



## **2. COURSE DESCRIPTION**

This course is designed to serve as a capstone or culminating experience for the Advanced Master's Degree Program in Education in all the specialization areas. This course will assist students in preparing the culminating activity and will encapsulate the total experiences in the program. It will provide a field-based context for the completion, presentation and evaluation of the exit options: advanced professional portfolio, action research project, and thesis. (Other requirements related to the area of specialization, such as field experience component, may be required by the area of specialization.

## **3. DISABLED STUDENT SERVICES:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

## **4. TEXTBOOK**

Walpole, S. & McKenna, M. (2004) The literacy coach's handbook: A guide to research-based practice. New York, NY: Guilford Press. ISBN 1-59385-034-4

## **5. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

## 6. COURSE GOALS, OBJECTIVES

The purpose of the M. Ed. applied product of learning is for the candidates to document and reflect on their professional growth and development throughout the graduate program in the following areas: The teacher as a Facilitator of Learning; Teacher as a Researcher; and Teacher as a Literacy Specialist. The candidate may choose to demonstrate this through a portfolio, and action research project or a thesis.

## 7. NCDPI Standards for Master's Degree Reading License

### STANDARDS FOR THE MASTER'S DEGREE LICENSE

Standards	Assessment(s)	SOE Theme
<p><b>Standard 1: Foundational Knowledge</b></p> <p>Reading teachers have knowledge of foundations of reading and writing processes and instruction.</p>	Portfolio Section 1	3
<p><b>Standard 2: Instructional Strategies and Curriculum Materials</b></p> <p>Reading teachers support reading and writing instruction by using a wide range of instructional practices, approaches, methods, and curriculum materials.</p>	Portfolio Sections 1,3	1,3,6
<p><b>Standard 3: Assessment Diagnosis and Evaluation</b></p> <p>Reading teachers use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p>	Portfolio Sections 2, 3	1,2,6,7
<p><b>Standard 4: Creating a Literate Environment</b></p> <p>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 assessment.</p>	Portfolio Sections 1,3	1,4,5,6

<p><b>Standard 5: Professional Development</b></p> <p>Reading teachers view professional development as a career-long effort and responsibility.</p>	Portfolio Section 3	1,2,
<p>Demonstrate leadership in the classroom, in the schools and in the profession NCPTS</p>	Portfolio Section 3	4

**8. DIVERSITY**

Candidates present and reflect upon their experiences working with diverse learners which include students from racial and ethnic backgrounds and students with varying levels of reading abilities. A part of their portfolio includes lesson plans, research and experiences they have in the field. This is assessed through the product rubric.

**9. TECHNOLOGY**

Candidates present their professional experiences using technology throughout their matriculation at Fayetteville State University. They include in the portfolio a culmination of evidences of technology expertise either through their staff development power point presentations, technology projects developed and used in their coursework and classrooms and through their experiences with developing web pages. Technology is assessed through the product rubric using Task Stream.

**10. DISPOSITIONS**

Candidates will exhibit a caring attitude, fairness for all individuals, honesty and responsibility. They will be expected to demonstrate a committed to a professional development in their field. This is assessed through their participation in course discussion and membership in the International Reading Association.

**11. GENERAL REQUIREMENTS**

The candidates are generally notified of the culmination project requirement at the candidacy level. They will notify the advisor which option they will choose at the second class meeting of READ 698. Specific requirements for the advanced professional portfolio along with the other two options will be presented in class. All candidates must be a member of the International Reading Association if they are considered for the professional IRA honor society. They must also present at a professional conference to demonstrate leadership in the field.

## 12. EVALUATION CRITERIA

Rubrics for each of the three options are attached.

## 13. COURSE OUTLINE

Date	Topic
August 2008	Course objectives, requirements and discussion
October 15 2008	Rough Outline due to instructor along with philosophy statement
Dates for additional meetings to be determined by presentations	
November 19, 2008	Presentation of Portfolio

## 14. TEACHING STRATEGIES

Individual project, reflections, discussion, Internet research, and on-line discussion board.

## 15. ACADEMIC SUPPORT SERVICES:

Smarthinking is available. This is an online tutoring service provided for all students. You may submit your writing for the class to the Online Writing Lab. It is accessible from Blackboard; it is listed as a Blackboard course.

## 16. REFERENCES

Barr, R., Kamil, M., Mosenthal, P., & Pearson, P.D. *Handbook of reading research*. Mahwah, N.J.: Lawrence Erlbaum Associates, Pub.

Bean, R. (2004). *The reading specialist*. New York: N.Y.: The Guildford Press.

Cunningham, P.M. & Allington, R.L. (1999) *Classrooms that work: They can all read and write*. New York: N.Y.: Longman.

International Reading Association, <http://www.reading.org>

North Carolina Reading Association. <http://www.ncreading.org>

Swartz, S. L. & Klein, A. (1997) . *Research in reading recovery*. Portsmouth, NH: Heinemann.

Wepner, S. B., Stricklnad, D. & Feeley, J.T. (2002) *The administration and supervision of reading programs*. 3rd Edition. New York, N.Y.: Teacher's College Press.