

University at Albany: TEAC Claims and Rationale

The Teacher Education Program faculty members have three claims about our program:

Claim 1: We admit students who have a college education with a comprehensive subject matter content and a broad liberal arts background.

Claim 2: Our graduates demonstrate pedagogical content knowledge: they use research, theory, and practice to guide instructional decision-making.

Claim 3A: We admit students who have demonstrated effective teaching skills (Strand Three - professional certificate only).

Claim 3B: Our graduates demonstrate effective teaching skills in their area of specialization (Strand One initial certification degree titles, Strand Two additional initial certificate titles)

MS in Literacy – Major Goals (see www.albany.edu/reading)

Pedagogical Content Knowledge (literacy certificate goals for Claim 2)

**Language and literacy development: the nature, breadth, and depth of and the overt markers of that development individual and cultural differences: knowledge of economic, academic, social, and cultural diversity; use of this knowledge to inform instructional decisions

**Methods and materials: the range of techniques and materials appropriate for literacy instruction literacy in society: societal changes in literacy usage, and implications for teaching and learning both inside and outside the classroom

**Task difficulty: relation to student learning, independence, and development

**Assessment of literacy: the value and properties of assessment methods and instruments

**Prevention and solution of literacy difficulties: management of the classroom context to prevent difficulties in the acquisition of literacy as well as to solve learning difficulties when they occur

****Technology:** understand the nature and functions of information technologies in contemporary literacy practices; use relevant information technologies for teaching and assessment organization of instruction: organization, regulation, and reform of literacy instruction

****NYSED standards and core curriculum:** knowledge of English Language Arts, Social Studies, Mathematics, Science and Technology

****Self-extended learning:** how to engage critically with professional text and research to extend learning, including success with their own professional reading and writing.

Teaching Skills (literacy certificate goals for Claim 3A)

**** Basic teaching routines:** nurturing children's language and literacy abilities individually and in groups. Includes appropriate strategies for developing specific reading and writing competencies such as comprehension, critical reading, studying, vocabulary knowledge, word knowledge (phonological insight, spelling, and analysis), composing, revising, and editing

****Children's literacy development:** documenting and analyzing reading, writing, speaking and listening, both through observational practices and through more formal techniques such as the Early Literacy Profile and standardized tests

****Instructional decisions:** matching learners with appropriate materials and creating independent learners; analyzing and solving instructional problems that arise in the regular or instructional support classroom, especially as they relate to learners who are struggling, or whose literacy abilities are so advanced that they need additional challenges

****Learning communities for students:** generating productive contexts such that children learn from one another as well as from the teacher learning communities for teachers: generating productive contexts for independent and collaborative learning among educators.

****Prevention and solution of literacy difficulties:** managing the classroom context to prevent difficulties in the acquisition of literacy as well as to solve learning difficulties when they occur

****Communication:** collaborating with colleagues, other specialists, parents, and the public on literacy issues showing sensitivity to different perspectives and different language