



UTL Teacher Certification candidates develop a program of study in consultation with the Warner School faculty member responsible for their area of specialization. This document outlines the courses for which they will register, including those represented within the following areas:

- Pedagogical Core (15 credits)
- Literacy Requirement (6 credits)
- Specialization Courses (9 credits)
- Field Based Course (9 credits)

In addition, UTL Teacher Certification candidates take courses and participate in a series of experiences as part of an *Urban Education Concentration*.

COURSES

EDU 442: Race, Class, Gender and Disability in American Education (3 credits)

This social foundations course, which must be taken during the first summer, focuses on the ways in which schools produce inequalities based on conceptions of identity related to race and ethnicity, social class, gender and sexual orientation, language, religious belief, age, and ability. Candidates survey and critically analyze literature, empirical studies, media, popular culture, and their personal experiences in an effort to understand how human diversity frames our lives, and how the transformation of social and educational practices can re-frame them. By the end of the course candidates understand that we each have a collective responsibility to improve society, but that in their role as “cultural workers,” teachers are uniquely placed to either reproduce or rupture historical patterns and practices of exclusion, disrespect, and the marginalization of students in schools.

ED 468: Leadership in Urban Schools (3 credits)

In this course, which is taken after one year of teaching, candidates will investigate the “realities” and misconceptions of urban schools and will be provided with opportunities to probe and clarify their own conceptions of, and attitudes toward them. Theoretical literature, empirical research, case studies, and the personal experience of others in the class and community will provide opportunities for candidates to think about ways to apply theory to practice. Candidates will also have opportunities to engage with administrators, teachers, and community members who work and/or live in the City of Rochester as a requirement of this course.

EDU 440, EDU 441, ED 442, EDU 443, EDU 444, EDU 445: **Urban Teaching and Leadership Seminars** (Six 1-credit courses taken each semester for three years)

UTL seminars will meet once a month each fall and spring semester. The first two courses are taken during the master’s program and the remaining four courses are completed after graduation during candidates’ first two years of teaching in an urban school. In addition to providing a space where cohort members begin to develop a collegial and professional learning community, these sessions provide opportunities for candidates to develop their understanding of the theory and practice of education for equity and social justice. In these settings they are also continually encouraged and challenged to develop an orientation that is centered on students’ strengths, high expectations for all students and families, and social activism through education.

EXPERIENCES

Mentoring

As one way to develop the capacity to both observe and develop relationships with students, each UTL Teacher Certification candidate is paired with a ninth grader whom they mentor over the course of the school year. Throughout the school year, there are community building events to which mentees are invited, but UTL candidates are required to make an effort to see or speak to their mentees on a regular basis outside of these meetings. During UTL seminar sessions, candidates will report on their work with their mentees, and various course assignments are related to their interaction with these young people and their families.

Community Service Learning

UTL candidates participate in a service learning project at a local, non-profit, community-based organization located in a high needs neighborhood in Rochester. This service activity is co-developed with members of the organization to ensure that their work is responsive to the needs of the community.

Professional Development Workshops

During each year in the program, UTL Teacher Certification candidates attend, participate in, and eventually develop professional development workshops with, and for, other teachers in the RCSD. These sessions are directly related to their work in the field, and provide opportunities for learning from expert teachers and personnel in the Rochester City School District central office, university faculty, and community stakeholders.

Social Activism Group Project

In an effort to develop the skills necessary to be effective teacher leaders and change agents in urban schools and communities, UTL candidates, from various cohorts, collaborate once a year on a social action group activity. The focus of the activity is proposed by the UTL Director and related to an issue or challenge facing the RCSD at the time of the event. The strategies to be used are agreed upon by the candidates and the community organizations with which they partner.

Practitioner Action Research

During their second year of classroom teaching, UTL Teacher Certification candidates initiate an action research project in their classrooms. Though each candidate will formulate their specific research question, the focus of the inquiry is related to the involvement of families and communities in the education of their children. Candidates are supported in their work to complete this capstone project as part of the third year UTL seminar courses. This experience can be used as the basis for the Master's Essay requirement for Professional Teaching Certification candidates.