

**Program Handbook:
A Guide for Candidates**

**Reading, Language, and
Literacy**

Masters of Arts

**Reading & Literacy Added
Authorization**

**Reading & Literacy
Leadership Specialist
Credential**



California State University
SAN MARCOS



Welcome the Reading, Language, and Literacy Program!

As teachers move from novice to veteran, they often seek continuing education experiences that will help them build upon their emerging knowledge base and become more effective in working with a wide range of students. CSUSM’s program in [Reading, Language, and Literacy \(RLL\)](#) was built upon a vision that educators can lead from any seat and that a deep knowledge of literacy theory is essential in terms of helping students successfully navigate school and then become productive members of the global society. To that end, candidates will experience a program based on a sound rationale, grounded in rigorous research, and framed by philosophy of equity and inclusion. Learning from your coursework is immediately applicable and prepares you to meet the needs of a wide range of learners. We look forward to working with you on your journey through graduate school!

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School of Education (SOE) Mission & Vision

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Program of Study

The Reading, Language, and Literacy Program provides advanced preparation in reading/language arts assessment and instruction, clinical and field experience, and a strong foundation in theory and research in the teaching of reading and writing in the preK-12 educational system. Twelve guiding principles encourage candidates to work within diverse settings and to maximize learning for diverse student populations. In this way candidates will be prepared for many different assignments, including preventing reading difficulties as early as possible, working with struggling readers, and helping English learners attain success in the development of their literacy strategies.

This series of courses prepares teachers for the diversity of languages often encountered in preK-12 schools and classrooms. Coursework and fieldwork also prepare educators to “lead from any seat” as they deepen their knowledge of literacy theory and gain confidence in analyzing data, making instructional decisions grounded in that analysis, and advocating for students at all levels.

Learning Outcomes

Program learning outcomes (PSLOs) and more specific student (candidate) learning outcomes are grounded in the 12 guiding principles and inform program analysis as well as professors’ decisions about coursework.

PSLO #1: Professional Dispositions: Demonstrate positive professional dispositions and ethics inclusive of social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning

PSLO #2: Proficiency in promoting a culture of literacy that meets the needs of all students: Demonstrate a commitment to culturally proficient literacy instruction through the signature assignments developed per the program principles.

PSLO #3: Assessment and Program Planning: Conduct and analyze formal and/or informal assessment data to develop assessment reports, instructional plans and school wide program planning based upon individual students’ assessed needs as well as school wide professional development needs.

PSLO #4: **Research Analysis:** Analyze and integrate research to design or implement an integrated, comprehensive, and balanced literacy curriculum

Guiding Principles

Highly effective literacy teachers of monolingual and multilingual students . . .

1. Recognize major historical and contemporary theories and empirical research that describe the cognitive, linguistic, motivational, developmental and sociocultural foundations of reading and writing development, processes, and components.
2. Demonstrate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum.
3. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments.
4. Employ a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of teaching and learning purposes and students' needs.
5. Utilize a variety of assessment information to plan and evaluate instruction
6. Teach English literacy by harnessing students' primary language knowledge base to enable them to develop competency in the English language arts and to develop understanding of content across the curriculum.
7. Integrate tools of technology in literacy settings to gather, synthesize, critically evaluate information, and to create and communicate knowledge.
8. 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.
9. Design, facilitate, lead, and evaluate effective and differentiated literacy programs for students and professional development programs.
10. Investigate questions, examine assumptions and beliefs, collect and analyze data to improve teaching and students' learning.
11. Recognize and influence local, state, or national policy decisions.

12. Create and implement strategies to advocate for equity, excellence and social justice for all students.

International Literacy Association’s Standards for the Preparation of Literacy Professionals

- Standard 1: Foundational Knowledge
- Standard 2: Curriculum and Instruction
- Standard 3: Assessment and Evaluation
- Standard 4: Diversity and Equity
- Standard 5: Learners and the Literacy Environment
- Standard 6: Professional Learning and Leadership
- Standard 7: Practicum/Clinical Experiences

California Standards for the RLLA and RLLSC

Reading & Literacy Added Authorization and Reading & Literacy Leadership Specialist
Credential

Program Design
<ul style="list-style-type: none">➤ Standard 1 (RLLA): Program design, rationale, and coordination➤ Standard 6 (RLLSC): Program design, rationale, and coordination
Curriculum and Fieldwork
<ul style="list-style-type: none">➤ Standard 2 (RLLA): Promoting a culture of literacy➤ Standard 3 (RLLA): Preparation to teach literacy to all students through assessment, instruction, and appropriate intervention➤ Standard 7 (RLLSC): Research and evaluation methodology➤ Standard 8 (RLLSC): Advanced professional competencies➤ Standard 9 (RLLSC): Integrating the curriculum through clinical experiences
Assessment of Candidate Competence
<ul style="list-style-type: none">➤ Standard 5 (RLLA): Planning, organizing, and providing literacy instruction➤ Standard 10 (RLLSC): Planning, organizing, providing, and leading literacy instruction

Program of Study

Course	Semester and Timing	Faculty
EDRL 606: Foundations of Literacy and Literacy Instruction	Summer I End of June – Middle of August	Erika Daniels
EDRL 616: Learning Through Text	Summer I End of June – Middle of August	TBD
EDRL 610: Creating Conditions for Engagement and Independence	Fall I End of August – Middle of October	Erika Daniels
EDRL 613: Multilingual Learners, Literacy, & Language	Fall I End of August – Middle of October	Elizabeth Garza
EDRL 614A: Reading & Writing Assessment	Fall II Middle of October – Middle of December	Christiane Wood
EDRL 614B: Integrating Curriculum Through Fieldwork/Clinical Experiences	Fall II Middle of October – Middle of December	Christiane Wood
EDRL 618: Teaching Literacy for the 21 st Century	Spring I Beginning of January – Middle of March	Christiane Wood
EDRL 619: Teacher Inquiry to Improve Student Learning	Spring I Beginning of January – Middle of March	Moses Ochanji
EDRL 622: Research Methods in Education	Spring II Middle of March – End of April	Rong-Ji Chen
EDRL 623: Integrating Curriculum Through Fieldwork/Clinical Experiences	Spring II Middle of March – End of April	Janet Powell
EDRL 627: Designing, Developing, and Evaluating Effective Programs	Summer I End of April – Middle of June	Wendy O'Connor
EDRL 698: Culminating Experience	Summer II, Fall I End of June – Middle of October	Erika Daniels Christiane Wood

Grading

All coursework will earn a letter grade except for the fieldwork experiences (EDRL 614B & 623) and Culminating Experience (EDRL 698), which will be graded credit/no credit.

Support Services

The following resources are here to provide support for your social-emotional, academic, and administrative requirements throughout your program:

- [Technology Support](#)
- [Zoom and Video Tutorials](#)

- [Library](#)
- [Library Freely Available Resources](#)
- [Sage Research Methods](#)
- [Disability Support Services](#)
- [Writing Center](#)
- [Cougar Care Network](#)
- [Policies](#)