group needs. Special needs of struggling readers. Emphasis on constructivist teaching and comprehension. Classroom field component.

### **READ 257 Building Literacy with Multicultural Literature (3)**

Development of a thorough knowledge of multicultural child and adolescent literature across all genres. Examination of the unique methods and resources for direct use with all populations of learners. Applicable theories and research including bibliotherapy, development of aesthetic appreciation of literature, authenticity, and stereotyping. Emphasis on theories of Louise Rosenblatt and Judith Langer. Classroom field component.

### **READ 325 Early Literacy: Assessment and Instruction (4)**

Study of major theories and learning models of early literacy including Clay, Adams, Pinnell and Fountas. Emphasis on the observation and assessment of beginning reading and writing skills to inform instructional planning and measure progress. Application of theory to instructional activities for general education classrooms, early intervention or remedial programs. Clinic fieldwork with young, struggling readers at a school site.

### **READ 326 Later Literacy: Assessment and Instruction (4)**

Application of theory and intervention practices including Rosenblatt, Samuels, Sadoski, and Pavio for working with older readers and writers. Assessment, management and teaching procedures designed for at-risk students. Clinic fieldwork with older, struggling

readers at a school site.

**READ 520 Reading Leadership: Program Design and Practicum (3)**

This is the capstone course for the Reading Specialist Credential Program. Developing the role of the reading specialist and literacy coach. Analysis and implementation of appropriate curriculum and instruction. Management of resources, personnel, materials and technology in diverse settings at the district level. On-site and videotaped evaluations of classroom literacy work with various groups of learners. Experience in conducting professional development programs jointly with teachers, parents, and administrators. Supervised school and classroom field work is required. For those candidates who are not currently teaching, a school and classroom supervised field experience of 150 hours is required. *Prerequisite: All courses required for the credential.*