Balancing Differentiation and the CCSS

Too often under the various state-developed standards and assessments, accommodations for students with disabilities—a heterogeneous group with varied characteristics and needs—have not been adequately addressed or have been ignored. The Common Core State Standards (CCSS) initiative provides an historic opportunity to improve access to rigorous academic content standards for students with disabilities. However, implementation of CCSS must begin with the characteristics of these students clearly in mind. Because no single method or approach provides all students with access to the Common Core, the two most important areas that need to be addressed in implementation are instruction and assessment.

1. Recognize that students with disabilities are a heterogeneous group and require individualized educational planning. The best way to meet the needs of this group of students, as well as other students, is for teachers to understand and apply the principles of Universal Design for Learning (UDL). UDL emphasizes that an effective goal must be flexible enough to allow learners multiple ways to successfully meet it.

2. Distinguish between accommodations and modifications. An accommodation can be a device, practice, intervention, or procedure provided to a student with a disability that affords equal access to instruction or assessment. Its purpose is to reduce or eliminate the impact of the student’s disability so that he or she can achieve the standard. In contrast, a modification may also be a device, practice, intervention, or procedure. However, in this case a teacher alters the core content standard or the performance expectation.

3. Support an environment of collaboration. A key factor in creating better instruction is providing opportunities for general educators, special educators, reading specialists, school psychologists, speech-language pathologists and ELL teachers to share knowledge about evidence-based practices or interventions, and how to apply these to instruction in the CCSS.

4. Augment end-of-year state assessments with a school wide assessment program that can measure progress and growth. In addition to the state assessments, schools must put together an assessment system that can monitor student progress.

5. Understand and support the alignment of IEPs with the CCSS. Within the rigor promoted by CCSS, pursue differentiation to create the best learning environment for each child.

6. Hire and support the best educators. Appreciate the role of ongoing professional development in helping teachers fully understand the CCSS and the implications for their day-to-day practice.

This is an adapted version of Margaret J. McLaughlin’s article “Access for All: Six principles for principals to consider in implementing CCSS for students with disabilities.” The full article was featured in the September/October 2012 issue of “Principal.”

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 or 1-800-628-8508
Congratulations REED Graduates

Spring 2012

Jodi Aikens
Amy Armellino
Trishie Belloma
Tameka Brookins
Stephanie Coleman
Bethany Curry
Stacey Darchicourt
Keri Esposito
Laura Fine
Jaime Gittleson
Nicole Himes
Tamara Ivy
Dianna Lee
Heather McNulty
Jessica Mitchell
Monica Obstgarten
Melissa Palczewski
Melissa Rhoton
Maria Riccio
Lisa Rounds
Jill Ruppe
Michelle Slopek
Amy Snyder
Julie Stitt
Mary Tatum
Dorothy Tingen
Andrea Waters
Amy West
Diedre Wofford-Hill
Haley Yorks
Jenna Zwiebel

Summer 2012

Erin Boyd
Julie Burns
Missy Coons
Jessica Deatley
Patricia Dickens
Sarah Fleck
Kimberly Hamer
Tunisia Johnson
Sara Keener
Jennifer Kelley
Christine Manfredonia
Shelby Morris
Margaret Mullen
Heather Page
Lindsay Randall
Danielle Simonds

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 five months in advance through your Online Services account. To begin the process of graduation review, you will need to complete an application by

January 20 for Spring 2013 (May Graduation) and by July 4 for Summer 2013 (August Graduation).

Note: If you were “denied” graduation in a previous term, you must reapply for the term in which you will complete your requirements. 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.

Minimester Registration Begins October 8
Spring Registration Begins November 6

Register for classes using Towson Online Services. To register, you must be enrolled at Towson and have a TU ID. Contact the Office of the Registrar/Registration with questions concerning registration. The office is located in the Enrollment Services Center, Room 223. The hours of operation are Monday - Friday, 8:00 a.m. - 5:00 p.m. You may also call 410-704-2701 or e-mail registration@towson.edu with questions.

“To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.”

~ A.C. Grayling
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Day/Room</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Mogge</td>
<td>M</td>
<td>7:00-9:30</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice Early Spring</td>
<td>Huggins</td>
<td>W: January 9-</td>
<td>4:30-7:00</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Altwerger</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Beatty</td>
<td>T</td>
<td>4:30-7:00</td>
</tr>
<tr>
<td>REED 617</td>
<td>Reading Disabilities Early Spring</td>
<td>Laster</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 617</td>
<td>Reading Disabilities Early Spring</td>
<td>Beatty</td>
<td>W: January 9-</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 617</td>
<td>Reading Disabilities Early Spring</td>
<td>Moreland</td>
<td>TBA</td>
<td>SMHEC</td>
</tr>
<tr>
<td>REED 626*</td>
<td>Internship</td>
<td>Martinez-Alba</td>
<td>M</td>
<td>Armistead Gardens</td>
</tr>
<tr>
<td>REED 628</td>
<td>Guided Reading</td>
<td>SMHEC Staff</td>
<td>T</td>
<td>7:00-9:40</td>
</tr>
<tr>
<td>REED 651</td>
<td>Instruction &amp; Assessment for Second Language Learners</td>
<td>Martinez-Alba</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>REED 652</td>
<td>Introduction to Linguistics for Teachers of Language and Literacy</td>
<td>Altwerger</td>
<td>Th: April 4 - May 16 + Online</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 660</td>
<td>Integrating Literacy &amp; Technology</td>
<td>Beatty</td>
<td>W: April 10 - June 12 + Online</td>
<td>Howard Co “3”</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Dicembre</td>
<td>W</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Pitcher</td>
<td>Online: April 10 - June 12</td>
<td>Harford Co “1”</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Mogge</td>
<td>W + Online</td>
<td>4:30-7:00</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas Early Spring</td>
<td>Martinez-Alba</td>
<td>W: January 16 - March 17</td>
<td>Howard Co “3”</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Mogge</td>
<td>T</td>
<td>Baltimore Co “4”</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Huggins</td>
<td>W: April 10 - June 12 + Online</td>
<td>Harford Co “2”</td>
</tr>
<tr>
<td>REED 670</td>
<td>Writing Instruction</td>
<td>Adkins</td>
<td>Th: April 11 - June 13 + Online</td>
<td>Baltimore Co “3”</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Dicembre</td>
<td>Th</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Altwerger</td>
<td>W</td>
<td>Howard Co “2”</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Laster</td>
<td>M</td>
<td>4:20-6:50</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Laster/Altwerger</td>
<td>M</td>
<td>7:00-9:20</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Pitcher</td>
<td>W</td>
<td>4:20-6:50 - Probably meets at 5:30</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Pitcher</td>
<td>W</td>
<td>7:00-9:30 - Probably meets at 5:30</td>
</tr>
<tr>
<td>REED 751</td>
<td>Language, Literacy, and Culture</td>
<td>Altwerger</td>
<td>Th: January 17 - March 28 + online</td>
<td>Baltimore Co “3”</td>
</tr>
<tr>
<td>EDUC 613</td>
<td>Moral Questions in the Classroom</td>
<td>Shargel</td>
<td>T</td>
<td>4:20-6:50</td>
</tr>
</tbody>
</table>

* indicates that special permission is required to enroll in the course
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 individual 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 710 – Multicultural Literature for Children and Adolescents
- REED 712 – Critical Conversations in Early Literacy
- 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

The CAS program has only a few requirements and many choices.

Contact Dr. Laster or Dr. Mogge to discuss available options.

Meet the new Reading Program Graduate Assistant

Shannon Dillon is originally from Pennsylvania, but has lived in the Baltimore area for the past eight years. Shannon graduated from Loyola University, Maryland, with a BA in Psychology. This fall, Shannon began graduate work in Towson’s School Psychology program. In her spare time, she enjoys spending time with her family, reading, and traveling to new places. Shannon is excited to begin working in the Reading program, and looks forward to getting to know everyone.

“We read to know we are not alone.”
~ C.S. Lewis
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

**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

**REED 629:**
*Seminar Research Paper & Presentation

**REED 633:**
*Research-based Instructional Project
*Text Set

**REED 645:**
*Curriculum Case Study
*Curriculum Unit Plan

**REED 726:**
*Reflection Journal
*Parent Workshops Materials
*Final Case Report

**REED 729:**
*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. Both copies must include assignments and rubrics.*

“Reading a book is like re-writing it for yourself. You bring to a novel, anything you read, all your experience of the world. You bring your history and you read it in your own terms.”

~ Angela Carter

---

**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 the Graduate Reading Education Program GA’s at 410-704-5775 in the Reading Program office, or via email at REED@towson.edu.
Reading Education Programs Graduate Assistants

- Shannon Dillon
  - HH 107H
  - REED@towson.edu
  - 410-704-5775
- Laura Salvatore
  - HH 107H
  - REED@towson.edu
  - 410-704-5775

Feel free to reach us by phone or email!

COLLEGE OF EDUCATION SCHOLARSHIPS

The following scholarships are available to students in the Graduate Reading Programs:

- James Lindner Scholarship
- Mary Daniels Taylor Memorial Scholarship
- Quinton D. Thompson Scholarship
- The Graduate Reading Program Scholarship

In the beginning of November, you will be able to apply for these scholarships by visiting the College of Education’s website: [http://www.towson.edu/coe/](http://www.towson.edu/coe/)

You can find out more information on scholarships through Towson University’s Office of Financial Aid, the Dean’s office in Hawkins Hall 304, or the Graduate Reading Programs bulletin board.

SoMIRAC Conference

The State of Maryland International Reading Association Council will be hosting its annual conference on April 10-12, 2013 at the Hunt Valley Inn Baltimore. If you are interested in sharing what you are doing with others from around the state, please fill out a conference proposal form by October 23, 2012. More information can be found at [www.somirac.org](http://www.somirac.org).