

Spring 2007 Newsletter

March 2, 2007

Volume 1, Issue 1

Important Dates:

- **March 12th: Summer 2007 Registration**
- **March 17th-25th: Spring Break**
- **April 1st (tentative): Fall 2007 Registration**
- **June 1st: Graduation Application Deadline for August Graduation**

A Few Thoughts from the Acting Director

I've recently had the opportunity to teach a course called Second Language Literacy. Teachers have enrolled in the course claiming that they were seeing more and more students in their classrooms for whom English is a second language. In this course, the graduate students learn about theories and methods for meeting the specific needs of second language learners. In the course, we unlock mysteries and reveal literacy acquisition and learning for second language students.

As they journey through the semester, the graduate students learn that these second language learners are not some strange beings. From a broader perspective, these students are just a little different from the English speaking students who, of course, are all different from each other in the way they learn, interact, crack jokes, tell stories and enrich the classroom. At some point, the graduate students realize that with focused and differentiated instruction attending to social, cultural, cognitive and linguistic dimensions of language and literacy learning, the second language students can be brought successfully into the regular classroom to learn, interact, crack jokes, tell stories and further enrich all of our lives.

It is with this latter realization that many graduate students realize something even more profound. They should probably be differentiating more for all of their students because they are all social, cultural, cognitive and linguistic beings. *Differentiation* can be one of those buzz words, one of those in-service workshops, one of those feel-good terms that everyone embraces while too few make changes to their teaching habits. In truth, I've never read an article or book specifically about differentiation. I've never attended a conference session or workshop about it. But I embrace the idea because it makes sense to me as a reading teacher.

As future Reading Specialists, traveling through the Towson University Graduate Reading Program, you learn theory, research, and practice; you learn diagnostic assessment and follow-up teaching; you learn individual and group instruction strategies; you learn about literature, media and technology integration. You learn that an effective reading teacher and specialist sees the social, cultural, cognitive and linguistic in each and every learner. You learn to see each learner as an individual and as a participant in something bigger and, as yet, not fully realized.

In these times when mandated, narrow curricula and even scripted teaching have established a firm grip on many of us, you will do well to embrace *all* that the Graduate Reading Program offers and put it into practice for the many different learners you encounter.

Steve Mogge

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Spring 2007

Portfolio Gala

will be 5:00

Tuesday, May

15th in the

Susquehanna

Terrace

A Sequence of Second Language Electives

The Maryland Teacher Staffing Report of 2006-2008 states that all 24 local school systems have a shortage of ESOL teachers. The Graduate Reading Program is happy to announce that it has established a sequence of elective courses designed to prepare graduate students to meet the needs of ESOL learners and prepare for the Praxis-II ESOL Certification. **REED 670, Assessment and Instruction for English Language Learners** will be offered

by Dr. Martinez in the Summer Semester, 2007. The course will provide students with the necessary research-based skills and information they need to understand how to work with English Language Learners. **REED 670, Introduction to Linguistics for Language and Literacy Educators** will be offered by Dr. Altwerger in the Fall Semester, 2007. **REED 730, Second Language Liter-**

acy has been offered twice and will be offered again by Dr. Mogge in the Spring Semester, 2008. Again, the combination of these courses will prepare students for the Praxis-II ESOL exam. We are also looking into the possibility of a study abroad, Spanish language immersion experience for the Summer Semester, 2008. Stay tuned. Costa Rica, anyone!?

Required Portfolio Contents

The portfolio must include (but is not limited to) the following items:

REED 601:

- *Autobiography
- *Models Presentation Handout

REED 609:

- *Informal Assessment Reports
- *Comparison of Test Results
- *Survey of School Literacy Assmt.

REED 621:

- *Focused Case Study
- *Disabled Reader or Metacognitive/Cognitive Processing Paper

REED 626:

- *Final Case Report
- *Memo to Parents

REED 663:

- *Research Based Instructional Project
- *Text Set

REED 665:

- *Cross-curriculum Project
- *Mini Case Study

REED 726:

- *Reflections on Paraprofessional or Peer Coaching
- *Parent Workshop Materials

REED 729:

- *Seminar Research Paper
- *Paper Presentation
- *Reflective Essay

It is recommended that students keep an electronic backup of all course work. It is now required that students create *both* an electronic copy **and** a hard copy of the Portfolio. The electronic copy will be kept for our files. The hard copy of your portfolio must be presented at the Portfolio Gala held each semester. After it has been reviewed, it will be returned to you for your personal use. Be sure that the portfolio is fully complete upon turning it in.

Course Highlights

REED 745: Professional Development in Reading

Dr. Sharon Pitcher

The International Reading Association has identified "coaching" as one of it's "hottest" topics and areas of concern. Would you like to learn more about how to lead school-wide literacy curriculum and how to guide classroom teachers to deliver best literacy practices? Take this course in the Fall Semester, 2007.

REED 632: Improving Literacy of Students with Language-Learning Disabilities

Terri Ricigliano & Susan Manocchia

This Summer 2007 course examines the characteristics of adolescents and adults with language-learning disabilities, how to identify their needs for literacy improvement, and how to design and implement an individualized program for literacy development.



Summer Schedule 2007

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Course Name	Instructor	Session/ Dates	Day	Time
REED 601 Reading Theory and Practice	Mogge	5/30, 6/6-27, 7/11 <i>with extensive online course delivery</i>	W	5:00-8:30
REED 626 Internship	Manocchia	6/28-6/29, 7/2-3, 7/9-13, 7/16-20 Class on 7/19 also meets 5:00-8:00	MTWRF	9:00-12:00
REED 628 Guided Reading	Book & Murphy	6/28-6/29, and 7/2-3, 7/9-13, 7/16-20 Class on 7/19 also meets 5:00-8:00	MTWRF	9:00-12:00
REED 632 Improving Literacy in Students with Language Learning Disabilities	Ricigliano & Manocchia	5/29-7/12	T R	5:00-8:00
*REED 660 Integrating Literacy and Technology	D. Fuller	6/25-7/10 (no class on 7/4 and online on 6/29)	MTWRF	9:00-1:15
*REED 670 Special Topics: Seminar in New Literacies in Online Environments	Robinson & Grieco	6/25-7/10 (no class on 7/4 and online on 6/29)	MTWRF	9:00-1:15
REED 663 Strategic Use of Materials	Katsafanas	6/20-21, 6/25-6/28, 7/2- 7/3, 7/9-11 (no class on 7/4 and online on 7/5 & 7/6)	MTWRF	9:00-12:00
REED 663 Strategic Use of Materials	S. Pitcher	6/6-7/18 (no class on 7/4) <i>plus substantial online course delivery</i>	W	4:30-8:00
REED 665 Reading & Writing in the Content Areas, K-12	Huggins	5/29-6/28 (<i>plus online</i>)	TR	5:00-9:00
REED 670 Special Topics: Assessment & Instruction of Second Language Literacy Learners	Martinez	6/25-7/13 (<i>plus online</i>)	MTWRF	10:30 to 12:30
*REED 710 Multicultural Literature	P. Martens	6/25-7/10 (no class on 7/4 and online on 6/29)	MTWRF	12:15-4:30
REED 729 Advanced Internship	Dicembre	6/28-6/29, and 7/2-3 7/9-13, 7/16-20 Class on 7/19 also meets 5:00-8:00	MTWRF	9:00-12:00
REED 740 Grant Writing in Education	Blair/Healy	5/29, 6/5, 6/12, 6/19, & 6/26 <i>plus extensive online</i>	T	4:30-7:30

*These courses are part of the Towson Summer Symposium on the Integration of Reading and Technology (TSSIRT). TSSIRT will be held June 25-July 10, with all classes held on-line on June 29 and no classes July 4. During these 11 days students may take one course to earn three credits or two courses to earn six. The Lunch Forum is an integral part to TSSIRT and will be required of all students. Time for the forum is created by borrowing an hour from both the morning and afternoon courses, making them three hours each rather than the necessary four hours. This forum focuses on issues related to teaching, literacy and technology that are presented through readings and guest speakers. Students are welcome to eat lunch during this Forum.

Fall Schedule 2007

Course Name	Instructor	Day/Room	Time
REED 601 Reading Theory and Practice (80% online)	Mogge	M	7:00-9:30
REED 601 Reading Theory and Practice	Altwerger	T	4:20-6:50
REED 609 Reading Assessment	Manocchia	T	4:20-6:50
REED 609 Reading Assessment	Manocchia	W	4:20-6:50
*REED 621 Reading Disabilities	Dolan	T	4:20-6:50
*REED 621 Reading Disabilities	Martinez	Th	7:00-9:30
REED 626 Internship	Dicembre	T (HH 113)	4:20-6:50
REED 626 Internship	Manocchia	Th (HH 113)	4:20-6:50
REED 628 Guided Reading	Book-Murphy	T	7:00-9:30
REED 663 Strategic Use of Materials	Pitcher	W	4:20-6:50
REED 665 Reading & Writing in the Content Areas	Martinez	TH	4:20-6:50
REED 665 Reading & Writing in the Content Areas	Staff	Th	7:00-9:30
REED 670 Special Topics: Introduction to Linguistics for Language and Literacy Educators	Altwerger	W	4:20-6:50
**REED 726 Advanced Internship	Pitcher	T (HH 116)	4:20-6:50
**REED 726 Advanced Internship	Dicembre	Th (HH 116)	4:20-6:50
**REED 729 Seminar in Reading	Altwerger	M	4:20-6:50
**REED 729 Seminar in Reading	Laster	M	7:00-9:30
REED 745 Professional Development in Reading	Pitcher	Th	4:20-6:50

* REED 609 must be taken prior to REED 621.

**Both REED 726 and REED 729 require special permission for enrollment. Please contact Teresa at 410-704-2556 or tcoffil@towson.edu if you would like to be added to the wait list for either course. Priority will be given to those students who are nearing completion of the program.

**Both sections of REED 729 will meet at 5:00 PM.

Congratulations 2006 Graduates!!

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Karen Ballard
Laura Brooks
Louanne Calvin
Lindsay Clokey
Joyce Debnam
Kari DiFrancesca
Nancy Godfrey
Linda Goode
Kathryn Gross

Caren Hyde
Brett Imirie
Earl Johnson
Jennifer Crewe
Susan Lauer
Judith McGowan
Melanie Miller
Tiffany Rhoten
Alan Rineholt

Eric Robinson
Talya Shirley
Stacey Slovensky
Connie Woolford



11 Reasons to Participate in the MWP Summer Teacher Institute

11. The National Writing Project was chosen as one of the "Worldwide Adventures for Teachers" by Scholastic's online magazine, Admistr@tor.
10. Collaborate with like-minded, equally captivating and innovative teachers.
9. Spend uninterrupted, valuable time exploring the writing process.
8. Partake of FREE FOOD!
7. Learn practical, applicable, and creative approaches to teaching, writing and learning.

6. Share strategies with teachers from ALL levels of experiences, content areas and grade levels.
5. Spend time refining, investigating and planning new avenues of writing instruction for your classes.
4. Become a Teacher-Consultant with the National Writing Project.
3. Be exposed to a variety of publishing opportunities and outlets for you and your students.

2. Take advantage of the opportunity to change yourself as a writer, teacher, listener, leader and presenter.

1. EARN 6 credits through Towson University in just 4 weeks this summer!!!!

For More information visit: writingproject.org

To apply to the Summer Teacher Institute visit: www.towson.edu/mwp

Earn 6 elective credits in just 4 weeks by participating in the Summer Teacher Institute!!!

Paid Internship Opportunity

Wediko Children's Services is a non-profit agency with over 70 years of experience dedicated to children and adolescents whose learning, social development and self-direction are lagging. The summer program is held at a scenic 450 acre lakeside camp 100 miles north of Boston in the Monadnock region of New Hampshire.

Positions: residential counselors, special education assistants and activity assistants. Supervision and training are provided throughout the program by

clinical psychologists, social workers, special education professionals and licensed nurses.

Qualifications: Previous experience with children or adolescents is not a requirement. Personal qualities such as the abilities to work hard, work on a team, be flexible and use constructive feedback are important. The program values individual qualities over experience, hoping to offer students a "foot in the door" to their careers.

Job dates: June 27-August 23. Staff are required to participate in lectures and case conferences during two weeks of orientation.

Benefits: Paid positions, 750 hours of supervised therapeutic experience and training, Room & Board, 6 days off during the 8 week internship.

For more information or to request an application, Contact Julie at (617) 292-9200 or jsawkiewicz@wediko.org

Graduate Reading Program

Hawkins Hall Room 107 G
8000 York Rd.
Towson, MD 21252

Phone: 410-704-2556
GA Office Hours:
Mon: 10am– 6pm
Wed: 10am–4pm
Thurs: 10am–4pm

VISIT US AT:

[HTTP://WWW
NEW.TOWSON.EDU/COE/
RSET/REED/REED.ASP](http://www.new.towson.edu/coe/rset/reed/reed.asp)

Conceptual Framework for Professional Education

Mission:

Inspire, educate and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced

Vision: Integrated Themes

Ensuring academic mastery

Reflecting upon and refining best practices

Preparing educators for diverse and inclusive classrooms

Utilizing appropriate technology

Developing professional conscience

Developing collaborative partnerships

Providing leadership through scholarly endeavors

Professional, State and Institutional Standards:

Initial Preparation Standards

Advanced Preparation Standards

Facilitators of Active Learning:

Teacher

Reading Specialist

Media Specialist

Instructional Leader

Speech Pathologist

Audiologist

School Psychologist



Harford HEAT Center

The Graduate Reading Program is happy to announce that it will begin a new cohort of classes, starting with REED 601, at the HEAT Center (Harford County Higher Education and Applied Technology) in the Fall Semester, 2007. We will soon begin

offering more advanced level courses. Our goal is to eventually offer the entire Graduate Reading Program at the HEAT Center for teachers in the northeast region of Maryland.

For more information on the HEAT center, check them out online at:

www.heatcentermaryland.com/

SoMIRAC Conference

The State of Maryland International Reading Association Council will be holding their annual Conference March 28-30, 2007. This year's conference focuses on how "Literacy Levels the Playing Field" and will be featuring a wide variety of workshops, exhibits and speakers.

Be sure to check out our very own Dr. Gilda Martinez as she presents *Closing the Achievement Gap (ESOL)- Birth to 6* on Friday, March 30th at 10:45 AM.

This presentation will be a great introduction to her Special Topics course— **Assessment and Instruction for English Language Learners.**

This conference comes highly recommended by Dr Martinez for any teacher, but especially for reading teachers!

For more information and to register for the conference please visit :
<http://www.somirac.org/conference.php>

