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Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

MEd in LITERACY for K-8 CLASSROOM TEACHERS

Leading to Professional License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2), Elementary Education (1-6), or Middle School English (5-8)

This 33-credit program addresses the needs of experienced educators who already hold an Early Childhood, Elementary, or Middle School English Initial license and wish to enhance and expand their knowledge and skills in the area of literacy. The program provides educators with a foundation in literacy learning and language and its application across diverse populations and content areas. The program's focus is on the integration of reading and writing, the use of assessment to inform instruction, the integration of technology to enhance a multiple literacies approach, and the knowledge and use of authentic literature, narrative and informational, to analyze text complexities and to match readers and text.

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Licensure in the Commonwealth of Massachusetts, and leads to a Professional License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2), Elementary Education (1-6), and Middle School English (5-8) in the Commonwealth of Massachusetts.

Program prerequisites:
For Professional license in Early Childhood Education: Massachusetts Initial license in Early Childhood Education (PreK-2)
For Professional license in Elementary Education: Massachusetts Initial license in Elementary Education (1-6)
For Professional license in Middle School English (5-8): Massachusetts Initial license in Middle School English (5-8)
For non-licensure**:** a signed non-licensure agreement

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
EEDUC 6164	Perspectives on Literacy, Learning, and Teaching	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
EEDUC 6175	Phonics, Spelling, and Vocabulary: Extensions and Applications	3
EEDUC 5104	Literature for Children and Young Adults	3
EEDUC 6032	Exploring Non-Fiction for the Elementary and Middle School Classroom	3
EEDUC 6101	Content Literacy	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6156	Assessment for the Classroom Teacher of Literacy	3
EEDUC 6136	Struggling Readers and Writers	3
EECLD 6008	Teaching Reading and Writing for Speakers of Other Languages and Dialects	3
EEDUC 7130	Professional Development: New Role for the Classroom Teacher of Literacy	3
TOTAL CREDITS		**33**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

EEDUC 6164 Perspectives on Literacy, Learning, and Teaching
This course explores theories, values, goals, and assumptions underlying the ways literacy is learned and taught in school and out-of-school contexts. Emphasizing how these understandings play out in practice, students will study the histories, issues, relationships, instructional materials, and resulting policies surrounding various literacy education approaches. Students will critically examine particular perspectives to inform their own practice as literacy teachers, and experiences as literacy learners, and consider how such perspectives can shape their continued instructional practice.

EECLD 6002 What Every Teacher Needs to Know about Language
This course takes a practical approach to the study of linguistics and English as a new language with implications for teaching ESL, reading, writing, spelling, phonics, and grammar in monolingual or multilingual contexts. The basic nature of language, first language acquisition, language variation, language change, and the relations of language to society and culture are explored. The course focuses on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax, and pragmatics that informs planning for teaching first or second language. Structural and semantic differences between the students first and English as a new language are examined and used in planning for learning.

EEDUC 6175 Phonics, Spelling, and Vocabulary: Extensions and Applications
The course will develop an understanding of the role of word identification in classroom literacy instruction: phonics, spelling, and vocabulary. This course will include current issues and research findings regarding best practices for literacy instruction in elementary grades classroom K-5. Topics will include: phonics, phonemic awareness, vocabulary, automaticity, fluency, spelling, and selecting text for instruction. Participants will reflect upon their own classroom practice. This course will include applications to language acquisition and development.

EEDUC 5104 Literature for Children and Young Adults
This survey of children's books from preschool through the adolescent years identifies the characteristics of the various literary genres, develops criteria for evaluating children's books, fosters an awareness and nurtures a consideration of how the developmental and diverse cultural needs of children affect their responses to literature, and shares strategies for integrating literature across the curriculum for enjoyment, learning, and classroom reading instruction.

EEDUC 6032 Exploring Nonfiction for the Elementary and Middle School Classroom
Utilizing children's literature as its required reading, this specialized course closely examines the often overlooked genre of nonfiction and its rich potential for integration across K–8 curricula. This in-depth study emphasizes developing critical skills for evaluation, analyzing various types of nonfiction books, highlighting notable creators in the field, and sharing strategies that increase nonfiction reading and comprehension, as well as techniques for the researching and writing of nonfiction within the classroom setting.

EEDUC 6101 Content Literacy
Disciplinary literacies are explored as a means of accessing content knowledge in the PreK-12 classroom. The course examines constructivist reading comprehension and vocabulary strategies, and investigates how listening, speaking, reading, writing, and viewing are a means of both developing and demonstrating content area knowledge. Diverse text types and genres are examined for their complexity and content, as tools for scaffolding content learning.

EEDUC 6001 The Teaching of Writing (K–12)
This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K–12 students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

EEDUC 6156 Assessment for the Classroom Teacher of Literacy
This class is designed to support the classroom teacher in understanding the purposes of assessment including screening, progress monitoring, and diagnostic tools. Students will be introduced to assessment tools in the key areas of word identification, comprehension, vocabulary, spelling, phonemic awareness, emergent literacy and selected topics in writing. Application to students from elementary through middle school will be made. Using tools with students with diverse linguistic needs and special educational needs will be incorporated throughout the content of the class. This course is designed to align to the International Reading Association's standards for Assessment and Evaluation for Classroom Teacher Candidates and is recommended for licensed teachers.

EEDUC 6136 Struggling Readers and Writers
This course explores the nature of the challenges facing those students at all grade levels who struggle (for diverse reasons) to achieve expected progress in reading and writing development. Participants will describe and analyze the nature of difficulties encountered by struggling readers and writers; they will identify appropriate classroom approaches to address these difficulties and will survey the many well-established programs for learners who are struggling. Issues related to serving diverse populations are raised throughout. *Prerequisites: EEDUC 6001, EEDUC 6101, and EEDUC 6175*

EECLD 6008 Teaching Reading and Writing to Speakers of Other Languages and Dialects
This course focuses on what is different and essential about teaching English reading and writing to speakers of other languages and other language varieties. It discusses the impact of students' first languages and language varieties in reading and writing in English. It discusses the role of oral language in reading and writing. It employs culturally responsive research-based methods, strategies, and materials in learning and teaching reading and writing in English as a new language and language varieties.

EEDUC 7130 Professional Development: New Role for the Classroom Literacy Teacher
This course is designed to provide the skills required by in-service teachers to reflect on classroom and school literacy instructional practices and to advocate for positive change. Students will design and facilitate professional development and engage other teachers in professional learning communities. Participants will learn the practices necessary for a model of effective inquiry to examine their own classroom practice, including a plan for data collection and analysis.