

EDUCATION: READING, LANGUAGE, & LITERACY CONCENTRATION, MASTER OF EDUCATION

Educational researchers and policy makers agree on the fundamental requirements for successful teachers: knowledge of subjects they teach, knowledge of both general and subject-matter specific methods for instruction and assessment; knowledge of student development; and the ability to apply this knowledge with students from diverse backgrounds. The M.Ed. at CSU Pueblo is planned to impact the quality of teaching and learning in K-12 classrooms by preparing master teachers with expertise in their content disciplines, in the pedagogy of teaching and learning, and in the process of continual professional development and growth. To ensure graduates' application of new knowledge and skills, CSU Pueblo's program requires application of new knowledge and skills throughout the program and utilizes an assessment model that monitors teacher performance and provides information for ongoing program improvement.

One promising approach that has resulted in significant improvements in teaching practices is the National Board for Professional Teaching Standards (NBPTS) process for National Board Certification. The NBPTS has developed standards for effective teaching in specific subject areas and assessments geared to measure performance against the standards, as well as a process for teachers to demonstrate their performance on these standards. In addition to strengthening classroom teaching, teachers' involvement with the NBPTS program has improved student engagement, motivation, and achievement, including positive impact in low-performing schools.

The Master of Education degree is built on research on teacher change and is designed to prepare teachers to lead school reform, requiring completion of an concentration area of their choice; of a core of pedagogy courses focusing on literacy instructional technology, and differentiation of instruction; and of a core of courses focusing on professional growth. The National Board standards and certification process form the heart of the M.Ed. core and assessment process. A unique characteristic of the degree is the collaboration of faculty in teacher education and in content disciplines at the University in the design and implementation of the program.

Relationship to the Mission of Teacher Education

The Teacher Education Program has a primary mission to prepare teachers of quality and distinction through K-16 collaborations. One of the central goals of the program is its commitment to serve the region and state of Colorado through partnerships with school districts and institutions of higher education. An integral aspect of this goal is Teacher Education's formal partnership with school districts in southern and southeastern Colorado. The joint efforts of students, faculty, and administrators across all K-16 partners focus on improving the quality of learning in classrooms in elementary, secondary, and higher education. The Master of Education degree supports this mission, strengthening K-12 teachers' abilities to provide educational opportunities for their students. At Colorado State University Pueblo, preparing teachers is a

campus-wide responsibility, with faculty and administrators involved in support of the program's mission.

Graduate Admission Policies & Procedures

Admission

Regular status will be given to degree-seeking students who meet all of the following requirements:

- A baccalaureate degree from an institution accredited by the regional accreditation agency (or equivalent).
- A minimum 3.000 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- Significant teaching experience. Candidates must provide documentation of the quantity and quality of this experience within their letter of interest.

International students whose native language is not English must also meet the English language proficiency standard set forth in the *Graduate Admissions* section of the CSU-Pueblo Catalog.

Continuation

To continue in the program, students must maintain a cumulative GPA of 3.000.

Program Completion

All students must fulfill the following requirements for a graduate degree:

- A cumulative graduate GPA of 3.000 or better at graduation. A maximum of six semester hours of course work at the grade of C+ or C may be applied toward graduation. A maximum number of nine semester hours of transfer credit may be applied to the degree.
- Regular student status.
- The program's minimum number of hours of approved course work (38 semester hours).
- Completion of a final portfolio review and oral examination. The portfolio project includes a directed research project.
- Submission of a graduation planning sheet signed by the student's graduate advisor and program director, in accordance with published deadlines during the semester is to occur. The deadline for submission is published in the *Semester Notes*, *University Calendar*, and *CSU Pueblo Catalog*.

Graduate Program Goals & Student Outcomes

As teachers proceed through the program, they will be asked to apply and demonstrate their growth in learning and teaching related to the following goals and outcomes.

Content Knowledge Goal: Master teachers utilize content knowledge to raise the achievement of PK-12 learners.

1. Demonstrate growth in content knowledge related to concentration area and the application of content knowledge to classroom instruction and assessment.

Pedagogy Goal: Master teachers utilize best practices in instruction and assessment to raise achievement of PK-12 learners.

2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.

3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.

Professional Development and School Reform Goal: Master teachers understand the process for professional change in their own practice and in education, including the interpretation of educational research.

4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.

5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.

6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.

7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.

Leadership and Change Agent Goal: Master teachers apply educational research, including research on school reform and professional development to raise student achievement.

8. Demonstrate responsibility for student learning at high levels.

9. Demonstrate responsibility for school reform and leadership in school change.

Specific Program Requirements

The degree is designed with three components:

1. core courses in research and professional change;
2. pedagogy courses in literacy, differentiation of instruction, and technology; and
3. courses in an concentration area chosen by the graduate student.

A unique feature of the degree is its alignment with the standards of the National Board for Professional Teaching Standards and participants' opportunity to work towards national board certification as they complete the degree.

Component 1: Core Requirements (11 hours)

Organizational change and school reform, as well as the responsibilities of professional leadership related to educational change, are emphasized in the core. The four courses in Component 1 are developmental, with the first taken within the first nine hours, the third within the last nine hours, and the final course completed as the capstone experience in the

program. All courses focus on knowledge and skills related to teacher change and leadership as a change agent in the schools, concentration in interpreting and conducting research is included.

Although courses in Components 2 and 3 may be completed by teachers, degree plus or senior students who have been admitted to the Teacher Education Program and meet the 2.600 GPA requirements, admission to all Core courses requires full admission to the graduate program.

Course Requirements

| Course | Title | Credits |
|----------------------|--|-----------|
| ED 502 | Teacher As Change Agent (Core 1) | 3 |
| ED 503 | Teacher as Researcher (Core 2) | 3 |
| ED 504 | Leading Change in America's Schools (Core 3) | 3 |
| ED 593 | Seminar | 2 |
| or ED 581 | Practicum & Seminar in Education | |
| Total Credits | | 11 |

Component 2: Pedagogy Requirements (choose 3 hours from each category, 9 hours total)

CSU Pueblo recognizes that *master* teachers demonstrate expertise in understanding and applying current best practices in each of the following areas: literacy education, instructional technology, and differentiation of instruction for all learners. All three were selected because recent research has indicated that application of best practices in these three areas will impact the quality of student achievement in K-12 classrooms, Teachers will select courses based on their development plan, with input from their graduate advisor. Courses cannot be double counted in concentration areas and the Pedagogy Core.

Instructional Technology

Graduate students may select from instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

| Course | Title | Credits |
|---|-------------------------------------|----------|
| Select 3 credits, samples include the following | | 3 |
| ED 520 | Educational Media and Technology | 3 |
| ED 523 | Teaching & Managing Technology | 3 |
| ED 529 | Literacy & Technology | 3 |
| ED 531 | Diverse Learners & Technology | 3 |
| ED 532 | Hardware & Networking for Educators | 3 |
| ED 533 | Instructional Theory & Tech Design | 3 |
| ED 534 | Multimedia Design | 3 |
| ED 536 | Technology & Assessment Tools | 3 |
| ED 570 | The Technology Coordinator | 3 |
| ED 571 | Distance Learning | 3 |
| ED 591 | Special Topics | 1-3 |
| Total Credits | | 3 |

Differentiation of Instruction

Graduate students may select from any differentiation course, including the following:

| Course | Title | Credits |
|--|-------------------------------------|---------|
| Select 3 credits from any differentiation course, including the following: | | 3 |
| CLDE 503 | Content Instruction for EL Learners | 3 |

| | | |
|----------------------|-------------------------------|----------|
| ED 512 | Teaching Diverse Learners | 3 |
| ED 531 | Diverse Learners & Technology | 3 |
| Total Credits | | 3 |

Literacy Education

Graduate students may select from any literacy course, including the following:

| Course | Title | Credits |
|---|---|----------|
| Select 3 credits from any literacy course, including the following: | | |
| CLDE 520 | Literacy for Eng Lang Learners | 3 |
| ED 529 | Literacy & Technology | 3 |
| RDG 535 | Advanced Disciplinary Literacy | 3 |
| RDG 550 | Diagnosis & Remediation of Reading Problems | 3 |
| Total Credits | | 3 |

Component 3: Concentration Area Requirements (18 hours in one area)

The more deeply teachers grasp content, the more they tend to emphasize conceptual, problem solving, and inquiry aspects of their subjects. The less knowledgeable teachers are of the content they are teaching, the more they tend to emphasize facts and procedures. The purpose of Component 3 of the program is the development of teachers' content expertise related to their area of responsibility, with candidates choosing among a number of different K-12 concentration areas. Some areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

| Course | Title | Credits |
|---|---|---------|
| 18 credit hours from among these (or other approved) options: | | |
| CLDE 520 | Literacy for Eng Lang Learners | 3.00 |
| ECE 540 | Adv Mthds of Effect Inst Early Lit | 3.00 |
| ECE 562 | Adv Mthds of Tchg ECE Reading | 3.0 |
| RDG 510 | Foundations of Reading Instruction | 3.0 |
| RDG 511 | Advanced Teaching of Elementary Writing | 2.0 |
| RDG 535 | Advanced Disciplinary Literacy | 3.0 |
| RDG 550 | Diagnosis & Remediation of Reading Problems | 3.0 |
| RDG 555 | Advanced Linguistics for Educators | 3.0 |
| RDG 560 | Practicum | 2.00 |
| RDG 591 | Special Topics | 1-3 |
| RDG 595 | Independent Study | 1-6 |