

**ENDORSEMENT IN READING AND WRITING, P-12
ADVANCED PREPARATION PROGRAM FOLIO
UNIVERSITY OF KENTUCKY
September, 1999**

I. Conceptual Framework

A. Unit Conceptual Framework

The College of Education at the University of Kentucky has adopted the model of "Professional Educator as Reflective Decision Maker" as the conceptual framework for its professional education programs. Faculty members officially selected this organizing theme to guide the development, implementation, and assessment of College programs in November, 1992.

Professional education programs at the University of Kentucky are designed to prepare educators who will be successful in their varied and complex challenges and make informed, thoughtful decisions in their classroom, school, and district settings. Such preparation does not stop with a baccalaureate degree. Continuous professional development is the hallmark of a vital teaching force and marks the transition from novice to expert teaching. Graduate programs in the Department of Curriculum and Instruction at the University of Kentucky are designed to develop professional expertise in teachers and related professionals.

B. Program's Conceptual Framework

The program's conceptual framework is consistent with the College of Education conceptual framework but focuses more specifically on understanding the dynamics of teaching and learning in specific context areas or disciplines as well as in particular sociocultural contexts.

The characteristics of *reflective decision making* and *continuous professional development* are included in the Reading and Writing Program as espoused by historical and contemporary leaders in education. From this perspective, learners construct meaning from their experiences in the environment through analyzing data to detect patterns, forming and testing hypotheses, and integrating new knowledge with previous understandings in a process of schema development that moves learners from *novice* to more *expert* understandings (Caine & Caine,1994; Chi, Feltovich, & Glaser, 1981; Condon, Clyde, Kyle & Hovda,1993; Newmann, et. al., 1995; Vygotsky,1978). We see this kind of purposeful learning as taking place in a sociocultural context that helps determine what knowledge is worth having, how to acquire it, and how to use it. Understanding theory, research and equitable pedagogy practices is framed in the context of the questions, procedures and debate characteristic of the field of education (Banks,1995; Lanier, J., et. al. ,1995; Lave & Wenger,1991; Resnick, 1987; Rogoff, 1990; Vygotsky, 1978). Meaningful professional development, then, involves not just mastering

content and pedagogical strategies, but understanding the nature and purpose of both, so that educators are better able to recognize, reflect on and solve the problems they will encounter in their practice.

This constructivist, reflective practitioner model is inherent in the Experienced Teacher Standards adopted by the Kentucky Education Professional Standards Board as well as in the emerging teacher and student standards from national boards and professional organizations such as the the International Reading Association/National Council of Teachers of English and the Learner Goals and Academic Expectations of the Kentucky Education Reform Act passed into regulation in 1994, and the standards established by the National Board for Professional Teaching Standards. Our focus is on providing an environment in which the reflective practitioner contemplates prior experiences, weighs successes and difficulties associated with these experiences, and considers strategies for extending successes and reducing difficulties. Our programs are designed to broaden the context of decision-making to include not only personal experience, but reflection on the larger body of theory and research available to educators.

As such, our perspective on reflective decision-making and professional development encourages individual open-mindedness, that is, the ability to actively challenge personal beliefs by continually seeking new information. This open-mindedness goes hand-in-hand with wholeheartedness and intellectual responsibility. Wholeheartedness is an absorbing enthusiasm for and dedication to one's work. Intellectual responsibility includes caring enough about the consequences of one's professional duties and actions to seek necessary information on which to base intelligent decisions. These characteristics support the actions which constitute reflective decision-making.

This model also presumes a collaborative relationship between graduate faculty and graduate students and university personnel in determining the professional development needs of individual students. This is a labor intensive process, requiring sustained time and effort on all sides so that all participants' work is guided by commitment to continuous improvement based on reflection, evaluation, and on-going research (Swanson, 1995)

Specific features of program's conceptual framework

In addition to focusing on reflective decision making, continuous professional development and equity in a sociocultural context, this program is unique in its specialized nature. The 18-hour core of literacy related courses allows students to engage in intense study and develop expertise in the areas of reading, writing, listening, speaking, viewing, and visually representing. The practicum sequence (EDC 619 and EDC 620) provides experience in clinical assessment and intervention while working with students, parents, colleagues, and university professionals. The reflective decision making component is emphasized through collaboration with peers, colleagues, and university personnel, journaling, and feedback from regular observations and discussions.

Reflective decision-maker.

Addressing **NCATE Theme “a”** (Conceptual Framework), all courses include attention to this feature, but do so in different ways and with different emphases so that by the end of a student's program s/he will understand reflective decision-making from philosophical, historical, theoretical, research and pedagogical perspectives. In addition, all courses attend to this feature both as a theory to help in curricular and instructional decision-making and as principles to use for students' own learning. For example, students design classroom instruction as well as remedial plans, and reflect on the success of these endeavors. They keep journals in the clinical sequence in which they formulate, test, and reflect upon hypotheses regarding their clients' progress. They create writing portfolios, and reflect on pieces they include in the portfolios as well as themselves as writers. They examine their literacy education philosophies and the impact of these philosophies on instruction. The continuous assessment portfolio requires students to select exemplars to demonstrate their attainment of the program goals (including Experienced Teacher Standards), and write reflections of why these exemplars were chosen.

Continuous professional development.

All courses include attention to this feature, but do so in different ways and with different emphases. In addition, all courses attend to this feature both as a theory to help in curricular and instructional decision-making and as principles to use for students' own learning. This focus on continuous professional development is, to a large degree, the way in which the program embodies **NCATE Theme “c”** (intellectual vitality). Intellectual vitality is inherent in the extent to which students are continuously challenged to pose difficult questions in which they are interested and seek answers through various paths. In EDC 618 students set their own goals for professional growth related to literacy education, select appropriate readings to address these issues, then share findings with others. Similarly, students engage in self-designed research projects in both EDC 641 and EDC 642. An emphasis is placed on sharing questions and findings with colleagues; thus, an intricate link to **NCATE Theme “e”** (professional community). Through this arrangement, students continuously provide professional development for each other, extending their own understandings and the understandings of others.

Equity in a sociocultural context.

All courses include attention to this feature, but do so in different ways and with different emphases. In addition, courses attend to this feature both as a theory to help in curricular and instructional decision-making and as principles to use for students' own learning. This program strand relates particularly to **NCATE Theme “b”** (diversity). Throughout the program, a continual focus is placed on meeting the literacy needs of diverse students. Cultural diversity receives extensive emphasis in EDC 730, although it is addressed in other courses as well through scenarios, use of multicultural literature, etc. Academic diversity receives particular emphasis in the clinical sequence (EDC 619 and 620) as students work with clients for whom progress in literacy is a challenge.

II. Program Experiences

A. Students

This program is designed for students seeking the Endorsement in Reading and Writing through the masters degree in education with reading and writing as areas of concentration and/or students seeking a certification at a higher rank. Students enrolling in this program must hold a bachelors degree in education from an accredited institution.

B. Program Description

This program involves 33 graduate hours; 6 hours are taken in support areas outside the College of Education. The remaining 27 hours include the 18-hour literacy core, a general curriculum course for the certification level (EDC 712, 616, or 714) and 6 hours of Education electives.

Required courses:

EDC 618 Advanced study in the teaching of reading

EDC 619 Assessment of reading growth and development

EDC 620 Design and implementation of reading instruction

EDC 641 Research and theory in teaching reading in elementary school

EDC 642 Research and theory in teaching language arts in the elementary school

EDC 712 The elementary school

or

EDC 616 The middle school

or

EDC 714 The secondary school

3 hr. elective in literacy

6 hrs. electives in education

6 hrs. electives outside of education

C. Relationship of coursework to the guiding standards and initiatives

Matrix 1 that follows depicts in graphic form how the graduate program in Reading and Writing incorporates standards and initiatives set forth by state and national agencies. This particular program addresses the Experienced Teacher Standards set forth by the Kentucky Educational Professional Standards Board, the International Reading Association/National Council of Teachers of English Standards for the English Language Arts, the NCATE Themes, the KERA Initiatives, and the Kentucky Legislative Initiatives. While the summary matrix gives an overview, some explanation of specific ways in which the themes and initiatives are incorporated is warranted.

**Matrix 1 – Standards and Initiatives Addressed and Assessed in
the Reading and Writing Program**

Courses	Experienced Teacher Standards	Content Standards	NCATE Themes	KERA Initiatives
EDC 618	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.5-5.10, 8.1, 8.4, 8.9, 10	IRA/NCTE	a, b, c, d, e, f	a, b, c
EDC 619	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.1 – 5.10, 5.13, 5.14, 6.1, 6.2, 6.4 – 6.6, 8.2, 8.4, 8.6, 8.8, 9.4	IRA/NCTE	a, b, c, e, f	b, c
EDC 620	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.1 – 5.10, 5.13, 5.14, 6.1, 6.2, 6.4 – 6.6, 7.1 – 7.3, 8.2, 8.4, 8.6, 8.8, 9.4, 10	IRA/NCTE	a, b, c, d, e, f	a, b, c
EDC 621	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.5 – 5.12, 8.4, 8.8, 9.4	IRA/NCTE	a, b, c, e, f	a, b, c
EDC 641	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.5 – 5.10, 8.4, 8.8, 10	IRA/NCTE	a, b, c, d, e, f	b, c
EDC 642	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.5 – 5.10, 6.3, 8.4, 8.8, 10	IRA/NCTE	a, b, c, d, e, f	b, c
EDC 730 Cult. Diversity and Reading	1.4, 1.8, 1.9, 2.1 – 2.9, 3.1 – 3.12, 4.4, 4.8, 4.9, 5.5 – 5.10, 8.4, 8.8	IRA/NCTE	a, b, c, e, f	a, b, c

LEGEND:

Experienced Teacher Standards (Kentucky Educational Professional Standards Board)

IRA/NCTE – International Reading Association/National Council for Teachers of English
Standards for the English Language Arts

NCATE Themes

- a. Conceptual Framework
- b. Diversity
- c. Intellectual Vitality
- d. Technology
- e. Professional Community

- f. Performance Assessment (Please note: in Kentucky the concept of Performance Assessment subsumes both individual continuous assessment and continuous program evaluation.)

KERA Initiatives

- a. Learner Goals and Academic Expectations
- b. Program of Studies P-12
- c. Core Content for Assessment/CATS

- KERA Initiatives

There are three KERA Initiatives: a) Learner Goals and Academic Expectations, b) Program of Studies P-12, and c) Core Content for Assessment/CATS. Learner Goals and Academic Expectations are addressed, practiced, and assessed as students design curriculum both for classroom instruction (EDC 618, 621, 730) and for clinical practica (EDC 619 and 620). The literacy related areas of the Program of Studies and Core Content for Assessment are infused in core courses. Portfolio assessment (particularly writing portfolio requirements and scoring) receives much attention in EDC 642.

III. NCATE Themes

There are six NCATE Themes: a) conceptual framework, b) diversity, c) intellectual vitality, d) technology, e) professional community, and f) performance assessment. (Please note: in Kentucky, the concept of continuous assessment subsumes student continuous performance assessment and also program evaluation.)

Exemplar ways in which the themes of conceptual framework, diversity, intellectual vitality, and professional community are infused in the Reading and Writing Program have been discussed previously. Technology is infused in this program through evaluations of literacy related software, submission of assignments electronically, and listserv discussion groups. Portfolios may be submitted electronically as well. Performance assessment and alternative assessments are addressed in many ways in the program. Students engage in performance assessments through the projects and products they complete. Students also design performance assessment tasks within curriculum design projects, and as part of the clinical sequence.

IV. Kentucky Legislative Initiatives

There are currently five legislative initiatives that are beginning to be incorporated into all education related courses. These initiatives include: a) State Agency Children, b) Exceptional Children, c) Environmental Education, d) Literacy Programs, and e) Safety Education. Given the nature of this particular program, the **Literacy Programs** initiative receives continuous attention. The Collaborative Center for Literacy Development is a joint venture between the University of Kentucky and the University of Louisville. Several of our faculty members are involved in projects related to the CCLD, and share these projects in their classes. Furthermore, the University of Kentucky is one of eight state sites for the Kentucky Reading Project (supported by SB 186 through the CCLD); one of the faculty serves as the director for

the UK KRP, and others are involved in the summer institutes. These institutes will in the future serve as the state's literacy academies. The KRP is offered under a course (EDC 575) which can be applied as an elective to a Rank II or Rank I program in reading and writing. State Agency Children and Exceptional Children initiatives receive the most discussion in the clinical sequence, since it is in these courses that we focus on students not making "normal" progress in literacy development and factors that may be impeding this progress. Finally, Safety Education is an issue covered in an elective course EDC 610 – Classroom Management and Discipline.

V. Candidate Continuous Assessment

A. Introduction

Students develop a portfolio that includes numerous exemplars that demonstrate their competence across the program goals (which include the Experienced Teacher Standards). Students provide an overview statement explaining exactly how these exemplars demonstrate growth and/or competence on these standards. Portfolios also include a narrative analysis of what was learned in each course completed, and how information and experiences from each course addresses program goals.

Portfolios are reviewed and students are provided feedback as they complete 15-18 hours (midpoint), and after all required courses for the program are completed. At the midpoint, the student and faculty advisor collaboratively examine the portfolio, and the faculty member provides written feedback regarding progress. At program exit, the student submits the portfolio for review by a three member team. After the faculty have had time to review the portfolio, they schedule an oral defense of the portfolio with the student. This oral defense is scheduled through the departmental Director of Graduate Studies, and will serve as the student's comprehensive exit exam. Satisfactory demonstration of program goals and all experienced teacher standards will result in completion of the program.

In addition to portfolios, other authentic assessments are imbedded in courses. These authentic assessments include exhibitions, oral presentations, action research projects, demonstrations, and performance events.

B. Assessment for Program Admission

Admission to this program requires an undergraduate education degree with an overall GPA of at least 2.75 from an accredited institution. Applicants must also hold at least a 3.0 GPA in any graduate course work completed prior to admission and submit three letters of recommendation. Finally, students must take the Graduate Record Exam (general test) and provide official scores to the Graduate School. The Department of Curriculum and Instruction has set a benchmark of 1200 combined scores for the GRE, although each applicant is reviewed on an individual basis. An undergraduate portfolio is recommended but not required.

C. Assessment for Program Retention

Faculty will review portfolios at the two points mentioned above by writing a narrative that highlights strengths and challenges following the students' application for portfolio review. In order to complete the program, students need to have demonstrated competence in all experienced teacher standards. A student may be advised that 1) s/he is making good progress towards program goals, 2) s/he needs to make specific changes in his/her program in order to better meet program goals, or 3) s/he is making too little progress to continue in the program.

Instructors of graduate courses are responsible for assessing student progress toward meeting standards specific to that course (see Content Matrix). If a student demonstrates inadequate progress in a course, the Instructor may write a letter to the Director of Graduate Studies requesting a review of the student's status in the program. Instructors may also request review and revision of a student's curriculum contract. This can be done in consultation with the student's faculty advisor.

An advisor or student may ask for further feedback from other graduate faculty if the midpoint review indicates the need for substantial change in a student's program. An advisor must call for a three-member graduate faculty review before a student can be counseled out of the program.

D. Assessment at Program Exit

In order to successfully complete the program, students must have maintained at least a 3.0 graduate GPA, and must have demonstrated competence with experienced teacher standards through their portfolio and other authentic assessments.

Students will apply for a portfolio review at the beginning of their last semester in the program. As part of that application process, they must show evidence that they have completed their midpoint assessment, have maintained a 3.0 GPA and will complete the coursework outlined in their curriculum contract by the end of that semester. A review committee consisting of their advisor* and two other literacy graduate faculty who teach in the graduate program will assess the portfolio and the student will explain (or defend) her/his portfolio exhibits, emphasizing the ways in which these exhibits demonstrate the classroom application of knowledge, skills and dispositions consistent with program goals.

*The DGS may designate an alternative committee member if an advisor will be unavailable. The chair of the review committee must be a full member of the graduate faculty.

D. Assessment Matrix

Courses	Experienced Teacher Standards	Content Standards	NCATE Themes	KERA Initiatives
EDC 618	1, 2, 3, 4, 5, 8, 10	IRA/NCTE	a, b, c, d, e, f	a, b, c
EDC 619	1, 2, 3, 4, 5, 6, 8, 9, 10	IRA/NCTE	a, b, c, d, e, f	b, c
EDC 620	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	IRA/NCTE	a, b, c, d, e, f	a, b, c
EDC 621	1, 2, 3, 4, 5, 8, 9	IRA/NCTE	a, b, c, e, f	a, b, c
EDC 641	1, 2, 3, 4, 5, 8, 10	IRA/NCTE	a, b, c, d, e, f	b, c
EDC 642	1, 2, 3, 4, 5, 6, 8, 10	IRA/NCTE	a, b, c, d, e, f	b, c
EDC 730	1, 2, 3, 4, 5, 8	IRA/NCTE	a, b, c, e, f	a, b, c
Portfolio	Portfolio	Portfolio	Portfolio	Portfolio

Legend:

Experienced Teacher Standards (Kentucky Educational Professional Standards Board
 IRA/NCTE – International Reading Association/National Council for Teachers of English
 Standards for the English Language Arts

NCATE Themes

- a) Conceptual Framework
- b) Diversity
- c) Intellectual vitality
- d) Technology
- e) Professional community
- f) Performance assessment (Please note: in Kentucky the concept of Performance Assessment subsumes both individual continuous assessment and continuous program evaluation.)

KERA Initiatives

- a) Learner Goals and Academic Expectations
- b) Program of Studies, P-12
- c) Core Content for Assessment/CATS

III. Program Continuous Assessment

Note: Students admitted to the graduate program in reading and writing must meet the minimum criteria set by the University of Kentucky Graduate School: a minimum undergraduate GPA of 2.75, a minimum GPA of 3.0 in any previous graduate course work, and acceptable GRE scores. In order to be retained in the program and graduate, students must maintain a minimum graduate GPA of 3.0.

A. Student Portfolios

People Responsible: Literacy Education Faculty

Upon entrance to the program, students begin compiling a portfolio, containing five to seven exemplars plus narratives, with which they demonstrate progress toward meeting the KDE Experienced Teacher Standards. These portfolios are reviewed by the advisor at the midpoint (15 hours completed), and a three member committee at the endpoint of the program. Students are provided both oral and written feedback at each point in the portfolio review.

Feedback on students' portfolios is reviewed by literacy education faculty at the end of each semester. Together, the faculty establish patterns of strengths and weaknesses as exhibited in students' portfolios. They also develop a plan to address displayed weaknesses in core courses. The summary of strengths and weaknesses and an action plan are submitted to the Department Chair. In subsequent semesters, the Department Chair will examine portfolio reports to note improvements in any areas originally noted as weak. This process is ongoing.

B. Course Evaluations

Person Responsible: Department Chair

Students' evaluations of program core courses will be carefully monitored by the department chair. A report addressing the patterns of strengths and weaknesses will be distributed to the literacy education faculty at or before the yearly departmental retreat in August.

Based on the report from the chair, literacy education faculty will collaborate to develop a plan to address student concerns. This plan will be submitted to the department chair. Evaluations for the following year will be compared to previous evaluations and this plan in order to note improvements. Such a process will be ongoing.

C. Observation of Clinical Performance

People Responsible: Faculty teaching in the clinical sequence

Students enrolled in the Reading and Writing Program must complete a two-semester sequence of clinical course work. In the Fall semester, students complete EDC 619 - Assessment of Reading Growth and Development. The following Spring semester students complete EDC

620 - Design and Implementation of Reading Instruction. Throughout this two course sequence, students work with a school aged client at the Literacy Clinic, and these clinical sessions are observed by the professor teaching the clinical courses. It is generally recommended that students enroll in this clinical sequence toward the end of the program so that they might apply the knowledge of literacy processes and instructional strategies gained through core courses. Therefore, students' success in this clinical sequence is related to the course content of **all** core courses in the Reading and Writing program.

The professor(s) teaching the clinical courses will compile a brief report each spring which notes patterns of students' strengths and weaknesses as displayed in the clinical setting. This report will be shared with literacy education faculty at the end of Spring semester. Collaboratively the faculty will develop a plan to address any weaknesses, specifying where and how pertinent information will be imbedded in core courses. This process will be ongoing.

D. Follow-up Surveys

People Responsible: Department Director of Graduate Studies, Literacy Education Faculty, Department Chair

After completing the program, the department Director of Graduate Studies will send each student a survey. Surveys will be returned to the DGS office. The contents of the survey will target the extent to which the program core courses prepared students to meet the Experienced Teacher Standards in their teaching positions. At the end of each spring semester, the literacy education faculty will obtain the surveys from the DGS and meet to review them, noting patterns of program strength and weakness as expressed by the students.

Based on a review of returned surveys, the literacy education faculty will collaboratively write a profile of overall strengths and weaknesses, as well as a plan to address any weaknesses. The profile and plan will be submitted to the department chair. The process will be ongoing to note improvements over time.

E. Summary

To a large extent, we view students' success in completing this program a function of the effectiveness of instruction and feedback throughout the program. To that end, we have devised a continuous assessment plan that requires literacy education faculty to continuously evaluate the progress of students and reflect upon the nature of content and pedagogy in the courses they teach. Portfolio reviews and course evaluations will inform program change on an ongoing basis. Observations of students' success in applying strategies within the clinical sequence will add further data to be examined and acted upon by literacy education faculty. Finally, follow-up surveys sent to students upon program completion will give students the opportunity to reflect on the program as a whole and its ability to impact their instruction on the job, in particular meeting the Experienced Teacher Standards. This feedback will be weighed

heavily by literacy education faculty, since the Experienced Teacher Standards guide the program as a whole and the content and delivery systems of individual core courses.

Portfolio Review Checklist

Master of Arts in Education Degree in Elementary or Secondary Education with Reading and Writing as an Area of Concentration Leading to the Endorsement in Reading and Writing P-12

Student Name _____

Advisor Name _____

Students must meet all program goals as stated in the curriculum contract.

Note: All portfolios must include a narrative analysis of what was learned in each course completed, and how information and experiences from each course address program goals.

Below are listed program goals and courses specifically tied to those goals. For each goal, possible evidence is suggested, but students are not limited to these suggestions.

- 1. Graduate students must demonstrate the ability to become a more reflective decision maker (EDC 618, EDC 619, EDC 620, EDC 641, EDC 642)**
 - excerpts from EDC 619 and EDC 620 clinical journals
 - videotaped lesson analysis
 - critique of published research or a research paper in which student analyzes available information and links it to his/her present teaching position

- 2. Graduate students will use constructivist theory in designing curriculum and instruction (EDC 712 or EDC 616 or EDC 714, EDC 618, EDC 619, EDC 620, EDC 621, EDC 641, EDC 642)**
 - thematic units
 - lessons planned and implemented with clinic client
 - rubrics and examples of work the student has assessed

- 3. Graduate students will use appropriate state, national, and content field standards in developing curriculum and instruction**
 - courses and evidence as listed under Goal 1 and Goal 2

- 4. Graduate students will create equitable learning environments for all learners (EDC 618, EDC 619, EDC 620, EDC 621, EDC 730 – cultural diversity and teaching reading)**
 - papers/projects on diversity and multicultural education
 - lessons or evaluations from clinical courses
 - development of text sets or resource bibliographies that address multicultural education

-philosophy of teaching

5. Graduate Students will make satisfactory progress toward the Experienced Teacher Standards

- courses and evidence as listed under Goals 1 – 4
- certificates of attendance at professional development seminars
- evidence of conducting professional development seminars
- evidence of presentations at local, state, national, or international professional conferences
- written reflections after attending a professional conference
- acting as a resource teacher for the Kentucky Internship Program

Midpoint Evaluation Comments

Date of Midpoint Review _____

Advisor's Signature _____

Final Defense Comments

Date of Final Defense _____

Committee members: _____

VI. Program Faculty

A.Full-time Faculty

William Binz, Ph. D., Assistant professor, full-time university, full-time program

Robert Gaskins, Ph. D., Reading, Associate professor, full-time university , full-time program

Deneese L.Jones, Ph. D., Reading, Associate professor, full-time university, part-time program

Shirley Raines, Ph. D., Reading, Full professor, full-time university, part-time program

Mary Shake, Ed. D., Reading, Associate professor, full-time university, full-time program

B.Part-time Faculty

Judy Embry, Ed. D., Reading Recovery

VII. Curriculum Contract

(see attachment)

UNIVERSITY OF KENTUCKY CURRICULUM CONTRACT

*Master of Arts in Education Degree in Elementary or Secondary Education
with Reading and Writing as an Area of Concentration
Leading to Endorsement in Reading and Writing P-12*

Name: _____ Date: _____

SS#: _____ Address: _____

Phone#: _____ (home) _____ (work)

Date of Admission to Master's Program: _____

**A completed copy of this curriculum contract must be given to the Director of Graduate Studies before the "Application for Degree" card can be signed.*

Program Goals and General Information

Graduate students must:

- Demonstrate ability to become a more reflective decision-maker
- Demonstrate ability to use constructivist theory in developing curriculum & instruction
- Demonstrate ability to use appropriate state, national, and content field standards in developing curriculum and instruction
- Demonstrate expertise in the use of equitable learning environments for all learners
- Maintain a 3.0 in all graduate coursework to be retained in the program

I. PREREQUISITES FOR ENDORSEMENT IN READING AND WRITING

1. The endorsement for reading and writing shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who holds a teaching certificate based on the completion of a four-year program of preparation, who has completed at least three years of successful classroom teaching experience.
2. Three semester hours of credit either of the middle grade school curriculum (EDC 616), a general elementary curriculum course (EDC 712), or a general secondary curriculum course (EDC 714).
3. At least six semester hours (400G or above) must be taken outside the College of Education.

II. GRADUATE LEVEL READING and WRITING COURSES (15 semester hours)

Required:

EDC 618 (3 hours) Advanced Study in the Teaching of Reading *[some emphasis on writing]*

EDC 619 (3 hours) Assessment of Reading Growth & Development

EDC 620 (3 hours) Design and Implementation of Reading Instruction *[some emphasis on writing]*

EDC 642 (3 hours) Research & Theory in Teaching Language Arts *{considerable emphasis on writing}*

Electives :

EDC 533 (3 hours) Teaching Reading in the Secondary School OR

EDC 534 (3 hours) Reading and Study Skills in English

EDC 621 (3 hours) Linguistic & Cognitive Foundations of Reading in Early Childhood

UNIVERSITY OF KENTUCKY CURRICULUM CONTRACT

Master of Arts in Education Degree in Elementary or Secondary Education

with Reading as an Area of Concentration

Leading to Endorsement in Reading and Writing P-12

EDC 730 (3 hours) [literacy related topics]

EDC 740 (3 hours) Practicum in Teaching Reading and Related Language Arts

EDC 777 (3 hours) [literacy related topics]

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

III. PROFESSIONAL EDUCATION COURSES (12 semester hours)

Required:

EDC 641 (3 hours) Research and Theory in Teaching Reading in Elementary School

Select from the following list of course topics:

EDC 610 (3 hours) Classroom Management and Discipline

EDC 670 (3 hours) Advance Study in the Teaching of Elementary School Mathematics

EDC 724 (3 hours) Organization and Supervision of Student Teaching

EDC 730 (3 hours) Interdisciplinary Instruction

EDC 730 (3 hours) Economic Education

EPE 640 (3 hours) Philosophy of Education

EDP 610 (3 hours) Theories of Learning in Education

EDP 600 (3 hours) Life Span Human Development & Behavior

Measurement and/or evaluation

Child and/or adolescent psychology or development

Personality and/or mental hygiene

Educational psychology

Foundations of education

Technological media and instructional materials

Electives cont'd for professional education courses:

Perception

Learning
Exceptional child

UNIVERSITY OF KENTUCKY CURRICULUM CONTRACT

*Master of Arts in Education Degree in Elementary or Secondary Education
with Reading and Writing as an Area of Concentration
Leading to Endorsement in Reading and Writing P-12*

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

IV. ADDITIONAL COURSEWORK (6 semester hours)

A minimum of six semester hours credit must be selected as additional courses from outside the College of Education

Course _____ Completed _____ Grade _____

Course _____ Completed _____ Grade _____

Assessment Requirements

Program Admission

- Undergraduate education degree with an overall GPA of at least 2.5 from an accredited institution
- Minimum 3.0 GPA in any graduate course work completed prior to admission
- Three letters of recommendation
- Satisfactory GRE scores*
- Undergraduate portfolio is recommended but not required

(*The Department of Curriculum and Instruction has set a benchmark of 1200 combined GRE scores, although each applicant is reviewed on an individual basis)

Program Retention

Assessment for program retention will occur after students have completed 15 hours and all coursework for the program

- *Individual courses.* Instructors of graduate courses are responsible for assessing student progress toward meeting standards specific to that course. If a student demonstrates inadequate progress in a course, the Instructor may write a letter to the Director of Graduate Studies requesting a review of the student's status in the program. Instructors may also request review and revision of a student's curriculum contract. This can be done in consultation with the student's faculty advisor
- *Midpoint evaluation.* Upon completion of 15 hours, students will apply to their advisor for a midpoint evaluation. The advisor will review the portfolio and write a

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narrative that highlights the student's demonstrated strengths and challenges. Students may be advised that they are: 1) Making good progress toward program goals; 2) Need to make specific changes for satisfactory progress in the program goals; 3) Making too little progress in the program goals to continue in the program. An advisor or student may ask for further feedback from other graduate faculty if the midpoint evaluation indicates the need for substantial change in a student's program. An advisor must call for a three-member graduate faculty review before a student can be counseled out of the program.

Program Exit

In order to successfully complete the program, students must have maintained at least a 3.0 graduate GPA, and must have demonstrated competence with experienced teacher standards through their portfolio and other authentic assessments.

•*Apply for a final portfolio review at the beginning of their last semester in the program.* As part of that application process, students must show evidence that they have completed their midpoint assessment, maintained a 3.0 GPA and will complete the coursework outlined in their curriculum contract by the end of that semester.

•*Final review committee* . A students' advisor* and two other literacy graduate faculty who teach in the graduate program will assess the portfolio and the student will explain (or defend) her/his portfolio exhibits, emphasizing the ways in which these exhibits demonstrate the classroom application of knowledge, skills and dispositions consistent with program goals. (*The DGS may designate an alternative committee member if an advisor will be unavailable. The chair of this committee must be a full member of the graduate faculty).

Student Signature _____ Date _____

Adviser Signature _____ Date _____