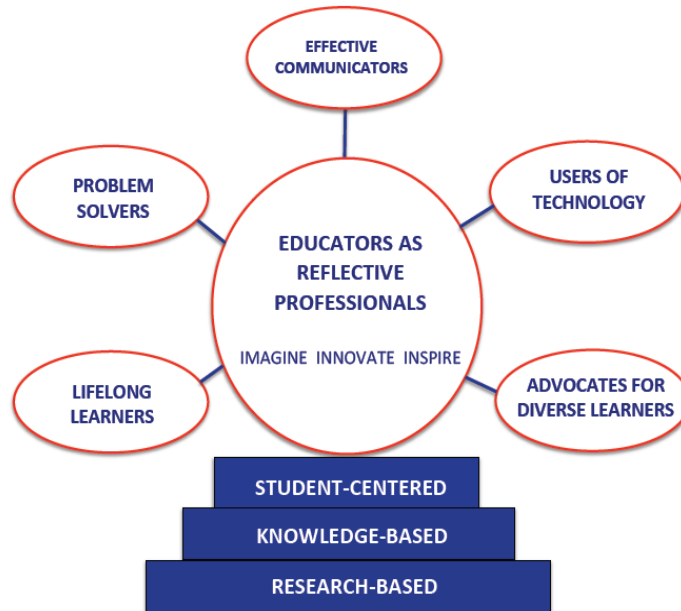


The University of Mississippi School of Education



Master's Degree in Literacy Education Department of Teacher Education

Educators as Reflective Professionals

Graduate Handbook

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Welcome

We are glad you have chosen to enter the Literacy Education degree program in the Department of Teacher Education at The University of Mississippi. We wish you success and offer support in your goal to further your education. It is our desire that your time spent here is both challenging and rewarding.

The *Graduate Catalog* has specific information regarding admission policies, academic regulations, and requirements for degrees. Candidates are responsible for being aware of and adhering to the policies and procedures set forth in the *Graduate Catalog*. Policies and procedures are subject to change; therefore, always refer to the most current handbook and notices posted on our web page.

Again, welcome to the Master's Degree Program in Literacy Education. It is our sincere wish that we provide you with a rigorous and challenging program as you prepare for significant positions in your chosen specialization.

Program Faculty

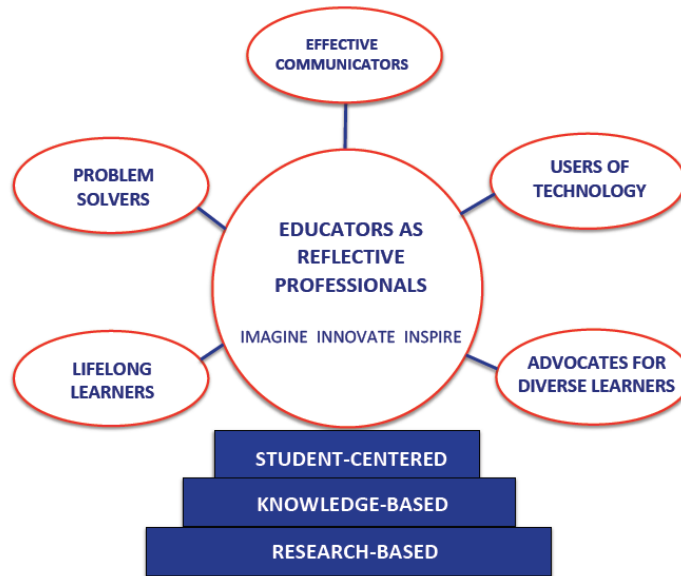
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SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

“Educators as Reflective Professionals”



Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

At each graduate level program, candidates engage in reading, research, discussion, simulations, reflection, and applications intended to help them grow as professionals. The five outcomes/goals identified in the School of Education's Educators as Reflective Professionals conceptual framework are as follows:

- **Lifelong Learners** who take responsibility for their own learning and continuously foster their professional renewal.
- **Problem Solvers** who develop solutions to improve the educational environment for all students.
- **Effective Communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment and promote student thinking and learning.
- **Users of Technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning.

Advocates for Diverse Learners are professionals committed to diversity who appreciate diverse contexts and promote and model the values of diversity.

The Department of Teacher Education "Teachers as Facilitators" Knowledge Base

Each graduate program offered by the Department of Teacher Education is built on eight themes that embody the idea that teachers are facilitators, whether they are operating at the master's, specialist, or doctoral level. Themes are aligned with the conceptual framework of the School of Education and its mission. The themes are reflected in all program courses where candidates are engaged in reading, research, discussions, simulations, reflection, and application intended to help them grow in their abilities as professionals.

T -- Thinking and problem solving

A teacher uses knowledge of the learning process and foster thinking skills and complex conceptual learning as well as more basic skills and learning.

E -- Equality and respect for diversity

A teacher develops an understanding of and a respect for individual and cultural diversity.

A -- Appropriate teaching strategies

A teacher understands how to effectively use a variety of instructional strategies appropriate to his/her discipline to maximize student learning.

C -- Communication and cooperation

A teacher understands the nature of schools as a part of a social system. A teacher communicates sensitively with learners, their families, professionals, and others in a manner which includes an understanding of the special vocabulary specific to his/her discipline

H -- Human development and curriculum

A teacher understands the continuum of human growth and development and the nature of different discipline structures. A teacher implements an appropriate and conceptually spiraling curriculum.

E -- Esteem, autonomy, and lifelong learning

A teacher engages learners in active, self-monitoring roles and develops personal standards and career aspirations. A teacher develops in his/her students' expectations of becoming life-long learners and professional educators.

R -- Relevance: social and global

A teacher relates experiences in the school to critical issues in our global society.

S -- Supervision, management, and guidance

A teacher effectively supervises and guides learners and utilizes effective techniques for classroom management and behavior.

Master of Education (M. Ed.) Literacy Education

Thirty-six hours of coursework are required in the program—includes 6 hours of foundational or core course work and 30 hours of literacy education course work.

The degree program in literacy education is designed to meet the needs of in-service teachers in two ways: (1) to become literacy coaches/literacy leaders in K-12 schools (2) to become more specialized literacy teachers in K-12 classrooms. Housed in the School of Education (SOE) at Ole Miss, the program aligns with the SOE vision to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework—lifelong learners, problem solvers, effective communicators, users of technology, and advocates for diverse learners. The SOE is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).

Expectations for Candidates

Work Ethic

The faculty expects all candidates to make a primary commitment to graduate training. This may mean reorganization of one's priorities and substantial self-sacrifice. Each semester, candidates should be prepared to dedicate many hours per week for each course taken. Time should be reserved to review successfully completed courses from previous semesters in order that a knowledge base can be constructed, expanded, and synthesized.

Forms of Expression

This is a program that prepares educators as reflective professionals, thus candidates are expected to use correct and effective forms of oral and written communication. Additionally, all papers and projects submitted to the faculty, unless otherwise stated, should follow the form and style documented in the *Publication Manual of the American Psychological Association, 6th Edition*. Finally, since much of what classroom teachers do is verbal in nature, the ability to communicate effectively in this form is essential. Candidates are encouraged to attend workshops sponsored by the Office of Research and the Writing Center as a means for improving these skills.

Personal Attributes and Professional Dispositions

Teachers should develop and model the dispositions that are expected of professional educators. Our accrediting agency, the National Council for Accreditation of Teacher Education (NCATE), defines dispositions as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth and development. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Our faculty expects all candidates to exhibit dispositions characteristic of a professional educator; therefore, we take the responsibility of assessing and enhancing the

dispositions of our candidates. Listed below are dispositions the Department of Teacher Education has identified as most important to an educator.

- Exhibit poise, maturity, and sound judgment.
- Display professionalism through attendance, dependability, and academic integrity.
- Maintain a positive and enthusiastic disposition toward the education profession.
- Respond in a sensitive manner to diverse populations.
- Accept constructive criticism in a positive manner.
- Share and/or seek professional materials and ideas.
- Follow appropriate policies and procedures.
- Respect and tolerate opinions and views of others.

Candidates who fail to show acceptable dispositions during their graduate program in classes, coursework assignments, interactions with the course instructor and peers, and other situations related to the graduate program, will be cited with a Disposition Infraction. If a candidate receives two of these infractions during their program, the Disposition Committee will develop an intervention and a plan for improvement.

Program Planning and Registration for Classes

Each candidate is assigned a faculty advisor at the time of admission. With the help of an advisor, a program plan should be completed by each candidate prior or during the first registration period. Program plans are flexible and amenable to change. However, the literacy education program is a **cohort program** where literacy courses are offered only once per year. For the face-to-face cohort, orientation is held during the first summer term. For the online cohort, orientation is held during the first semester of coursework. During orientation, candidates will be given the course rotation for registration purposes. Under no conditions should a candidate register for classes or change approved classes listed on the Program Sheet without advisor approval. The candidate is responsible for keeping the program plan in line with the course rotation.

Time Limits for Completion of Degrees

The Graduate Catalog contains information regarding time limits for degree completion. Currently, all work applying to a Master's degree must be completed within six years.

Transfer of Credits

Transfer of any credits for courses taken prior to admission is limited and not automatic. Acceptance of coursework from another institution requires both program and Graduate School approval.

Funding Opportunities for Graduate Candidates

Candidates are urged to check with the Graduate School, The Office of Research, and the Dean's office in the School of Education for information and applications regarding scholarships and fellowships. Other sources of financial support can be found in the department (bulletin board and files) and on our web page. For example, some organizations and publishers will provide financial assistance to candidates conducting research in specific areas. Since such funding opportunities change often, periodic checks are suggested. Candidates who have presentations accepted at professional meetings are eligible to apply for travel assistance from the Office of Research in the Graduate School.

The Graduate Catalog

Candidates are advised to obtain a copy and become familiar with the policies that affect their programs. Dates and deadlines are published each year and it becomes the candidate's responsibility to be aware of information necessary for the timely completion of a graduate degree. The notice of admission to Graduate School indicates the particular catalog (year) for each candidate.

Dismissal from the Program

Earlier, this handbook referred to one's personal attributes and dispositions. Please review that section for more specific information on this important matter, as well as, the policy statements in the University's *M-Book*. Although not limited to the following, some of the reasons for dismissal include:

- Failure to maintain the required Grade Point Average (GPA) set forth in the Graduate Catalog (3.0) and any other specified admission requirements.
- Engagement in behavior that is deemed **inappropriate** for effective school educators.
- Failure to respond appropriately to supervision.
- Violating policies and procedures established by the University, the Curriculum and Instruction department, or those established by a job, or field experience site.
- Failure to pass the comprehensive examination after two administrations.
- Violations of standards of honesty, such as cheating, or plagiarism, or knowingly furnishing false information.

In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program if deemed feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to the conditions may result in dismissal.

Appeal Policy

If the recommendation for dismissal is made or if a candidate wishes to appeal a grade, the candidate may follow the School of Education and University's policy for appeal, detailed in the *M-Book*. A copy of the *M-Book: The University of Mississippi Handbook of Standards and Activities* may be obtained from the Office of the Dean of Students.

Appendix A
Literacy Education
Program Plan

Literacy Education Program Plan

The University of Mississippi, School of Education
Department of Teacher Education
Master of Education Degree (M.Ed.) in Literacy Education

Program:	Hours	Completed
I. Core Courses (6 hours)		
EDCI 601: Advanced Curriculum & Theory	3	
EDCI 503: Measurement & Evaluation for the Classroom Teacher	3	
II. Literacy Education (30 hours)		
EDLT 601: Literacy Foundations: Theory, History, and Research	3	
EDLT 602: Early Literacy Development	3	
EDLT 603: Expanding Literacy Development	3	
EDLT 604: Effective Literacy Assessment And Intervention	3	
EDLT 605: Content Area Literacy	3	
EDLT 606: Literature For Children and Adolescents	3	
EDLT 607: Literacy Leadership	3	
EDLT 608: Literacy Internship I	3	
EDLT 609: Literacy Internship II	3	
EDRS 610: Literacy Research	3	
Total	36	

Notes:

Other Program Requirements:

Candidates must maintain a “B” average on all course work in the program. Throughout the program, candidates must successfully complete a progressive written comprehensive examination.

Appendix B

Internship Requirements

Internships: A Clinical Experience

Introduction

The Literacy Education program provides candidates an internship, which integrates strategic, instructional, organizational, and contextual literacy leadership standards (IRA Professional Standards for Reading Professionals-Revised 2010) into to the workplace. When combining internship experiences with the program coursework, candidates will be able to utilize the knowledge base to practice the skills necessary for becoming successful literacy coaches. The internship can be completed in several ways depending upon the candidate's progression through the course work.

The emphasis of the internships is to prepare quality literacy coaches and reading specialists. The internship courses occur at different times for individual candidates. Candidates complete the internship under the direct supervision of a University faculty member and of a school district leader (principal, curriculum coordinator, etc.). The internship experience is an individualized experience and is planned cooperatively between the Intern and Site Supervisor with guidance from the University Supervisor.

The Literacy Education program internship meets the requirements stipulated for the Reading Specialist/Literacy Coach level of the International Reading Association's *Standards for Reading Professionals-Revised 2010* which requires six semester hours of practicum/ internship.

NOTE: Candidates will receive *Internship Handbook* during EDLT 607.

Definition of Terms

- **Intern**-a graduate candidate who observes, converses, and assumes appropriate literacy leadership responsibility at an assigned site
- **Site Supervisor**-a licensed building or district level administrator who has the responsibility to serve as a role model, mentor, guide, and evaluator of the intern
- **University Supervisor**-a professor in the Department of Teacher Education who supervises, assists, guides, and evaluates the intern. The professor also assures the quality of the internship with continuous feedback from the intern and the site supervisor.

Responsibilities and Requirements

Intern

1. During the semester prior to internships, the candidate must submit the Internship Agreement and Site Request forms.
2. Develop a plan of experiences that are consistent with IRA's *Standards for Reading Professionals-Revised 2010* and that are developed in cooperation with the site supervisor and the university supervisor.
3. Complete requirements as outlined in plan of experiences with appropriate documentation of experiences (teacher sign-in sheet, P-12 student assessment data, etc).

4. Submit the Internship Notebook documenting implementation of planned experiences.
5. Use documented experiences to compile portfolio to be presented during final semester of internship.

Site Supervisor

1. Sign and return Internship Agreement and Site Supervisor Data forms.
2. Introduce intern to faculty and staff of the school at a faculty meeting or other appropriate occasion and facilitate the cooperation of faculty/staff with the candidate.
3. Develop an appropriate individual plan of experiences with the intern and University Supervisor.
4. Observe and provide clinical guidance to the intern concerning performance during the internship.
5. Evaluate the intern during the internship and at the end of the internship by completing the evaluation form.

University Supervisor

1. Provide support to the intern to find an appropriate site to complete internship
2. Communicate with the site supervisor regarding intern and experiences
3. Assist intern and site supervisor in developing an appropriate plan of experiences
4. Visit site to provide assistance in completing a meaningful internship experience
5. Review site supervisor's evaluations of intern
6. Evaluate the intern's performance by reviewing internship documentation, reflective journal, and portfolio progress.

Orientation

1. Faculty in the Literacy Education program will provide orientation sessions for interns and site supervisors as needed.

Documentation

Each experience must be documented by the intern on the internship log and signed by the site supervisor. Since questions may arise and situational factors change, planned experiences may need modification. For this reason, it is imperative for the intern to keep in close contact with the site supervisor and university supervisor to inform them of changes to planned experiences. Upon completion of the experience, the intern should write the reflection component. The reflection should follow guidelines for the portfolio requirements. Specifically, the intern must provide a rationale for how the particular experience demonstrates alignment with the IRA standard met for the activity.

Intern Evaluation

The site supervisor and the university supervisor will complete final evaluation instruments documenting intern progress during the internship.

Appendix C
Literacy Education
Course Rotation

**Master's Degree in Literacy Education
Face-to-Face and Online Program**

First Summer Term

EDLT 601-Literacy Foundations: Theory, History, and Research
EDLT 602-Early Literacy Development

Second Summer Term

EDLT 603-Expanding Literacy Development
EDLT 606- Literature for Children and Adolescents

Fall

EDLT 604-Effective Literacy Assessment and Intervention
EDCI 503-Measurement and Evaluation

Spring

EDLT 607-Literacy Leadership
EDLT 608-Internship I
EDCI 601-Advanced Curriculum and Theory

First Summer Term

EDLT 605-Content Area Literacy
EDLT 609-Internship II (Complete Internship Portfolio)

Second Summer Term

EDRS 610-Literacy Research

Appendix D
International Reading Association
Standards for Reading Professionals-
Revised 2010

***The Standards for Reading Professionals* (2010) can be at the following URL.**

<http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx>

However, the standards MUST BE PURCHASED for EDLT 601.