

Department of Literacy

Mission Statement

The mission of the Literacy department is to prepare undergraduates, graduates, and professional educators to be reflective educational professionals who facilitate the development and learning of all students as they lead, support and meet the changing educational needs in their communities.

The Literacy Department's vision is aligned to the University's vision and the College of Education's conceptual framework. We are committed to learning that is a result of the intersection of vision and practice and context in preparing literacy educators. The organizing theme of the framework, ***Teaching and Learning in Context***, not only reflects an integrated set of overarching principles and values that give shape to the structures and processes of our programs but also places all professional education programs within the larger context of the West Chester University mission of providing "high-quality undergraduate education programs." The conceptual framework (**bold text below**) identifies five essential principles; the literacy department elaborated on those principles as we developed our vision. We prepare teachers and other school professionals who—

- **Know learners, subject matter, pedagogy and curriculum** - Candidates learn to construct and convey understandings about language and literacy processes, development and instruction.
- **Construct effective learning experiences and continuous assessment processes that close the evaluation loop** - Candidates learn to evaluate literacy learning and design curriculum and assessments as they become active agents in their own learning.
- **Value diversity and community in the classroom through practice** - Candidates learn to understand and respect cultural, linguistic and ethnic diversity, and recognize the positive contributions of diversity.
- **Apply knowledge of the context of education and engage in collaborative activities, partnerships, service and advocacy** - Candidates learn to teach reading and language arts, make independent instructional decisions and develop a sense of personal agency via a series of apprenticeship opportunities in diverse educational settings.
- **Direct personal growth, professional and reflective practice** -Candidates learn to clearly articulate and defend a literacy teaching philosophy that reflects the essential components of our literacy program while also remaining open to new ideas and experiences.

Program Outcomes

The Department of Literacy prepares its candidates to meet the unit outcomes and standards of the following groups and organizations:

- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [The International Literacy Association's Professional Standards](#)
- [Pennsylvania Department of Education](#)