

What kind of literacy teacher do we prepare?

We have designed our programs to prepare specialists in literacy based on the International Reading Association (IRA) Standards for Reading Professionals (1998), which are consistent with New York State requirements for teaching literacy and our own educational philosophy and mission.

IRA describes the position of "Specialized Reading Professional" as follows:

“The Reading Specialist will:

- 1. Have primary responsibilities for teaching literacy, including written and oral language skills: reading, writing, speaking, listening, viewing, and representing visually.*
- 2. Work cooperatively and collaborate with other professionals in planning programs to meet the needs of a diverse population of learners.*
- 3. Serve as a resource in the area of literacy education for teachers, administrators, and the community.*
- 4. Provide leadership in literacy instruction and in professional development opportunities and programs. Serve as a mentor to pre-service or in-service reading professionals.”*

Consistent with the larger mission and philosophy of the Warner School, we also want our students in this program to understand the complexity of literacy as a social practice and to develop a critical understanding of the social context of literacy learning as the negotiation of multiple linguistic and cultural realities of contemporary society. Literacy, in our view, is not a neutral, decontextualized skill, but is a critical social practice that may be used not only as social critique but also as social action. To understand the complexity of literacy, our courses offer opportunities to not only examine traditional conceptions of curriculum, instruction, and assessment but to reform those practices.

Based on research about how people learn and what is most effective in preparing teachers, we have designed our programs to:

- Deepen your understanding of literacy while learning about innovative and effective teaching methods.
- Help you develop an approach to teaching literacy that is grounded in knowledge of the research, theory, issues and trends influencing literacy education.
- Encourage you to integrate theory and practice, as well as content and pedagogy.
- Raise your awareness about students’ differences and individual needs, and develop strategies to address them equitably in your teaching.
- Learn how to construct classroom environments that promote social justice and equity.
- Develop the habits of a reflective practitioner, so that professional growth and improvement continues after completion of the program.

What are the pre-requisites for entering Warner programs leading to an additional teaching certification in Teaching Literacy?

The programs described in this booklet are intended for teachers who have already obtained another Initial Teaching Certification. Therefore, we expect students entering any of reading and literacies programs to have already met all the “content core” and “general pedagogy core” requirements set by New York State for initial certification.

Some statistics about job opportunities in teaching

Teachers held about 3.4 million jobs in 1998. Of those, about 1.9 million were kindergarten and elementary school teachers, 1.4 million were secondary teachers, and about half a million were special education teachers. Employment is distributed geographically, much the same as the population.

Overall employment of teachers is expected to increase about as fast as the national average through the year 2008. The expected retirement of a large number of teachers should open up many additional jobs.

The job market for teachers varies widely by geographic area. Many inner cities that struggle with higher than average crime and poverty rates and rural areas in remote locations have difficulty attracting teachers, so job prospects will continue to be better in these areas than in suburban districts. Also, teachers who are geographically mobile and who obtain licensure in more than one subject should have an advantage in finding employment.

Median annual earnings of all teachers ranged from \$33,590 to \$37,890 in 1998. The lowest 10 percent ranged from \$19,710 to \$24,390; the top 10 percent from \$53,720 to \$70,030.

What are your options to obtain an additional certification for Teaching Literacy at Warner?

NOTE: You can obtain certification for Teaching Literacy in New York State (NYS) ONLY as a second certification, after you have already obtained initial teaching certification in another area.

At what grade levels do you want to teach?

At the Warner School, we have programs that enable you to obtain NYS Certification for Teaching Literacy at one of the following grade levels:

- **Birth to grade 2**
- **Grades 5-12**

Do you need professional certification in your original area?

If you also want to obtain NYS Professional Teaching Certification in your original area, you must enroll in our M.S. program leading to Professional certification for Teaching Literacy at one of the grade levels listed above. This Masters program will also meeting all the academic requirements set by New York State to obtain Professional certification in your original area. This program includes 30 credits of coursework, plus two internships (for an additional 6 credits).

If you already have NYS Professional Teaching Certification in your original area, you also have the option to choose a non-degree program that will enable you to obtain initial and professional certification for teaching Literacy at your chosen grade level with the minimum possible number of courses. The number of credits required, in this case, will depend on how many of the required courses and internships you have already taken as part of your previous programs.

Both options can be completed part-time while holding a full-time teaching job, provided that appropriate arrangements are made to fulfill the required internships.

What do our programs for additional certification for Teaching Literacy look like?

M.S. programs (SR1/SR2) (36 credits):

1. ***Masters' Core:***

- Masters' Research Methods
- Teaching, Curriculum & Change OR Race, Class, Gender & Disability in American Education

2. ***Specialization:*** 8 courses about reading and literacies or related areas:

- Collaborative Teaching Partnerships in Inclusive Classrooms
- Literacy Learning as Social Practice
- Language and Literacy in Education
- Assessment in Instructional Contexts
- An elective in reading/literacy or related areas

<i>Birth-grade 6 (SR1):</i> <ul style="list-style-type: none">• Language, Literacy and Cognitive Development• Theory & Practice in Teaching & Learning Literacy in Elementary School• Children's Literature and Literacy	<i>Grades 5-12 (SR2):</i> <ul style="list-style-type: none">• Theory & Practice in Teaching & Learning English• Implementing Innovation in English Education• Another Reading Elective
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3. ***Internships:*** Apprenticeship experiences in reading at two different school settings within the chosen grade level:

- 2 Practica at different grade levels (6 credits)

4. ***Electives:*** only if some of the previous courses have already been taken as part of previous programs

5. ***Master's Essay.***

Non-degree programs (NR1/NR2) (15-20 credits): Only the specialization courses that you have NOT already taken as part of your previous teacher preparation program(s) and the two practica.

What courses can you transfer into your Warner program?

If you choose to enroll in a M.S. program, you can transfer up to 10 credits of graduate coursework into your program – provided that these courses are relevant to your program (i.e., can substitute for some required or elective course on your program of study), you took them within the last 5 years and at the graduate level, and they are approved by the Dean’s Office. Otherwise, required courses that you have already taken in previous programs can be substituted with electives.

If you choose one of our non-degree programs, you can transfer in any of the required courses you have previously taken (either at the undergraduate or graduate level), upon approval by the Dean’s office.

What else would you need in order to obtain NYS certification?

You need to be a NYS permanent resident to obtain any certification from NYS.

Additional requirements for Certification in Teaching Literacy

In addition to the coursework and experiences that you will undertake in your program (as described in the previous pages), you will also need to meet the following requirements established by NYSED for all those seeking a Teaching Certification in Teaching Literacy:

- Attendance to the NYS-approved workshops on Child Abuse and School Violence Prevention & Intervention (*if you did not comply with this requirement as part of your first certification program*)
- Passing each of the following NYS Teacher Examinations:
 - LAST (Liberal Arts and Science Test) (*if not done yet*)
 - ATS-W (Assessment of Teaching Skills—written) (*if not done yet*)
 - CST (Content Specialty Test) (*expected to be in place starting Fall 2003*)
- Fingerprint-supported background check (*if one is not already on file with NYSED*)

Additional requirements for Professional Certification in Teaching Literacy and your original area of specialization

Once you have completed one of the M.S. programs described in this booklet, you will also have satisfied all the *academic* requirements established by NYSED for obtaining Professional Certification *both* in Teaching Literacy and your original area of certification. In addition, however, you will also need to satisfy the following requirements:

- Passing each of the following NYS Teacher Examinations:
 - ATS-P Video (Assessment of Teaching Skills—Performance)
 - CST (Content Specialty Test) in both ESOL and your original area of specialization (*expected to be in place starting Fall 2003*)
- Having completed a minimum of 3 years of teaching experience, with the first one conducted in a mentored situation.

Information about our admission process and criteria

As part of your application, you are asked to submit a portfolio containing the following information:

- Original transcripts from all the higher education institutions attended.
- Writing sample (scholarly paper).
- Personal statement about their career goals, interests, and objectives in entering the program.
- At least 2 letters of recommendation.
- TOEFL scores for international applicants who are not native English speakers.

In addition, you have to schedule an individual interview with a Warner School faculty member affiliated with the teacher preparation program you have applied to. The faculty member completes an interview report that is then added to your application file.

All of these materials are reviewed by the entire faculty in the Teaching and Curriculum department, and then by the Admission and Financial Aid Committee of the Warner School, taking into consideration the following admission criteria:

1. Applicants must have received a Bachelor's degree from an accredited institution or equivalent by the time they enter the program.
2. Applicants must have the ability to do graduate work at the University of Rochester, as demonstrated by their past academic performance and their academic writing skills.
3. Applicants must have sufficient knowledge of the subject matters they intend to teach, appropriate to the specialization and grade level of the certification(s) sought.
4. Applicants must demonstrate sufficient communication and interpersonal skills to serve students well in an instructional setting.
5. Applicants' career goals, teaching interests, academic background, attitudes and teaching philosophy must be consistent with the programs offered by the Warner School and its stated mission.

When admitted into the program, you will be assigned an academic advisor, who will support and monitor your progress throughout the program. You will also be expected to attend an orientation meeting intended to help you finalize your program of study.

Summary of options for teachers seeking an additional certification for Teaching Literacy:

<u>Age level</u>	Birth to grade 6	Grades 5-12
Type of program:	<i>Reading and literacy specialist in pre-school settings and up to grade 6</i>	<i>Reading and literacy specialist in grades 5-12</i>
<i>M.S. programs (SR)</i> Meets academic requirements for NYS Professional certification in original area + certification for Teaching Literacy	M.S. degree leading to NYS Certification in Teaching Literacy (birth to grade 6) PLUS Professional Certification in original area <div style="text-align: center;">PROGRAM (SR1)</div> <i>36 credits</i>	M.S. degree leading to NYS Certification in Teaching Literacy (grades 5-12) PLUS Professional Certification in original area <div style="text-align: center;">PROGRAM (SR2)</div> <i>36 credits</i>
<i>Non-degree programs (NR)</i> Meets academic requirements for Initial + Professional Certification for Teaching Literacy ONLY, with minimum coursework and credits	Leads to NYS Initial + Professional Certification in Teaching Literacy (birth to grade 6) <div style="text-align: center;">PROGRAM (NR1)</div> <i>variable credits</i>	Leads to NYS Initial + Professional Certification in Teaching Literacy (grades 5-12) <div style="text-align: center;">PROGRAM (NR2)</div> <i>variable credits</i>

Programs of study for each option follow.