USF School of Education Teacher Education Department

MASTER of ARTS in TEACHING READING (MATR) and Reading Certificate Program

To meet the growing need for teachers with special training in teaching reading, the Teacher Education department offers a series of graduate courses leading to both a Master of Arts in Teaching Reading (MATR) and a Certificate in Teaching K–12 Reading. Candidates who complete the full program not only receive a Master's degree, but they are also eligible for the Reading Certificate issued by the California Commission on Teacher Credentialing. The USF program is fully accredited by the Commission. The program is designed to enable teachers to:

- assess student reading and provide reading instruction in response to those assessments.
- develop, implement, and adapt reading curriculum and instruction.
- assist classroom teachers in the prevention of and intervention for reading difficulties.
- serve at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

The MATR program meets the professional development needs of teachers, mentors, and reading resource teachers interested in acquiring certification in reading. It is designed to provide a strong foundation in the development of fluent reading, reading comprehension, reading assessment and intervention strategies, and issues in reading theory and practice.

Candidates enrolled in the Teacher Education credential program are required to take seven graduate Reading courses over a calendar year, in addition to three prerequisite courses which are provided through the credential program. Course load varies between one and three credit units. Classes begin each Summer semester. Students currently enrolled in the Teacher Education program may complete the MATR coursework as a Master's option.

Key *** =** *Prequisite*
I = Introduced with Limited Coverage
M = Moderate Coverage
C = Comprehensive Coverage

MATR PROGRAM GOALS	*TEC 621**	*TEC 612**	*TEC 616**	TEC 664	TEC 668	TEC 662	TEC 663	TEC 661	TEC 670	TEC 671
1. Development of Fluent Reading in K-12 Students:										
Candidates will develop an understanding of the relationship between beginning reading skills, extensive opportunities to practice those skills, and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels.	I	I	I	C	C	M	M	C	M	C
2. Development of Comprehension and Study Strategies in K-12 Students:										
Candidates will develop a thorough understanding of the importance of the development of comprehension, including skills and knowledge related to the teaching of comprehension strategies and instructional methods for increasing comprehension ability in all students.	I	I	I	M	C	M	M	M	M	C
3. Planning and Delivery of K-12 Reading Instruction Based on Assessment:										
Candidates will develop a thorough understanding of how assessment is a link between the students and the instructional program and will participate in the assessment and evaluation of students' reading and writing.	I	I	I	C	C	C	C	C	M	C
4. Intervention Strategies at Early and Intermediate Reading Levels:										
Candidates will develop a thorough understanding of the appropriate use of intervention models and strategies to help struggling readers build the reading and writing skills necessary for school success.	I	I	I	M	M	C	C	C	M	C
5. Research and Research-based Practice in K-12 Reading:										
Candidates will develop an understanding of the research in areas related to reading and language arts and its implications for evaluating student progress and making instructional decisions.	I	I	I	M	M	M	M	M	C	C
6. Application and Reinforcement through K-12 Field Experiences:										
Candidates will participate in field experiences to demonstrate proficiency in the practice and adaptation of skills and strategies of effective reading instruction.	I	I	I	M	M	C	C	M	M	C