

EDRE 671 Language, Reading and Culture

The candidate will:

1. Identify & describe one's own cultural identity and language use, and childhood influences in relation to ethnicity, socio-economic status, gender, sexuality, religion, etc.
2. Recognize, understand and value the forms of diversity that exist in society and their importance in learning to read and write.
3. Plan literacy activities and instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
4. Use resources to develop further understanding of diversity within Alaska, and specifically with Alaskan Natives.

EDRE 674 Developing Reading, ECE-12

The candidate will:

1. Use resources to develop further understanding of diversity within Alaska, and specifically with Alaskan Natives.
2. Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.
3. Know the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) in fluent reading.
4. Identify, explain, compare and contrast the theories and research in the areas of language development and learning to read.
5. Know a wide range of instructional practices, approaches, and methods, including technology-based practices.
6. Articulate the theories related to the connections between teacher dispositions and student achievement

EDRE 675 Reading and Cognition

The candidate will:

1. Demonstrate and apply an understanding of reading as a language process.
2. . Demonstrate an understanding of comprehension as a complex thinking process which involves metacognitive, micro, macro, integrative and elaborative processes.
3. Demonstrate an understanding of the interaction and transactions between reader, the text and the context to perceive reading as a process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation
4. Recognize patterns of variation among typical and atypical readers.
5. Apply knowledge of theory to reading instruction.

EDRE 676 Reading Instruction and Assessment I

The candidate will

1. demonstrate the ability to design and implement a literate environment that fosters interest and growth in all aspects of reading.
2. demonstrate the ability to respond to different student populations' language and literacy development, which may include bilingual, bi-literate, and bicultural population.
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4. demonstrate an understanding of how to teach students to monitor their reading through the use of multiple cueing systems (pragmatic, syntactic, semantic, phonics).
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6. demonstrate an understanding of how to teach students to monitor their reading through the use of multiple cueing systems (pragmatic, syntactic, semantic, phonics).
7. demonstrate an understanding of the alignment of reading, instruction, and assessment with the Alaska Content and performance Standards for English/Language Arts/Reading.
8. show knowledge of federal, state, and local programs designed to help students with reading and writing problems.
9. describe criteria for development implementation and evaluation of teaching materials, technology resources and professional development for professional and paraprofessional staff.
10. teach writing processes (i.e. plan, draft, revise, and edit) using conventions of standard written English.

EDRE 677 Reading Instruction and Assessment II

The candidate will be able to:

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum
2. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum
3. Use appropriate and varied instructional approaches including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
4. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
5. Use assessment information to plan and evaluate instruction.
6. Communicate assessment results and implications to a variety of audiences.
7. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
8. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
9. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
10. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
11. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
12. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.

EDRE 678 Literature and Reading: Supporting Readers at All Levels

The candidate will:

1. Demonstrate knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
2. Demonstrate understanding of importance of building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.
3. Values multicultural literature for purposes of enhancing students' knowledge, beliefs and engagement with the features of diversity.
4. Recognizes the importance of literature related to Alaskan experience for students in Alaska.
5. Demonstrate knowledge of developing and scaffolding literature response and discussion groups to support in-depth comprehension and critical thinking

EDRE 679 Reading and Literacy in the Content Areas

The candidate will:

1. Demonstrate theoretical and evidence based foundational knowledge related to reading and writing in the content areas.
2. Demonstrate beginning foundational knowledge of adult learning theories in order to provide professional development
3. Use appropriate and varied instructional approaches for effective content literacy instruction.
4. Select, develop, administer and interpret assessments appropriate for content reading and writing. Use assessment information to effectively plan and evaluate content reading and writing instruction.
5. Use technology for effective instructional purposes and to broaden the range of texts in the curriculum.
6. Demonstrate the ability to differentiate within content literacy instruction.
7. Develop and implement strategies to advocate for equity within content literacy.
8. Promote the value of content reading and writing by modeling a positive attitude towards reading and writing.
9. Design, lead and evaluate effective professional development in content literacy.

EDRE 696 Reading Teacher as Leader

The candidate will:

1. Display positive dispositions related to reading and the teaching of reading.
2. Articulate the theories related to the connections between teacher dispositions and student achievement.
3. Conduct professional study groups or mentor relationships for paraprofessionals and teachers
4. Assist classroom teachers and paraprofessionals in identifying, planning and implementing personalized professional development plans.
5. Advance the professional research base on knowledge-based practices.
6. Evaluate his or her teaching practices and those of others based on research-based criteria.
7. Participate in, initiate, implement and evaluate professional development programs and on-line resources.
8. Identify and describe the characteristics of sound professional development programs.
9. Articulate the evidence base (research and theoretical frameworks) that guides and informs their practice.

EDRE 698 Master's Portfolio

The candidate will:

1. Demonstrate knowledge addressed in all IRA Reading Professional standards and standards elements at a Reading Specialist/Coach level.
2. Demonstrate ability to implement all IRA Reading Professional standards and standards elements at a Reading Specialist/Coach level.
3. Demonstrate knowledge and skills addressed in all UAS School of Education Conceptual Framework Goals