

Consortium-based Literacy Specialist Endorsement Program



Throughout the course of this challenging, but absolutely incredible learning adventure known as the "Literacy Specialist Endorsement," my knowledge base and expertise have been taken to the next level. The LS endorsement is authentic learning at its finest...and to me it's all about being a life long learner!

*Karen Carney, LS Endorsement Candidate,
Campbell City Schools*

The Literacy Specialist Endorsement Program offered by a consortium of seven Ohio universities is an advanced program in reading education. The program is designed as a one-year program, consisting of 18 semester-hours (27-quarter hours) that include both online coursework and a university-based internship. Successful completion of the program fulfills requirements for a Literacy Specialist Endorsement, a state credential that is added to a current professional teaching certificate or license. Participating institutions may include the consortium-based coursework as part of their advanced degree programs.

The consortium-based program offers a new venue for graduate education that uses a statewide online delivery of courses culminating in an internship at home institutions. A home institution is defined as the university in which the candidate enrolls in the program. The institutions participating in the consortium include:

John Carroll University
The Ohio State University
The University of Akron
University of Dayton
University of Toledo
Wright State University
Youngstown State University

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Delivery

The online coursework spans one calendar year and constitutes 10 semester hours (15 quarter hours):

Coaching in Diverse Classrooms
Coaching for Effective Assessment Practice
Pedagogy of Effective Literacy Instruction
Professional Development in Literacy
Advanced Literacy Research

Instructors at each university rotate in the delivery of the courses. The capstone of the program is an internship (8 semester-hours or 12 quarter-hours), which is carried out in local school settings during the academic school year. The internship is designed to further develop the candidate's pedagogical content knowledge, coaching skills, and professional dispositions in the following domains: data based decision-making, evidence-based practice, and technology tools and functions.

Evaluation

All courses are evaluated using a point system that converts to a percentage grade (e.g., 80%, 92%). Each institution then assigns the grades based on their institutional policies. The Internship is evaluated satisfactory, unsatisfactory.

Schedule for 2007-2008

A six-week time frame is used for the first four online courses, with one week between courses. Advanced Literacy Research runs concurrently with the Internship.

<i>Coaching in Diverse Classrooms</i>	May 1 – June 8
<i>Coaching for Effective Assessment Practice</i>	June 18 – July 27
Summer Break July 30 – August 31	
<i>Pedagogy of Effective Literacy Instruction</i>	September 3 – October 12
<i>Professional Development in Literacy</i>	October 22 – November 30
Internship Fall	September 17 – December 14
Winter Break December 17 – January 4	
<i>Advanced Literacy Research</i>	January 7 – April 4
<i>Internship Spring</i>	January 7 – April 4

Program Admission

At the outset of the admission process, candidates identify a home institution. The home institution is responsible for the application process, registration, advising, and recommendation of candidates for the credential to the Ohio Department of Education.

Criteria and Procedures

Minimum requirements: Candidates must meet all three eligibility criteria for admission to the program:

1. Meet State of Ohio eligibility requirements, as approved by the State Board of Education:
 - Professional license or certificate;
 - At least 3 years of successful teaching under a standard teaching certificate, provisional teaching license, or professional teaching license;
 - Reading endorsement.
2. Identify a home institution within the Consortium and meet admission criteria for graduate programs in education based on institution's policies and procedures.
3. Provide documentation of the following:
 - a. at least 3 years of successful teaching experience
 - b. experience in teaching literacy
 - c. two letters of recommendation supporting the applicant's potential for leading professional development, including one letter from a school or district administrator providing assurance that the applicant will be able to carry out the activities specified in the internship component of the program. These include: providing a minimum of 8 school-based professional development sessions over 24 weeks of the school year and time during the school day for individual coaching of teachers.

Preferred qualifications: Preference will be given to applicants who meet the following qualifications:

- A. One or more years of experience as a professional development provider in year long, school-based professional development in literacy, such as the Literacy Specialist Project, Reading First, Reading Recovery, or Literacy Collaborative.
- B. In addition to A. a minimum of one year of one-on-one coaching of classroom teachers.

The number of applicants who will be accepted into the 2007-2008 cohort is 42. Each university is allotted six slots. If a university does not use all of its slots, then the slots will be reallocated to another participating university through a lottery system.