

## Reading Education, M.Ed.

### Mission Statement

*The mission of the School of Education is to provide the highest quality courses and immersive experiences using the latest materials, research, and trends in education as we prepare our students to become effective professionals in education for an increasingly complex and dynamic world. We are preparing effective education professionals to lead in a variety of roles and to positively impact students, communities, and the world. It is our goal that these education professionals will be:*

**Knowledgeable**— *Apply research-based content and pedagogy*

**Innovative**— *Think and act creatively to enhance education through the use of technology and 21st century skills*

**Ethical**— *Adhere to a code of standards, and demonstrate professionalism*

**Engaged**— *Communicate, collaborate, and commit to serve locally and globally*

**Reflective**— *Use critical thinking in decision making and problem solving*

**Inclusive**— *Embrace diversity, and promote equality and equity in societ*

### Student Learning Outcomes

UWF Master's in Reading Education graduates should be able to:

#### Content

- Apply knowledge of the theoretical, historical, and evidence-based foundations of reading, writing, communication and the integral role of the reading/literacy specialist in schools. (ILA 2017 Standard 1)
- Implement evidence-based literacy instruction utilizing a variety of digital and print-based materials. (ILA 2017 Standard 2, 5, 7)

#### Critical Thinking

- Use valid, reliable, fair and appropriate assessment tools to screen, diagnose, and measure student literacy achievement. (ILA 2017 Standard 3)
- Engage colleagues in personal and systematic reflective practice to support the creation of diverse learning environments that positively impact student learning. (ILA 2017 Standard 4, 6)

## Communication

- Effectively use written and oral communication to advocate for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, parents/guardians, and students. (ILA 2017 Standard 2, 6)

## Integrity/Values

- Use foundational knowledge of the field and professional ethics to inform literacy practice, engage in lifelong learning, advance the profession, and provide leadership to promote the success of colleagues and students. (ILA 2017 Standard 1, 6)

## Assessment of Student Learning Outcomes

Program-level assessment is defined as the systematic and ongoing method of gathering, analyzing, and using information from various sources within a program to improve student learning outcomes. We, as a faculty, have implemented a well-defined systematic approach to continuous improvement to achieve the highest quality program and courses, as well as being responsive to the needs of Reading M.Ed. candidates. In order to improve program and student learning outcomes, data are collected concerning student performance throughout the program.

The Program-Level Rubric (PLR) is aligned to the International Literacy Association (ILA) Standards and Florida Competencies and Skills, Reading Endorsement Competencies (RECs), and Florida Educator Accomplished Practices (FEAPs). The PLR is used to evaluate performance of key assignments across the program. Each candidate will be assessed using the PLR and evaluated as unsatisfactory, developing, effective, or highly effective for each of the standards. The results of the PLR data will be used to inform the faculty about the effectiveness of the program in preparing Reading M.Ed. candidates. Each key assignment that is aligned to the PLR must be passed, with a developing rating or higher, to pass the course.

Specific program data will be collected throughout the program by Reading instructors and are archived in a secure system Tk20 (Watermark). Each assignment will measure specific Program Level Outcomes and Student Learning Outcomes that are aligned to the PLR. In addition, using the High Impact Practice (HIP) of E-portfolios, candidates and professors will be able to monitor progress and growth.

The Reading M.Ed. Candidates are required to demonstrate their competence in specific outlined course objectives. This allows the Reading M.Ed. faculty members to target areas for improvement and provide data to determine if the specific or intended knowledge, skills or dispositions are adequately addressed in the courses. The PLR provides program data for revisions of intended learning outcomes, measurement approaches, changes in pedagogical practices, and course content or sequence.

Tk20 (Watermark) is software used within the College of Education and Professional Studies to submit, evaluate, and provide feedback for students. Additionally, it is used as a repository for state certification programs. Thus, the key assignments must be present in the Tk20 (Watermark) system for the institution to certify that students have met the requirements for both the course and for eligibility for certification. A detailed description of how to use the Tk20 (Watermark) system will be provided. Students access this program via myuwf.edu; therefore, the program is not an external source or threat to violation of student

privacy. If a student has a problem uploading pertinent documents into Tk20 (Watermark) or experiences technical difficulties, they are advised to submit a Support Ticket on the Tk20 home page.

## **Job Prospects for Reading Education Graduates**

Florida, one of the largest school systems in the nation, comprises over 4,000 public schools situated in 67 public school districts. With a current annual enrollment of almost three million students, Florida continues to have a tremendous need for highly qualified teachers, including a critical need in specific areas. The Reading Education M.Ed. qualifies graduates for state certification in reading, one of the critical shortage areas. This certification is transferable to most areas of the country because of reciprocal agreements between Florida and other states. The M.Ed. in Reading is designed to enhance the professional skills and knowledge of educators as well as help them move into specialized areas of leadership within the schools and district level positions. This includes positions as reading teachers, reading coaches, district level literacy specialists, and intervention specialists. This degree also prepares graduates for work in the private and non-profit sectors in positions such as consultants in the publishing industry, reading tutors, and program coordinators.

- Reading Coach
- District-level administrator
- Literacy Consultant

***Find out more about Reading Education, M.Ed. at UWF:***

***<https://onlinedegrees.uwf.edu/online-degrees/med-masters-reading-education-literacy/>***

