

**DEPARTMENT OF EDUCATIONAL SPECIALTIES**  
**Master of Arts in Education in Reading Education**

**PROGRAM OVERVIEW**

The Master of Arts in Education (M.A. Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A. Ed. must be licensed to teach in North Carolina. Graduate study in Reading Education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

The Reading Education M.Ed. Program is a K-12 licensure program housed in the School of Education and Education Department of the University of North Carolina at Pembroke. The M.Ed. Reading program is offered to master's level students on the campus of UNC Pembroke. Currently, the program is offered to a cohort group meeting at Sandhills Community College in Southern Pines/ Moore County.

**Program Goals**

The revised M.A. Ed in Reading Education is organized around four major standards established by the International Reading Association (IRA) for the first time by NCATE. All Reading courses reflect the four program standards in content, learning opportunities, and requirements.

The four standards are:

1. Reading teacher candidates have knowledge of the foundations of reading.
2. Reading teacher candidates use a wide range of reading awareness assessment tools and results in order to provide developmentally appropriate instruction.
3. Reading teacher candidates understand and apply instructional practices and techniques in the reading process of all learners.
4. Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

The successful candidate will demonstrate the following characteristics:

**Competent Reading Specialist**

- Understand different theories and philosophies of reading and writing;
- Recognize language and cultural diversity and their effects on teaching and learning;
- Understand a variety of theories of human development;
- Understand how to assess readers' background knowledge and link appropriate teaching, learning, and assessment strategies and materials;

- Recognize that being a literate person invites opportunities for personal and social growth;
- Understand that reading is a motivated and lifelong pursuit.

### Collaborative Practitioner and Professional

- Be an effective teacher of students and of teachers, including related professionals and paraprofessionals;
- Conduct and synthesize both quantitative and qualitative research into practice; engage in ongoing assessment of students, and be an effective diagnostician; engage in reading practices that center on the belief that reading and writing should be taught in a meaningful, authentic, and supportive context that builds on the strengths, rather than the weaknesses, of all students;
- Seek to create a literate environment that fosters students' enjoyment of a broad range of reading interests; expose students to a wide variety of types of print in high quality, relevant materials; understand the complex and interactive causes of reading difficulties, and be able to work with other related professionals to insure success for all students collaborate and work with diverse adults across grade levels and school and community settings; assess needs and provides appropriate staff development.

### Committed Reading Leader

- Modifies approaches based on self-evaluation and assessment of students' progress; recognizes the importance of meta-cognition in reading; remains current with the professional literature, including research, and actively takes part in appropriate research activities in the classroom and school.
- Respects and responds to diversity issues;
- Maintains a proactive rather than reactive philosophy;
- Understands the influences of culture, ethnic, and linguistic factors on learning to read, and values the background knowledge and metacognitive abilities of all students;
- Believes that all teachers should have the ability to adapt programs and materials to the needs and purposes of diverse students.promotes effective staff development involves collaboration and demonstration in a naturalistic setting rather than isolated lectures; and continues to develop career knowledge by reading professional journals, attending professional conferences, participating in professional development activities, and promoting collegiality with peers.

### **General Standards for the Master's Degree License**

- **Instructional expertise** The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.
- **Knowledge of Learners** The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and

strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

- **Research** The candidate uses research to examine and improve instructional effectiveness and student achievement.
- **Content Knowledge** The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.
- **Professional Development and Leadership** The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession

### **Specialty Area Standards**

**Standard 1: Foundational knowledge:** Reading teachers have knowledge of foundations of reading and writing processes and instruction.

**Standard 2: Instructional strategies and curriculum materials:** Reading Teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials.

**Standard 3: Assessment, diagnosis, and evaluation:** Reading Teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

**Standard 4: Creating a Literate Environment:** Reading Teachers create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Standard 5: Professional development:** Reading Teachers view professional development as a career-long effort and responsibility