

CCTC Approved

Reading Certificate Program



UC DAVIS
EXTENSION

PROFESSIONAL AND CONTINUING EDUCATION

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In January 2000, UC Davis Extension's Reading Certificate Program became one of the first programs to be approved by the California Commission on Teacher Credentialing (CCTC).

This Reading Certificate Program is ideal for K-12 classroom teachers and community college instructors looking for knowledge and skills to improve students' reading. Successful completion of the program authorizes the holder to develop, implement and adapt the reading and content curriculum, and assist teacher colleagues in these areas. The certificate holder may perform these services at one or more school sites at the grade levels authorized by his/her prerequisite credential.

Program coursework offers a blend of research-based concepts, demonstration of those concepts and ample opportunities to put concepts into practice. The Reading Certificate is awarded upon successful completion of 18 quarter units of required coursework and is issued to K-12 teachers by the California Commission on Teacher Credentialing.

California community college instructors interested in teaching reading at the community college level can apply the Reading Certificate Program coursework toward a Reading Equivalency.

Program prerequisites

Admission to the program requires:

- a basic California teaching credential
- 3.0 GPA in postgraduate professional courses or explanation of temporary circumstances that caused a lower average
- three years of fulltime classroom teaching experience
- two letters of recommendation from professional colleagues that attest to the candidate's strong potential for professional success in schools based on his/her experience and personal characteristics

To remain in the program candidates must pass all courses (grade of C or higher) and earn a minimum 3.0 grade point average, equivalent to a B.

How you will benefit

Gain a strong foundation in:

- the development of fluent reading
- components of reading comprehension
- the planning and delivery of instruction based on assessment
- intervention strategies at early and intermediate reading levels
- issues related to the reading process, including English language structure, second language acquisition, psychological and socio-linguistic

aspects of reading and writing, and relationships between language, spelling, reading and writing

- supervised field experience

Who should attend

Teacher leaders, mentors, literacy coaches and reading resource teachers interested in obtaining a reading certificate.

Application information

An application packet can be obtained by contacting our office at (530) 757-8512 or by email at educationinfo@unexmail.ucdavis.edu.

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COURSE DESCRIPTIONS

The Reading Certificate Program is comprised of six courses for a total of 18 quarter units of academic credit, reflecting 180 hours of instruction. Candidates are strongly advised to take the courses in the sequence listed below. *Reading Practicum* is the culminating course in the program and candidates are not admitted to that course until they have successfully completed all other courses. A brief description of each course is provided below.

Developing Fluent Readers

3 quarter units academic credit.

This course covers the knowledge and skills for developing fluent reading across grade levels for English speakers and learners. Topics covered include phonemic awareness, phonological structure of English, morphological structure of English, decoding/word attack strategies; spelling; importance of extensive practice; decodable texts; skills and strategies to develop independent readers; reading and writing practice including writing to reinforce reading; connected texts; methods of transfer from primary language reading skills to English language reading skills; strategies and materials for struggling readers.

Teaching Comprehension Strategies

3 quarter units academic credit.

In this course candidates develop the knowledge and skills to teach reading comprehension. Topics covered include the development of reading comprehension; the role of academic language and background knowledge; vocabulary development and concept formation; narrative and expository text analysis; thinking strategies (inference, summarization, predicting, questioning, clarifying); study strategies (summarizing, predicting, questioning, clarifying); independent reading of high-quality books; development of listening and reading comprehension skills; multicultural literature and informational text; scaffolding strategies for the English language learner; motivational strategies; and knowledge and skills for applying literature and expository text for children and adolescents to improving comprehension strategies.

Intervention with Struggling Readers

3 quarter units academic credit.

This course emphasizes assessment-based intervention strategies at early and intermediate reading levels. Candidates study research-based intervention models and develop skills in effective interventions, taking into account home and community literacy practices and English language proficiency. Topics also include aligning ongoing assessment with reading and writing intervention programs; flexible groupings; small group and 1:1 techniques; instructional technology; scaffolding strategies; student and family support networks; and comprehension for older, struggling readers.

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Assessment-Based Reading Instruction

3 quarter units academic credit.

The theme of this course is in using effective assessment and evaluation tools to develop, deliver and modify reading and writing instruction for all students. Specifically, course content covers selecting, using and interpreting reading and writing assessments; assessing knowledge and skills with English proficient learners as well as English language learners; learning formal and informal assessment strategies and tools; communicating assessment results to parents, administrators, teachers, school board members and students; aligning assessments with instructional programs; effective assessment-based intervention programs; and using instructional technology for assessment and instruction.

Issues in Reading Instruction

3 quarter units academic credit.

This course is designed to provide a review and understanding of research in reading and language arts and its implications for student assessment and instruction. This course includes knowledge and instructional experience with how children learn to read; the phonological and morphological structure of English; orthography/spelling; second language acquisition; the relationship between language, spelling, reading and writing; psychological and sociolinguistic aspects of reading and writing; balanced comprehensive literacy instruction; reading and writing skills for the English proficient learner and the English language learner; respect for such individual differences as ethnic, culture, gender, linguistic and socioeconomic status; and the writing process (pre-writing, drafting, revising, editing, publishing).

Reading Practicum

3 quarter units academic credit.

As the culminating experience in the Reading Certificate Program, candidates must have completed all other program courses before enrolling in *Reading Practicum*. This course extends the guided practice provided during previous program courses by engaging candidates in 45 hours of documented mentored classroom work in a K-12 classroom (a minimum of 15 hours must be observed by either the mentor or Practicum instructor), along with 15 hours of Practicum seminars. Practicum sites are restricted to those that provide balanced, comprehensive reading and language arts instruction. The Practicum placements ensure that each candidate has diverse experiences that include teaching English language learners, beginning readers and students with reading problems. Candidates practice assessing struggling readers at both early and intermediate levels; tutoring or small group teaching with struggling readers at two or more reading levels including the non-reader level and one or more higher levels.

For More Information

Please contact the Education Department at (530) 757-8512 or email educationinfo@unexmail.ucdavis.edu.

