M.S. Reading & Language Arts
Learning Outcomes

[NOTE: Each course in a candidate’s planned program of study addresses specific elements of the IRA Standards for Reading Professionals. All courses address multiple elements of the standards, which provide a candidate with ample opportunities to meet ALL the elements of the IRA Standards for Reading Professionals upon completion of program of study.]

Standard 1. Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.
- Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction. (1.1)
- Demonstrate knowledge of reading research and histories of reading. (1.2)
- Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity. (1.3)
- Demonstrate knowledge of the major components of reading and how they are integrated in fluent reading. (1.4)

Standard 2. Instructional Strategies and Curriculum Materials
Candidates will use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Use instructional grouping options as appropriate for accomplishing given purposes. (2.1)
- Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. (2.2)
- Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. (2.3)
Standard 3. Assessment, Diagnosis and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools (3.1)
- Place students along a continuum and identify students’ proficiencies and difficulties. (3.2)
- Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. (3.3)
- Communicate results of assessments to specific individuals (students, parents, colleagues, administrators, etc.). (3.4)

Standard 4. Creating a Literate Environment
Candidates 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 assessments.
- Use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program. (4.1)
- Use a large supply of book, technology-based information, and non-print materials representing multiple level, broad interests, and cultural and linguistic backgrounds. (4.2)
- Model reading and writing enthusiastically as valued lifelong activities. (4.3)
- Motivate learners as lifelong readers. (4.4)

Standard 5. Professional Development
Candidates view professional development as a career-long effort and responsibility.
- Display positive dispositions related to reading and the teaching of reading. (5.1)
- Continue to pursue the development of professional knowledge and dispositions. (5.2)
- Work with colleagues to observe, evaluate, and provide feedback on each other’s practice. (5.3)
- Participate in, initiate, and evaluate professional development programs. (5.4)