

SPECIAL  
POINTS OF  
INTEREST:

- **Are you on the Permit Lists?**
- **IRA Annual Conference & Membership Information**
- **Save Our Schools March & National Call to Action**

INSIDE  
THIS ISSUE:

- Applying for Graduation 2
- Portfolio Requirements 3
- CAS After M.Ed 4
- Summer Reading Clinic 5
- Fall 2011 Schedule 6
- Books For Kids Day! 7
- REED Faculty Contact Info 8

## Letter From the Director

A good friend recently told me that his son was considering a career as a teacher. But my friend—a classroom teacher himself—was feeling uneasy about his son's interest. "It's just not what it used to be. They are taking away all the reasons I went into teaching thirty years ago," he lamented. I have always admired this friend. He has won school, system, and state awards for his teaching. He has mentored new teachers and led professional development in his subject area. Still, what I've found most inspiring is how he's managed to stay fresh and continually renew his career interest while so many of his colleagues grew tired, sometimes bitter, and left the classroom. Part of his inspiration, of course, has come from his total dedication to the kids. Another part comes from the fact that he consistently questions his teaching and rises to the challenge when he realizes that change is called for.

The Graduate Reading Educa-

tion Program offers teachers the opportunity to stay fresh and renew career interests. It is a safe haven where teachers can raise important questions about teaching and learning and pursue new challenges. In the program, students find professors and fellow teachers who are determined to rise above the negative political rhetoric and the assorted policies that appear to conspire against our profession.

It's all true! To start with, we offer consistency and stability. As No Child Left Behind and Reading First give way to Race to the Top and the new Common Core, our students will continue to be theoretically grounded, familiar with essential research, extremely well prepared to assess students and deliver effective literacy instruction in various settings, and ready to lead others in the profession. On top of this solid foundation, there are a wonderful collection of elective courses in our program and other depart-

ments that enable students to customize their programs and pursue valuable specializations. Finally, after our students meet all of their personal and professional challenges and graduate with the M.Ed. in Reading Education, they can always return to pursue a Certificate of Advanced Study in Reading Education in which they can design a program of study that will support ongoing professional renewal.

So, in this time of doubt, I encourage you to focus your energies on your Graduate Reading Education experience, keep a critical eye on the policies that are coming, and rise above!



*Steve Mogge*  
Steve Mogge

## Congratulations CAS Graduate

In our last Newsletter we congratulated **Miriam Trader** for graduating, however, we failed to clarify that she completed her Certificate of Advanced Studies. The CAS is a 30-unit post-master's program designed to develop advanced knowledge and skills to meet the challenges of leading, redesigning and restructuring literacy education. Congratulations again to Miriam and all of our Reading Education Graduates!

## REED 626, 726, & 729 Permit List



REED 726 and 729 should be the final two required courses students take in the Graduate Reading Education program. Students who need only those two courses before graduation will be given priority when registering for those classes. In order to make sure students have completed the prerequisite courses,

and to identify students who need only REED 726 and REED 729 prior to graduation, we will continue to utilize our permit lists. Also, students who are planning to take REED 626 are now required to inform the Graduate Reading Office of their intentions.

Therefore, we ask students to let the Graduate Assistants know

when you plan on taking REED 626, REED 726 and REED 729. The sooner you contact the Graduate Assistants the greater your chances in gaining permission to enroll in the course.

Contact Jimmy Lawson or Sheri Muncy-Freeman at 410-704-5775 in the Reading Program office, or via email at [REED@towson.edu](mailto:REED@towson.edu)

*“Once you learn  
to read, you be  
forever free”*

*Fredrick Douglass*

## Applying for Graduation

You **MUST** apply for graduation review, even if you do not intend to participate in the commencement ceremony. You can apply for graduation up to 5 months in advance through your Online Services account. To begin the process of

graduation review, you will need to complete an application by **June 15th** for summer 2011 (August Graduation). **Note:** If you were "denied" graduation in a previous term, **you must reapply** for the term in which you will complete your require-

ments. Also You must complete an application for **each degree/program** that you are completing (including certificates).

For specific questions contact the Graduate School at 410-704-2501 or via email at [grads@towson.edu](mailto:grads@towson.edu).

## Summer Job Opportunity: Activity Staff

The Wediko Summer Program is in need of staff who can teach/lead activities at their short term residential treatment program.

The Wediko Summer Program takes place on a 450 acre setting. As an activity staff you would be in charge

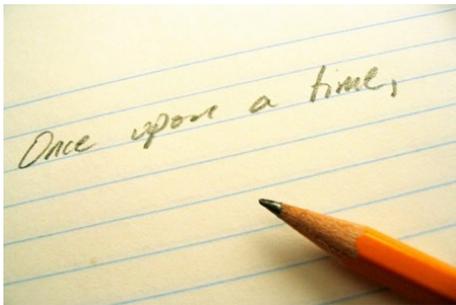
of developing lesson plans and leading respective activities. Activity staff play an integral part of the program by creating a fun, structured environment for children with emotional, behavioral, and social difficulties. Activities range from fishing,

mountain biking, archery and theater. Previous experience teaching such activities is not needed.

If you are interested contact David Kim at (617) 292-9200 or [dkim@wediko.org](mailto:dkim@wediko.org)



# Writer's Workshop Summer 2011 Online Class



The Maryland Writing Project at Towson University is offering a 3-credit graduate-level summer

course that will focus on the fundamentals of developing a writers' workshop. You will have the opportunity to explore the structure and benefits of implementing writers' workshop in K-12 classrooms and become familiar with the standards of your grade level's Core Curriculum Writing Standards.

Choose from one of the two summer sessions being offered:

Session 1- SCED 603.001  
5 weeks (May 31-July 1)

**-OR-**

Session 2- SCED 603.002  
5 weeks (July 5-August 5)

For more information visit  
[www.towson.edu/mwp](http://www.towson.edu/mwp)

*"Today a reader, tomorrow a leader"*

*Margaret Fuller*

## Portfolio Requirements

### **REED 601:**

- \*Literacy Autobiography
- \*Reading Program Evaluation

### **REED 609:**

- \*Informal Assessment Report
- \*Comparison of Test Results OR Emergent Literacy Assessment (2008)
- \*Survey of School Literacy Assessments (2006 or later)

### **REED 621:**

- \*Disabled Reader Paper or Metacognition Paper
- \*Conditions that Hinder Literacy Handouts and Reflection 2010)
- \*Focused Case Study Report

### **REED 626:**

- \*Final Case Report
- \*Memo to Parents
- \*Demonstration Lesson

### **REED 663:**

- \*Research-based Instructional Project
- \*Text Set

### **REED 665:**

- \*Curriculum Case Study
- \*Curriculum Unit Plan

### **REED 745 :**

**(required for students who entered the program Fall 2008 or later)**

- \*Professional Development Project

### **REED 726:**

- \*Reflection Journal
- \*Parent Workshops Materials

### **REED 729:**

- \*Final Case Report
- \*Seminar Research Paper & Presentation Handout

- \*Portfolio Reflective Essay

### **ELECTIVES:**

- \*Include one artifact from each of your three electives

**\*Students should keep an electronic backup of all coursework, and it is 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 during your REED 729 course. \***

*"A capacity and taste for reading gives access to whatever has already been discovered by others"*

*Abraham Lincoln*



*Do you know someone who already has a Master's Degree?*

## Certificate of Advanced Studies

A 30-unit post-master's program that helps you develop advanced knowledge and skills to meet the challenges of leading, redesigning and restructuring literacy education.

### Degree Requirements (15 units)

REED 751 – Language, Literacy, and Culture  
 REED 752 – Literacy Theory and Research  
 REED 660 – Integrating Technology in Literacy Instruction  
 REED 745 – Professional Development in Reading Education  
 EDUC 740 – Data-based Decision-Making for Curriculum and Instruction

### Electives (15 units)

There is considerable flexibility in elective course selection in order to meet the needs of indi-

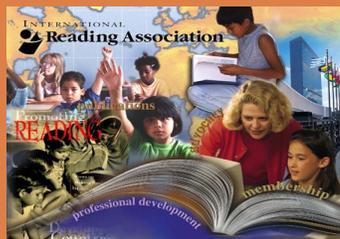
vidual candidates. Suggested courses include the following:  
 REED 628 - Guided Reading  
 REED 632 - Word Study for Improving Literacy  
 REED 650 - Second Language Literacy  
 REED 651 - Instruction & Assessment for Second Language Learners  
 REED 652 - Introduction to Linguistics for Teachers of Language & Literacy  
 REED 670 – Adolescent Literacy  
 REED 710 – Multicultural Literature for Children and Adolescents  
 REED 712 – Critical Conversations in Early Literacy  
 EDUC 615 – Applied Educational Statistics  
 EDUC 761 – Research in Education

ILPD 781 – Seminar in Supervision  
 ISTC 605 – Web-Based Instruction in Education  
 ISTC 663 – Applied Psychology of Learning  
 ISTC 667 – Instructional Development  
 ISTC 687 – Computer-Based Instruction  
 ISTC 700 – Assessment in Instructional Technology  
 ISTC 702 – Educational Leadership and Technology  
 3 courses in ELL Literacy

### Exit Requirements

Students collect key artifacts from each of their required courses. During their final course, students are required to submit their portfolio to the Director of the Program

**I** *Invest in  
your future*  
 as a STUDENT MEMBER  
 of the world's premier  
 literacy organization.



The International Reading Association can help you launch your career with a variety of resources and opportunities. As a member you'll enjoy access to:

- Research that can contribute to your daily practice & professional growth
- Professional resources, including journals, books & videos, at discounted prices
- An international community of active professionals working together to improve literacy teaching & learning

**JOIN NOW!**

[www.reading.org](http://www.reading.org) or 1-800-628-8508, ext. 269

## The Power of Literacy

IRA 56th Convention | Orlando  
 May 8-11 | 2011

### 2011 ANNUAL CONVENTION

Join us at the International Reading Association Annual Convention -- *the largest gathering of literacy professionals. The convention will take place at the Orange County Convention Center in Orlando, Florida, May 8- 11, 2011.*

# Reading Clinic

The Towson University Reading Clinic had a record breaking fall semester when, for the first time ever, we held the Clinic on three evenings each week. Teachers in the Clinic Internship courses provided one-on-one diagnostic reading assessment and instruction to nearly seventy K-8 students enrolled in the Clinic. Each Tuesday, Wednesday, and Thursday evening throughout the semester, Hawkins Hall was teeming with children, parents, and teachers having fun with reading.

Each evening the advanced clinic teachers also offer workshops to help the parents learn strategies and activities so they can continue to support their child's literacy growth at home. Following a brief presentation of current research on reading topics which they help select, the parents participate in hands-on activities re-

lated to each topic. Once each semester the parents have the opportunity to spend an hour in the behind-the-glass observation room watching their children work with the teachers. This fall, just in time for holiday shopping, we added a new feature to the workshop schedule - a game night where the parents played commercially produced reading related games. At the end of the semester, the families joined the clinic teachers for a family night reading celebration to recognize the achievements of the students, parents, and teachers.

The clinic continued its outreach to the Cherry Hill Community of Baltimore City by supporting twelve children and their parents from Arundel E/M School who participated in the clinic in the fall. For the spring

semester, nine children and their parents are participating in the clinic. The Arundel families travel together to the clinic each week on a Towson University Shuttle accompanied by a teacher liaison from the school. Looking to the future, the Reading Clinic will return to the Cherry Hill community for the sixth consecutive summer. The two Clinic Internship summer classes will be held again on site at Arundel E/M School.

*Dr. Elizabeth Dicembre*  
**Reading Clinic Director**



Children from Arundel Elementary School come to campus for Reading Clinic Summer 2010

## Half-Price Books for Full-Time Students!

Guilford Press is offering a 50% student discount on books from March 1 to June 30, 2011. This is the ideal time to build your permanent personal library of Guilford's essential titles in your field. Visit [www.guilford.com/students](http://www.guilford.com/students) for details. Be sure to use promotional code STUW to receive the automatic discount.

## Volunteer Needed

Partnership for Learning works with first-time youth offenders (ages 10-17) in an effort to assist them in getting back on track with school and social skills. Many of the students who come to Partnership for Learning read 1-2 levels below their actual grade level.

Partnership for Learning is need of a volunteer (with potential to turn in to part-time employment) to come in and work with these young men and women to get them back on track academically.

If you are interested please contact: Executive Director, Rochelle M. Walker at (443)263-8100 x2760

# Graduate Reading Education Programs

## Fall 2011 Class Schedule

Course #	Course Name	Instructor	Day/Room	Time
REED 365	Content Area Reading (for Kinesiology)	McGowan & Gibson	W	4:20-6:50
REED 601	Reading Theory & Practice	Altwerger	M	7:00-9:30
REED 601	Reading Theory & Practice	Mogge	T	Balt Co. 'D'
REED 601	Reading Theory & Practice	Palladino	Th	Howard Co. 'C'
REED 609	Reading Assessment	Altwerger	T	4:20
REED 609	Reading Assessment	Staff	W or Th	4:20
REED 621 seat limit 10	Reading Disabilities	Staff	T	4:20
REED 621 seat limit 10	Reading Disabilities	Palladino	W	4:20
REED 626 *	Internship	Martinez	T	5:30-8:00
REED 626 *	Internship	Pitcher	Th	5:30-8:00
REED 663 seat limit 15	Strategic Use of Materials	Pitcher	Online	
REED 663	Strategic Use of Materials	Dicembre	W	Balt Co. 'B-1' 4:30-7:30
REED 663	Strategic Use of Materials	Staff	W	Balt Co. 'B-2' 4:30-7:30
REED 650	Second Language Literacy	Martinez	W	Balt Co. 'A' 4:30-7:30
REED 665	Reading & Writing in the Content Areas	Mogge	M + online	7:00-9:20
REED 665	Reading & Writing in the Content Areas	Martinez	Th + online	Balt Co. 'B-3' 4:30-7:30
REED 726*	Advanced Internship	Dicembre	T	5:30-8:00
REED 726*	Advanced Internship	Dicembre	Th	5:30-8:00
REED 729*	Seminar in Reading	Laster	M	5:30-8:00
REED 729*	Seminar in Reading	Mogge	M	5:30-8:00
REED 729*	Seminar in Reading	Altwerger	W	Howard Co. 'A-1'
REED 745	Professional Development in Rdg	Pitcher	W	4:20-6:50
REED 745	Professional Development in Rdg	Palladino	T	Howard Co. 'A-2'
REED 751	Language, Literacy & Culture	Laster	Th	4:20-6:50

\* indicates that special permission is required to enroll in the course

# Books For Kids Day!



Every year Baltimore Reads collects thousands of new and gently used books to benefit the Baltimore Reads Book Bank. They need your help to make the day successful!

**Baltimore Reads Books For Kids Day**  
 Saturday, May 7th,  
 Poly/Western High School  
 9am-2pm

## How you can help: Donate a book!

Throughout the month of April, the Department of Educational Technology & Literacy (EDTL) will be collecting books to help Baltimore Reads collect its goal of 75,000 books donated. **Recognition will be given to the EDTL class that donates the most books.**

At the end of the month, all books will be donated to **Books For Kids Day 2011** to benefit the Baltimore Reads Book Bank which provides free books to schools, children and families who otherwise could not afford them.

For more information go to [www.BooksForKidsDay.org](http://www.BooksForKidsDay.org)

*“Life-transforming ideas have always come to me through books.”*  
*bell hooks*

## Maryland Writing Project Invitational Summer Institute 2011



Every year MWP brings together the area’s best educators to reflect on their educational practices. Participants gain practical ideas to use in their classrooms and join a network of colleagues who support each other over time. The Invitational Summer Institute provides an opportunity for participants to demonstrate their best practices and explore their own educational philosophies through reading, writing and discussions with colleagues.

**Pre-summer sessions:** Tues, Apr 12 from 4:00-6:30pm; Sat, Apr 30 from 8:30am-3:00pm; Tues, May 17 from 4:00-6:30pm; or Sat, Jun 11 from 8:30am-3:00pm. **Institute continues** for three weeks from Jun 27-Jul 15 (M-F, 8:30am – 3:30pm).

**Apply Online:** [www.towson.edu/mwp](http://www.towson.edu/mwp)

For more information: email: [bbass@towson.edu](mailto:bbass@towson.edu) or phone: 410-704-3593

*“Reading is to the mind what exercise is to the body”*

*Sir Richard Steele*

## READING EDUCATION FACULTY CONTACT INFORMATION

Dr. Bess Altwerger	HH404C	baltwerger@towson.edu	410-704-3188
Dr. Sharon Brown	SMHEC	sbrown@towson.edu	301-737-2500
Dr. Liz Dicembre	HH102B	edicembre@towson.edu	410-704-4492
Dr. Barbara Laster	HH107H	blaster@towson.edu	410-704-2556
Dr. Gilda Martinez	HH107N	gmartinez@towson.edu	410-404-2480
Dr. Pat McCarthy	HH102M	pmccarthy@towson.edu	410-704-2009
Dr. Stephen Mogge	HH102P	smogge@towson.edu	410-704-5771
Dr. Jessica Palladino	HH102E	jpalladino@towson.edu	410-704-2579
Dr. Sharon Pitcher	HH120B	spitcher@towson.edu	410-704-2895
Prof. Alyssa Zumpano	SMHEC	azumpano@towson.edu	301-737-2500

### Reading Education Programs Graduate Assistants

James Lawson	HH 107H	REED@towson.edu	410-704-5775
Sheri Muncy-Freeman	HH 107H	REED@towson.edu	410-704-5775

*Feel free to reach us by phone or email!*



Please join people from all across America as they gather to participate in the Save Our Schools March on **Saturday, July 30** in Washington, D.C.

The Save Our Schools March is being held in response to recent destructive “reform” efforts which have undermined our public educational system, demoralized teachers, and reduced the education of too many of our children to nothing more than test preparation.

We are demanding:

- Equitable funding for all public school communities
- End to high stakes testing for student, teacher, and school evaluation
- Curriculum developed for and by local school communities
- Teacher and community leadership in forming public education policies

### July 30 Rally & March

The rally will officially begin at **noon** at the **Ellipse**, but arrive early to enjoy performances, art, and more! At two p.m., we will march to the Department of Education, where the demands will be read, we’ll chant, and engage in a call for actions to reclaim schools as places of learning, joy, and democracy.

We’ll return to the Ellipse for a closing ceremony and call for continued action until these demands are met.

For more information visit <http://www.saveourschoolsmarch.org/>