Forty years ago, I took my first course in the Graduate Reading Program at TU. As I look back over the years, what I learned from this graduate program led me down many turns in my career path. What I realized most, though, is that we are so fortunate as reading professionals to have our work make a difference in people’s lives.

Many times, as school reading specialists, we are the unsung heroes behind the scenes making sure children receive the instruction they need. We do not always know how our work affects people’s lives, but I have been fortunate lately to hear from some of those people. I was in the grocery store, and the young women in front of me turned, asked me if I was Mrs. Pitcher, and introduced herself. As a child, I worked with her for many years. She thanked me for making a difference in her life. Another of my past students now serves on the school board of the school I first taught in as I do. He often refers to what he learned from me, and I am amazed.

One of the other turns on my career path was working in adult literacy. In that work you often do see the results of your work. One special memory includes the 65 year-old man, who as a result of my diagnosis, was able to learn to read and chose a birthday card for his wife for the first time. Also, there were the mothers on Welfare that came to find me when they got their first jobs or read a book to their children.

The final turn on my career path, though, for me has been very special. In 1999 I returned to Towson University to teach in this graduate program. In addition to teaching many inspiring graduate students, I directed the Towson University Reading Clinic for five years. I still remember the first day that Reading Clinic was going to start with me as the director. I was following in the footsteps of Joe Gutkoska, who designed the Reading Program and Reading Clinic and was my professor. It was a powerful moment for me.

From Dr. G., I learned to diagnose students’ strengths as well as their reading problems. I, also, learned to always be open to the possibilities of learning more. He taught me the foundation understandings of what reading and literacy are, and what children needed to reach their potential. When I look back on all of the twists and turns teaching reading has taken over my thirty years of teaching, I realize the fundamentals did not change. Instead, we are constantly learning how to teach those fundamentals better.

(Continued on next page….)
During my 14 years of teaching at Towson, it has been an honor to lead hundreds of graduate students to these same understandings. Fundamentally, I tried to teach how important our profession is because our instructional decisions do make a difference in peoples’ lives. As reading professionals, we must know the research that suggests the best methods for each student. How we write and how we talk about instruction needs to be scholarly if educators are going to listen to our recommendations. Most of all, though, there is no one best way to teach reading and one size does not fit all students. I also tried to model all of this in my own teaching.

As many of you may know, I will be retiring from the university in June, but definitely not from being a reading professional. This to me is an exciting time in education. Finally, we are moving away from “one size fits all” scripted reading programs to actually teaching children again. The most important educational trends from the Common Core State Standards (CCSS) are the shifts the standards demand. The ideology that led to the creation of the standards was that every student in our country has a right to learn those skills and strategies that are necessary for them to do well in college and the workplace. So the trends that CCSS demand include using gradual release of responsibility to meet the needs of every student, understanding the different multisensory ways to teach so every child’s learning needs are met, and higher levels of literacy are necessary for every child to then prosper as an adult in our society. All of which, we teach throughout the Graduate Reading Program.

So as I change from a reading professor to a reading advocate, I charge all of you to continue fighting for what we teach in this program. Do not confuse poor professional development for a just literacy education for all children. Remember to teach children and not a reading series. Strive to find the best method to open up the world of literacy for every student you teach, whether a kindergartener or an adult. It is important for me to know that the work I have been dedicated to for the last thirty years continues in the work that each of you do everyday in schools throughout this state.

*Follow Dr. Pitcher on Twitter @DrPReading

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**UPCOMING EVENTS**

- **To Teach: A Talk and Discussion with William Ayers**
  Date: April 8, 5:00-7:00
  Location: Towson University Minnegan Room
- **Education Policy and Research with Diane Ravitch**
  Date: April 22
  Location: Towson University

*More information and events at signatureforums.org*
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 670 – Adolescent 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 Lead-

The CAS program has only a few requirements and many choices.
Contact Dr. Laster or Dr. Mogge to discuss available options.

Join the Graduate Reading Education Programs Facebook group!

- Connect with current students and graduates from our programs
- Stay up-to-date on information from our programs, including events, conferences, and job opportunities!

http://www.facebook.com/groups/towsonreed/

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” –Dr. Seuss
**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 663:**
*Family Literacy Project (or from REED 726)

**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
*Final Case Report

**REED 729:**
*Seminar Research Paper & Presentation

**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.*

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“Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers.”
~ Charles William Eliot

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**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 they 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.
Congratulations Fall 2013 Graduates!

REED Graduates

Abigail Barnoy
Shawn Bryden
Jennifer DeRoso
Kevin Dunn
Jennifer Dyson
Alison Howard

Colleen Jacobs
Victoria Jones
Christina Lathroum
Holly Niemiec
Andrea Palmisano
Jessica Porroovicchio

Tiffany Powell
Kathlene Ripnick
Jaclyn Silverthorne
Heather Wirtanen

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 July 4 for Summer 2014 (August Graduation) and August 20 for Fall 2014 (January 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.

Summer Registration Begins March 6
Fall Registration Begins April 2

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 learn to read is to light a fire; every syllable that is spelled out is a spark.”
~ Victor Hugo
## Graduate Reading Education Programs
### Summer 2014 Class Schedule

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>REED 626*</td>
<td>Internship</td>
<td>Butler</td>
<td></td>
<td>SMHEC</td>
</tr>
<tr>
<td>REED 632</td>
<td>Word Study</td>
<td>Martinez-Alba</td>
<td>7/1-8/1</td>
<td>100% Online</td>
</tr>
<tr>
<td>REED 650</td>
<td>Second Language Literacy</td>
<td>Mogge</td>
<td>5/27-7/14</td>
<td>Harford Co. “1”</td>
</tr>
<tr>
<td>REED 651</td>
<td>Instruction and Assessment of Second Language Learners</td>
<td>Martinez-Alba</td>
<td>T, Th 5/27-6/30</td>
<td>Howard Co. “3” 4:30-8:30 plus online</td>
</tr>
<tr>
<td>REED 652</td>
<td>Linguistics for Educators</td>
<td>Rice-Doran</td>
<td>T, Th 5/27-7/26</td>
<td>5:30-8:00 plus online</td>
</tr>
<tr>
<td>REED 660 (Lab)</td>
<td>Integrating Literacy &amp; Technology</td>
<td>Corner</td>
<td>T, Th 7/8-31</td>
<td>4:20-6:50 plus online</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Clay</td>
<td>T, Th 5/27-6/26</td>
<td>Howard Co. “4” 4:30-7:00</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Huggins</td>
<td>5/27-6/17</td>
<td>4:20-6:50 100% Online</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas, K-12</td>
<td>Staff</td>
<td>M, W 6/25-8/1</td>
<td>2:00-5:30 plus online</td>
</tr>
<tr>
<td>REED 710/EDUC 717</td>
<td>Multicultural Literature</td>
<td>Martens</td>
<td>6/23-27 (M-F)</td>
<td>9:00-12:15</td>
</tr>
<tr>
<td>REED 710</td>
<td>Multicultural Literature</td>
<td>Martens</td>
<td>6/30-7/3 (M-W)</td>
<td></td>
</tr>
<tr>
<td>REED 710</td>
<td>Multicultural Literature</td>
<td>Martens</td>
<td>7/7-10 (M-Th)</td>
<td></td>
</tr>
<tr>
<td>REED 714</td>
<td>Adolescent Literacy</td>
<td>Huggins</td>
<td></td>
<td>SMHEC 100% Online</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Moreland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>McQuitty</td>
<td>M-F 7/1-24; no class 7/3 &amp; 7/4 (on campus 7/1-2; off campus on other days)</td>
<td>9:00-12:00</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Brown</td>
<td></td>
<td>SMHEC</td>
</tr>
</tbody>
</table>

* indicates that special permission is required to enroll in the course.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Day/Room</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>REED 365</td>
<td>Content Area Reading (for Kinesiology)</td>
<td>Butler</td>
<td>M</td>
<td>Campus 5:00-7:50</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Staff</td>
<td>T</td>
<td>Campus (Hybrid) 4:20-6:50</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Staff</td>
<td>W</td>
<td>Howard Co. 5 (Hybrid) 4:30-6:00</td>
</tr>
<tr>
<td>REED 601</td>
<td>Reading Theory &amp; Practice</td>
<td>Staff</td>
<td>Th</td>
<td>Harford Co. 3 4:30-7:00</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Butler</td>
<td>W</td>
<td>Campus 4:20-6:50</td>
</tr>
<tr>
<td>REED 609</td>
<td>Reading Assessment</td>
<td>Butler</td>
<td>T/Th</td>
<td>SMHEC 5:30-8:00</td>
</tr>
<tr>
<td>REED 621</td>
<td>Reading Disabilities</td>
<td>Lockwood/Ourand (Staff)</td>
<td>T</td>
<td>Howard Co. 4</td>
</tr>
<tr>
<td>REED 626*</td>
<td>Internship</td>
<td>Huggins</td>
<td>T</td>
<td>Baltimore Co. 3 5:30-8:00</td>
</tr>
<tr>
<td>REED 626*</td>
<td>Internship</td>
<td>Huggins</td>
<td>Th</td>
<td>Campus 5:30-8:00</td>
</tr>
<tr>
<td>REED 628</td>
<td>Guided Reading</td>
<td>Moreland</td>
<td></td>
<td>SMHEC</td>
</tr>
<tr>
<td>REED 650</td>
<td>Social, Cultural, Curricular Contexts Second Language</td>
<td>Mogge</td>
<td>Th</td>
<td>Harford Co. 2 (Hybrid) 4:30-7:00</td>
</tr>
<tr>
<td>REED 663</td>
<td>Strategic Use of Materials</td>
<td>Staff</td>
<td>Th</td>
<td>Campus 7:00</td>
</tr>
<tr>
<td>REED 665</td>
<td>Reading &amp; Writing in the Content Areas</td>
<td>Gibson (Staff)</td>
<td>Th</td>
<td>Campus 4:20-6:50</td>
</tr>
<tr>
<td>Elective</td>
<td>TBD</td>
<td>Staff</td>
<td>W</td>
<td>Campus 7:00-9:40</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Laster</td>
<td>T</td>
<td>Howard Co. 3 (Campus) 5:30-8:00</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Staff</td>
<td>W</td>
<td>Campus 4:20-6:50</td>
</tr>
<tr>
<td>REED 726*</td>
<td>Advanced Internship</td>
<td>Laster</td>
<td>Th</td>
<td>Harford Co. 1 (Campus) 5:30-8:00</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Laster</td>
<td>M</td>
<td>Campus 5:30-8:00</td>
</tr>
<tr>
<td>REED 729*</td>
<td>Seminar in Reading</td>
<td>Altwerger &amp; Mogge</td>
<td>M</td>
<td>Baltimore Co. 1</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Staff</td>
<td>T</td>
<td>Baltimore Co. 2 4:30-7:00</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Staff</td>
<td>Th</td>
<td>Campus 4:20-6:50</td>
</tr>
<tr>
<td>REED 745</td>
<td>Professional Development in Reading</td>
<td>Moreland</td>
<td></td>
<td>SMHEC</td>
</tr>
</tbody>
</table>

*Requires a SPECIAL PERMIT
Planning on Attending or Presenting at a Conference?  
The Graduate Student Association can Help!

Since 1997, the Graduate Student Association has allotted a portion of the GSA budget to help fund students’ research and professional development, including: presentation of a paper or project at a conference, attendance at a conference or purchase of supplies for research project.

Registered graduate students in good academic standing are eligible to apply for and receive an award. A student can only receive one travel grant and one research grant per semester. GSA Award packets are accepted continuously, so please allow up to 10 business days for each packet to be reviewed.

Applications for GSA grants must include:

- GSA Application
- Travel Authorization Request
  Note: Travel Authorization Request is not required for non-travel.

For more information and applicable forms please go to:
http://grad.towson.edu/gsc/gsa/awards.asp

This form must be submitted 20 BUSINESS DAYS prior to your FIRST DAY of traveling. This additional time should be accounted for when submitting your packet.

- W-9 Form
- Estimated itemized budget
- Abstract of research/presentation (if applicable)
- Brief personal statement detailing how the GSA award will contribute to your studies
- Letter of recommendation from faculty advisor
- Agenda/brochure/schedule from conference, if applicable (these can usually be found on the homepage for your conference).

ENGLISH HSA TUTOR NEEDED

City Neighbors High School in Baltimore’s Hamilton neighborhood is seeking a tutor for students who are retaking the English HSA, beginning Saturday, March 8th at 10am.

The hourly rate is $30/hr.

The person who applies for this position would need to become familiar with the specifics of and strategies for passing the English HSA.

Interested? Contact Ms. Kristine Sieloff ksiegeloff@cityneighborshighschool.org

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

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- Professional resources, including journals, books & videos, at discounted prices
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JOIN NOW!

www.reading.org or 1-800-628-8508
www.reading.org or 1-800-628-8508, ext.
Gubernatorial Candidates and Links to their Websites

With the Maryland gubernatorial election in 2014 it is important to be informed about each candidate’s stance on education.

**REPUBLICANS**

- **Larry Hogan**
  Website: [http://www.hoganforgovernor.com/](http://www.hoganforgovernor.com/)

- **David Craig**

- **Ron George**

- **Charles Lollar**
  Website: [http://www.lollar4governor.com/education](http://www.lollar4governor.com/education)

**DEMOCRATS**

- **Anthony Brown**
  Website: [http://anthonybrown.com/vision/education/](http://anthonybrown.com/vision/education/)

- **Doug Gansler**
  Website: [http://douggansler.com/post_issues/education/](http://douggansler.com/post_issues/education/)

- **Heather Mizeur**
  Website: [http://www.heathermizeur.com/education](http://www.heathermizeur.com/education)
Reading Education Programs Graduate Assistants
Shannon Dillon  HH 107H  REED@towson.edu  410-704-5775
Gaby Gutierrez  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 (January 3)
- Mary Daniels Taylor Memorial Scholarship (January 3)
- Quinton D.Thompson Scholarship (Fall)
- The Graduate Reading Program Scholarship

*Deadlines in Parentheses

You can apply for these scholarships by visiting the “Scholarship Seeker” on the Towson website: http://inside.towson.edu/scholarshipSeeker/TU-Scholarships.html

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.