

# EDUCATIONAL SPECIALIST: LANGUAGE AND LITERACY

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## Student Learning Outcomes

Students graduating from this program will:

- Candidates critically analyze major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.
- Candidates use foundational knowledge to design and evaluate literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; and collaborate with teachers to revise, adapt, and/or implement effective literacy practices.
- Candidates evaluate, select, and use valid, reliable, fair, and appropriate assessment tools and policies to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices and policies to relevant stakeholders.
- Candidates critically analyze research, relevant theories, pedagogies, and essential concepts of diversity and equity; the ways in which these interrelate with themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, community levels, and throughout the profession.
- Candidates design and use a variety of print and digital materials to meet the developmental needs of all learners; engage and motivate all learners; evaluate and integrate digital technologies in appropriate, safe, and effective ways; and collaborate with school personnel to foster a positive climate that supports a literacy-rich learning environment.
- Candidates collaborate with peers and colleagues to critically interpret and use evidence to design and facilitate literacy interventions in school- or community-based settings; systematically evaluate, revise, and improve their practice; develop their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities.

## Mission

The Language and Literacy Educational Specialist Program prepares exemplary literacy educators to meaningfully contribute to schools and communities as teachers, leaders, advocates, and practitioner-researchers. Students in this program study literacy from critical sociopolitical, cultural, psychological, historical, linguistic, and literary perspectives, and apply their knowledge in culturally and linguistically diverse classrooms, districts, and communities. Students develop and evaluate effective, evidence-based instructional strategies, practices, programs, and policies that support literacy learning and achievement at PreK-12, college, or adult levels. The program curriculum emphasizes collaborative inquiry and innovation, equity, advocacy, and professional leadership and learning.

The Language and Literacy EdS program is a fully online program.

## Admission Requirements

Students are eligible for consideration for admission to the Ed.S. degree program in the School of Education, Social Work, and Psychological Sciences when they have met at least one of the following requirements:

- Students must be eligible for regular admission to the School of Education, Social Work, and Psychological Sciences at the graduate level (undergraduate GPA must be at least 3.0 on a 4.0 scale); if applicants have earned graduate credit, their graduate GPA must be at least 3.0.
- The completion of a master's degree from an accredited institution of higher education and a cumulative graduate GPA of at least 3.0.

For the EdS in Language and Literacy, the following are the admission requirements:

- Grade point average (GPA) of 3.0 or above on a 4-point scale
- Bachelor's degree from an accredited institution (a master's degree is strongly recommended)
- Teaching certification OR Minimum of 2 years experience working in an educational setting
- Completed application, including transcripts, a one-page Statement of Purpose and two letters of recommendation

## Educational Goals

**Goal 1:** Candidates will synthesize foundational knowledge related to language and literacy development, including appropriate cognitive, linguistic, motivational, and critical sociocultural theories, relevant research, and essential concepts of diversity and equity.

**Goal 2:** Candidates will design, implement, and evaluate literacy curriculum and instruction that meets the needs of diverse learners through effective, evidence-based practices, assessments, and environments.

**Goal 3:** Candidates will collaborate with and provide support to various stakeholders, including professional colleagues and families, to positively impact literacy learning and achievement in PreK-12, college, or adult educational contexts.

**Goal 4:** Candidates will advocate for ethical, equitable, and inclusive literacy practices, assessments, and learning environments that recognize and value diversity in schools and society.

**Goal 5:** Candidates will engage in practitioner-research, professional mentoring and leadership, and systematic and ongoing reflection on their practice.

## Student Learning Outcomes

Adapted from *Standards for the Preparation of Literacy Professionals 2017*. Specialized Literacy Professionals Matrix by Roles © 2018 by the International Literacy Association.

### SLO 1: FOUNDATIONAL KNOWLEDGE

Candidates critically analyze major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, and the role of the reading/literacy specialist in schools.

### SLO 2: CURRICULUM AND INSTRUCTION

Candidates use foundational knowledge to design and evaluate literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; and collaborate with teachers to revise, adapt, and/or implement effective literacy practices.

### SLO 3: ASSESSMENT AND EVALUATION

Candidates evaluate, select, and use valid, reliable, fair, and appropriate assessment tools and policies to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices and policies to relevant stakeholders.

### SLO 4: DIVERSITY AND EQUITY

Candidates critically analyze research, relevant theories, pedagogies, and essential concepts of diversity and equity; the ways in which these interrelate with themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, community levels, and throughout the profession.

### SLO 5: LEARNERS AND THE LITERACY ENVIRONMENT

Candidates design and use a variety of print and digital materials to meet the developmental needs of all learners; engage and motivate all learners; evaluate and integrate digital technologies in appropriate, safe, and effective ways; and collaborate with school personnel to foster a positive climate that supports a literacy-rich learning environment.

### SLO 6: PROFESSIONAL LEARNING AND LEADERSHIP

Candidates collaborate with peers and colleagues to critically interpret and use evidence to design and facilitate literacy interventions in school- or community-based settings; systematically evaluate, revise, and improve their practice; develop their leadership and facilitation skills; and advocate on behalf of teachers, students, families, and communities.

## Curriculum

A minimum of 60 post-B.A. hours are required including a minimum of 30 credit hours beyond the master's degree.

Code	Title	Credits
<b>Reading Concentration and Practicum (21-42 credit hours)</b>		
EDRD 5439	Language and Literacy Across the Disciplines	3
EDRD 5501	Teaching Of Reading	3
EDRD 5502	Early Literacy and Language Development	3
EDRD 5510	Adolescent Practicum in Literacy Assessment and Intervention	3
EDRD 5520	Elementary Practicum in Literacy Assessment and Intervention	3
EDRD 5511	Advanced Literacy Assessment and Evaluation	3
EDRD 5515	Seminar In Reading	3
EDRD 5530	Reading Instruction for K-12 English Language Learners	3
EDRD 5541	Teaching Reading Improvement: Secondary, College, and Adult Levels	3
EDRD 5601	Organizing And Guiding The Reading Program	3
EDRD 5650	Dyslexia and Related Learning Differences	3
EDUC-C&I 5523	Advanced Literature For Children	3

EDUC-C&I 5640	Curriculum and Teaching for the College Classroom	3
EDUC-C&I 5690	Special Problems	1-6
<b>Supporting Education Courses (6-12 credit hours)</b>		
EDUC-SP 5515	Applied Behavior Analysis for Teachers: Understanding and Applying Theories of Behavior	3
EDUC-SP 5516	Collaborating with Families and Other Professionals	3
TCH-ED 5404	Education of the Exceptional Child and Youth	3
<b>Humanistic and Behavioral Studies (6-9 credit hours)</b>		
EDUC-R&P 5510	Child Behavior And Development	3
EDUC-R&P 5512	Adolescent Development and the School	3
EDUC-UL 5525	Cultural Foundations Of Education	3
EDUC-UL 5526	Philosophical Foundations Of Education	3
EDUC-UL 5527	Historical Foundations Of Education	3
EDUC-UL 5528	Sociological Foundations Of Education	3

## Requirements for Graduation

Candidates must pass an oral comprehensive exam that represents a summation of their own original research.

### Licensure Disclosure

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Students completing M.A. or Ed.S. degrees in Language & Literacy can qualify for a special reading add-on endorsement in the state of Missouri by completing required courses as part of their degree, provided that they hold an initial teacher certification in Missouri and meet all other endorsement requirements. See MO CSR 20-400.600

UMKC is approved to offer coursework leading to the special reading endorsement by the Missouri Department of Elementary and Secondary Education (DESE). Students who wish to be endorsed to teach special reading are highly recommended to apply for Missouri's endorsement whether one plans to reside in Missouri or not. Regulations for each state provide licensing options to guarantee access to start who hold a valid initial license from the state a student completed an approved preparation program, and some require licensure in hand from the state in which the preparation program was completed.

This Disclosure is limited to our best ability to determine whether our curriculum would sufficiently meet the educational requirements for certification in another State as a reading teacher. Comparability of state licensing will be based on official, approved compilation of rules and regulations. Students may need to complete additional requirements, such as, coursework, assessment, background checks or classroom experience over and above what is required in Missouri before receiving full certification. A provisional license may be awarded while students complete these requirements. Please contact the state agency where you plan to licensure before relocating to ensure you are fully aware of all licensure requirements.

### Program Director

Candace Schlein, PhD

### Questions about Licensure

Brad Martens (martensbm@umkc.edu)

#### States in Which the Curriculum Meets the Educational Requirements for Licensure

AL\*, AK\*\*, American Samoa\*\*, AZ\*, AR\*\*, CA\*\*, CO, DE\*\*, DC\*, Federated States of Micronesia\*\*, FL, GA, Guam\*\*, HI, ID\*\*, IL, IN, IA\*, KS\*\*, KY\*\*, LA\*\*, ME\*\*, MD, MA\*\*, MI, MS, MO, MN\* MT, NE, NV\*, NH, NJ, NM, NY\*\*, NC\*, ND\*, Northern Mariana Islands\*\*, OH, OK\*\*, OR\*, PA\*\*, PR\*\*, Republic of Marshall Islands\*\*, Republic of Palau\*\*, RI\*\*, SC\*\*, SD\*, TN\*\*, TX\*, USVI^, UT\*\*, VT\*\*, VA\*\*, WA, WV\*, WI, WY.

#### States in Which the Curriculum Does Not Meet the Educational Requirements for Licensure

CT (note: CT's certification in remedial reading has requirements over and above Missouri's requirements for special reading certification).

\* Must hold Missouri licensure.

\*\* No licensure exists.

^ Elementary Reading only; must hold initial license in elementary education.