

How to apply

Submit the information listed below; a written response will be mailed to you indicating acceptance status along with course registration information. You do not need to apply for admission to UW-Stevens Point for acceptance into this program. There is no cost to apply.

Send the following information

- 316 Reading Teacher Program Plan - Fill out only the top portion: www.uwsp.edu/education/Graduate/GraduatePages/Certifications/readingCert.aspx
- A brief letter of introduction including: a statement of intent specifying your interest in the 316 license, future goals for a master's degree (if applicable), and a brief summary of your educational background and teaching experiences (past and present). Include name, address, work and home phone numbers, and email address
- Copy of current teaching license(s)
- Copy of your transcript(s) (need not be official). If you have an already established graduate degree file in the UW-Stevens Point School of Education that includes a copy of your teaching license and all updated transcripts, please indicate this in your letter.

Send to

Dr. Lynda Fernholz
Reading Coordinator
UW-Stevens Point
454 College of Professional
Studies Stevens Point, WI 54481
Fax: 715-346-3223

For additional information, please contact

Cathy Scheder
Outreach Program Manager
715-346-3801
cscheder@uwsp.edu

www.uwsp.edu/cps/conted

Reading Teacher

316 Add-On Certification

School of Education
Continuing Education



University of Wisconsin
Stevens Point

If you have needs that require special assistance, please notify us at least four weeks in advance of the course date. UW-Stevens Point provides equal opportunities in employment and programming.

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Reading Teacher Certification

Program Overview

Enhance your teaching license and value to your school district! The 316 Reading Teaching Certification is for you if you want to:

- Strengthen content literacy in the classroom,
- Serve as a reading teacher,
- Promote enjoyment of reading,
- Advocate for reading needs of all students,
- Provide reading resources for students, parents, colleagues and community.

At the time of your license application, you must have completed two years of successful regular, full-time classroom teaching experience in addition to the required coursework. Prior to your license application, you must submit your Reading Teacher Professional Portfolio to be approved by the Reading Faculty.

To receive certification you must earn nine prerequisite credits (six from Area A and three from Area B) as described below. You can take them at the graduate or undergraduate level, but if you are applying the credits to a master's degree, they must be at the graduate level. Before you take Education 741 you must take Education 309, 310, 386/586, or English 381/581 (for English majors). In addition, you need 13 credits from Area C below.

Area C courses must be earned within a seven-year period (starting with beginning of the term the first course approved for your program of study was taken). It is possible to complete the 316 in one year, beginning in summer with credits needed in Areas A or B, and then sequentially taking courses in Area C through the following summer. Graduate-level reading certification courses for the 316 license may be incorporated into the Master of Science in Education - General Degree (Option B).

Recent legislation will require a passing score on the Foundations of Reading Test for Wisconsin test prior to license approval.

Courses

Area A, 6 credits: one course from each group:

- Elementary: Education 309/509: Methods/ Materials for Teaching Reading (3 cr.) Materials/methods of reading instruction: basic approaches, research, assessment, preventive/ corrective measures. Includes Wis Teaching Standards. Prereq: 302, or cons chair for 309 only
- Secondary: Education 386/586: Literacy in the Secondary School (3 cr.) Survey of issues, research, theory, process and strategies that constitute literacy in secondary school including a clinical experience.
- English 381/581: Reading for the English Teacher (3 cr.) Apply current reading theory to practice in the English classroom. Reading process, response-based teaching, and strategic learning. Only for teacher certification English majors/minors/writing minors.

Area B, 3 credits of one of the following courses:

- Education 383/583: Educational Assessment (3 cr.) Develop understanding of the role assessment plays in determining student learning, evaluating and guiding instruction, and empowering teachers and students with useful data and evidence.
- English 275: Children's Literature (3 cr.) Read, select and present materials suitable for elementary school readers.
- English 375/575 (or equivalent): Literature for Adolescents (3 cr.) Select and read literature suitable for adolescents. Only for teacher certification English majors/minors/writing minors.

Area C, 13 credits:

- Education 740: Reading Teacher Portfolio (1 cr. concurrent registration with 741) Compile personal professional portfolio representing professional growth based on balanced literacy instruction, diagnosis and evaluation of reading difficulty, supported reading practices, clinical case study.
- Education 741: Improvement in the Teaching of Reading (3 cr. concurrent registration with 740) Trend and programs in developmental reading, reading curriculum and related research.
- Education 746: Diagnosis and Evaluation of Reading Abilities (3 cr.) Survey formal and informal evaluation instruments in reading; test to identify remedial readers, construct diagnostic profiles, write interpretations of test results.
- Education 747: Supported Literacy (3 cr.) Materials and techniques of supported literacy. For classroom teachers, reading teachers and administrators of reading programs who are responsible for instruction, curriculum development and leadership.
- Education 748: Supported Literacy Practicum (3 cr.) Clinical appraisal of students in literacy programs. Interpret findings, develop and implement corrective measures with continuous analysis and evaluation of students. Final report describing student literacy behaviors and materials used, and recommendations for post-clinical instruction.

