



Western New Mexico University  
School of Education

# Master of Arts in Teaching Reading Education

**2007-2008**

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## **OVERVIEW**

### **A. Introduction**

From its conception, it was accepted that a graduate program would have to reflect the current Western New Mexico University mission and Teacher Education Program goals. The graduate program in reading promotes both intellectual growth and lifelong learning, and preparation within the specialized work field. The entire Master of Arts in Teaching is a balanced program that provides for a required comprehensive core of courses in education with the flexibility to include an area of specialization: elementary, secondary, special education or reading education.

### **B. History of Program**

The design of the program was a natural outgrowth of the initial Master of Arts in Teaching. The original degree design provided the foundation for the specialization endorsements. The strength of the existing teacher education faculty in reading was a known advantage in undergraduate preparation and would guide and support the development of a graduate curriculum. State standards for the endorsement in reading as well as initial teacher licensure requirements were carefully examined. These standards were correlated with competencies recommended by the International Reading Association and the National Council of Teachers of English. The program's strong undergraduate reading emphasis allowed the completion of graduate requirements with a minimal number of degree program changes and has answered mandates for the No Child Left Behind legislation.

The MAT reading program was revised during the academic year of 2002-2003 to incorporate new state-mandated competencies. A broad, in depth study involving all reading faculty produced the aligned curriculum with articulated state competencies.

Class rotation follows the pattern set by the catalogue and an audit of student files is conducted to determine student needs. Classes are then scheduled and held based on need. On-line courses are offered so that students who teach during the day or live in remote areas may still have the opportunity to enroll in the class.

Enrollment history shows that as few as one student and as many as three students have completed the MAT program in the years from 2000-2007. To increase this number of students, classes were offered more regularly and were combined with undergraduates so that a dependable rotation of classes is established.

### **C. Recommendations from Previous Reviews**

A greater effort in the recruitment of MAT reading students is occurring as part of the SOE Recruitment and Retention Plan adopted by SOE faculty Spring 2007. A brochure outlining the course offerings and benefits has been distributed to area schools for teachers who are returning to school for professional development or advancement from tier two to three; which requires a Masters degree. Program advertisements have run in the New Mexico International Reading

Association Magazine featuring the on-line classes that are available. These advertisements promoted the classes which answered the No Child Left Behind mandates for teaching reading in the content areas of science, social studies and math. Radio advertisements also encouraged teachers to become reading specialists to answer the need for Title I teachers and the need for reading coaches who would guide other teachers in teaching vocabulary development and reading comprehension.

#### **D. Procedures and Participants in the Review**

Data were collected and updated during the academic year 2007-2008. The initial draft was shared with the administration and other faculty who teach reading courses. A consensus was reached by these participants on the content of the review.

#### **CRITERION A: PROGRAM CENTRALITY**

##### **A. Educational Goals and Objectives of the Program**

The Goals of the MAT in Reading Education program have remained consistent with these mission statements of the WNMU School of Education.

*1. Educators recognize, accept, value, and promote diverse ideas, languages, and cultures.* The graduate program offers affordable classes to minority students in multiple formats. These classes address bilingual reading instruction and a celebration of multicultural literature.

*2. Educators stress quality programs aligned with professional and state standards that produce exemplary results.* State standards for the endorsement in reading and as well as initial teacher licensure requirements were carefully examined. These standards were correlated with competencies recommended by the International Reading Association and the National Council of Teachers of English

*3. Educators integrate theoretical knowledge into the world of practice through field-based experiences and reflection.* Theory is discussed in classes such as RDG 514 Theoretical Models of Reading and integrated in courses such as RDG 581 Practicum in Reading.

*4. Educators possess the skills and knowledge to effectively collaborate with parents, professionals—both within and across schools and agencies—and other community stakeholders.* Graduate students have opportunity to collaborate with parents while planning Literacy Night events in RDG 510 and by attending regional International Reading Association meetings.

*5. Educators advocate for equitable access and model thoughtful, effective, integrated use of technology resources.* Graduate students are encouraged to participate in on-line courses that increase their knowledge of technology. They are also asked to evaluate instructional resources and websites.

## **B. Relationship of the Program to the Institutional Mission**

The curriculum of the MAT graduate program follows the tenets that maximize opportunities for student thinking and achievement and that facilitate active, participatory decision-making. The university encourages the exchange of ideas, fosters the cultural, emotional, intellectual, physical and social growth of students. It nurtures a lasting appreciation of learning, encourages increased relationship with people of diverse backgrounds, and offers opportunity for community services. The School of Education and the MAT reading program also promotes these ideals. This match of institutional mission goals and program goals is vital to the success of the program.

### **CRITERION B. PROGRAM CURRICULUM AND STRUCTURE**

#### **A. Admission, Retention, Graduation Requirements**

Admission to the graduate program is dependent on the quality of work completed during the last 64 hours of undergraduate study. If the gpa is 3.0, the student is admitted without a Graduate Record Exam score. If the gpa ranges from 2.75 to 2.99, the student is admitted conditionally. Upon completion of nine hours with a grade of B or better in each course and a GRE score of 720, the student is admitted to the program.

Advising sessions with candidates are scheduled twice each semester. These sessions promote retention and the conversations are documented in advising space. The progress of the student is reviewed by referring to these comments.

Graduation requires the completion of 39 graduate hours of course work in the areas of Philosophical and Psychological Foundations: EDUC 506 and PSY 505; Measurement and Assessment: RDG 512; and Curriculum and Instruction: RDG 510, RDG 560, RDG 515, RDG 512, and RDG 537. Students must pass the NMTA Content Knowledge Reading exam in lieu of written comprehensives.

#### **B. Program Structure**

##### **1. Degree Options and Objectives**

The main focus of the program is to prepare the reading specialist to work with students who need assistance with reading in order to become independent, life long readers. A critical component of the program involves field placement in varied school environments with diverse student populations.

Candidates would have completed 39 graduate hours of course work in the areas of Philosophical and Psychological Foundations: EDUC 506 and PSY 505; Measurement and Assessment: RDG 512; and Curriculum and Instruction: RDG 510, RDG 560, RDG 515, RDG 512, and RDG 537. Curriculum and Instruction would serve as the focus for this specialization area. Students would still have the opportunity to take two elective courses: RDG 537 RDG 512 depending on the age level of the prospective students.

Endorsement in the area of reading is an additional license which is earned with the completion of the MAT in reading.

## **2. Description of Required Courses**

Graduate courses supporting the MAT in reading education include: Children's Literature including literature across the curriculum; Teaching of Reading; Corrective Reading Instruction; Theoretical Models of Reading which includes language development; Remedial Reading which addresses behavior management; Early Childhood Reading which covers communications, counseling, and confronting; Reading Skills in Secondary which involves Reading and Writing Across the Curriculum, The Practicum in Reading addresses case studies and interpretation of cognitive assessment. The Seminar and Reading Workshop classes cover special topics in reading.

This group of courses allows graduates to be prepared to identify students with reading difficulties, prescribe programs of remediation, conference with parents and others, integrate reading prescriptions into all areas of the classroom, select appropriate materials for reading instruction and demonstrate this knowledge in a practicum situation.

### **Catalogue Description of Reading Courses**

RDG 510 - Teaching of Reading This course provides an exploration of specialized techniques and materials for the teaching of reading in the elementary school and provides an overview of the nature of the developmental reading process; has a field experience. Prerequisites: EDUC 505 or 564 and EDUC 506 and Admission to Teacher Education Program. Permission Required. (3)

RDG 511 - Corrective Reading Instruction This course will provide diagnostic and instructional techniques for teaching children with reading problems in the regular classroom; course requires field experience and development of a case study. Prerequisite: RDG 510 with a grade of "C" or higher. Permission Required. (3)

RDG 512 - Diag & Prescrip of Rdg for DL The course identifies theoretical and practical aspects of using formal and informal diagnostic procedures; selecting appropriate test batteries, prescribing instructional materials, and using appropriate teaching techniques. Permission Required. (3)

RDG 514 - Theoretical Models of Reading Theories of language acquisition, reading models, research, and current instructional issues related to theoretical models of reading will be examined. Permission Required. (3)

RDG 515 – Remedial Reading. The course is for advanced students in reading and investigates diagnosis of reading problems and their causes and remediation. The course includes work in diagnosis, prescription, and instruction of public school students experiencing reading problems and includes field experience. (3)

RDG 517 - Early Childhood Reading. Course will focus on reading readiness, emergent literacy and early reading development research and instructional practices relating to nursery school, kindergarten, and the primary school; course includes field experience. Permission Required. Spring (odd numbered years). (3)

RDG 537 - Literacy Applications. Course will utilize a multi-disciplinary approach of theoretical nature with application of information and integration of language arts, music and movement science. (3)

RDG 553 - Children's Literature. Exploration of the methods and materials/trade books for elementary and middle school teaching; includes a survey of different types of literature for children. Special attention is given to the establishment of desirable reading habits and life-long learning. Prerequisites: None (3)

RDG 560 - Reading Skills in Secondary Ed This course is designed to help secondary pre-teachers gain insight into the reading process in various content areas generally offered in the public secondary school; course includes investigation of methods and procedures for assisting students in the improvement of reading and study skills in the content areas and has a required field experience. Prerequisites: EDUC 506 or 564, and EDUC 507 and Admission to Teacher Education Program. Permission Required. (3)

RDG 579-Seminar in Reading This seminar addresses current issues and trends in reading education. The class involves elementary and secondary curriculum design. (3)

RDG 580-Reading Workshop This course allows the student to investigate an activity of choice. A needs assessment is given and from that assessment, the student chooses a topic to research and apply in a remedial reading classroom. (3)

RDG 581- Practicum in Reading This capstone course is a supervised field experience that provides practice, demonstration, self-evaluation, and validation of competencies gained in the reading program. (3)

### **3. Summary of Course Requirements**

The following courses are required in order to be awarded a Master of Arts in Teaching in Reading Education.

EDUC 500 - Method of Research

EDUC 505 - Psychology of Learning

EDUC 506 - History and Philosophy of Education

RDG 553 - Children's Literature.

RDG 510 - Teaching of Reading

RDG 511 - Corrective Reading Instruction

RDG 514 - Theoretical Models of Reading

RDG 515 – Remedial Reading.

RDG 517 - Early Childhood Reading

RDG 560 - Reading Skills in Secondary Ed  
RDG 579-Seminar in Reading  
RDG 580- Reading Workshop  
RDG 581- Practicum in Reading

These courses may be substituted for any of the above courses:

RDG 537 - Literacy Applications  
RDG 512 - Diagnosis & Prescription of Reading for Developmental Learners

#### **4. Typical Program of Study**

Schedules are adapted to meet the wide range of students' needs. A student who is currently teaching does the bulk of the course work during the summers. Students who are employed as graduate assistants must take at least three classes per semester. Therefore, this is a typical course of study that might be adjusted according to students' needs.

| <b>Semester I</b> | <b>Semester II</b> | <b>Semester III</b> |
|-------------------|--------------------|---------------------|
| RDG 553           | <u>RDG 511</u>     | EDUC 505            |
| RDG 510           | EDUC 500           | RDG 560             |

| <b>Semester IV</b> | <b>Semester V</b> | <b>Semester VI</b> |
|--------------------|-------------------|--------------------|
| RDG 515            | RDG 580           | RDG 581            |
| RDG 512            | <u>RDG 517</u>    | RDG 579            |
| RDG 506            |                   |                    |

#### **5. History of Courses Taught as Program Requirements**

Courses which have been offered nearly every semester include: RDG 510, RDG 511, RDG 512, RDG 560 and RDG 553. Courses which have been offered only once in the past four years include: RDG 515, RDG 579 and RDG 580.

#### **C. Articulation**

Candidates for the master's in reading are required to have appropriate undergraduate professional education preparation and licensure. The program incorporates numerous field experiences, as is noted in Table 3.1 concerning Teaching of Reading and Corrective Reading. Reading 581 (Practicum in Reading), a three-credit hour course with 120 field experience hours, is required as the culminating experience for this program. Its purpose is to provide experiences for the candidates to improve their personal literacy skills, teaching of reading skills, and other areas identified in the competencies as deficiencies through a personal gaps analysis. Upon

|  |  |
|--|--|
|  |  |
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completion of the degree plan, students may take the NMTA Content Knowledge Reading exam in lieu of written comprehensives. One of the two tests is completed during the semester before graduation. The degree plan is reviewed with the student at each advising session and signed when graduation approaches. A degree audit is sent to the student and the advisor at this time.

#### **D. Planning Processes**

Annually, the literacy professors at each campus review classes and students' comments and recommend curriculum changes. These changes are based on new requirements from the Public Education Department, the University, accrediting bodies such as NCATE and professional organizations such as AACTE and from ongoing research in the field. The program faculty also seek input from recent graduates of the program. First-year teachers are surveyed to gather data about unmet needs, excessive duplication in the program, and the best and worst features of the program. From this survey, suggested changes and a rationale are shared with the Advanced Program Committee (APC) in the School of Education. If approved by the APC committee, they are then taken to the School of Education faculty, and subsequently to the Graduate Council. If substantive changes are made to the program to include changes to the total course credits, they are then submitted to the Public Education Department's Professional Standards Committee for approval.

#### **E. Assessment**

Assessment in the School of Education for its Teacher Education programs uses a continuous quality improvement (CQI) process for meeting its objectives—the ten outcomes of the Teacher Education Program. The SOE Assessment Policy establishes a systemic set of formative assessment and summative evaluation measures that record the continuous improvement process. This policy establishes a framework for monitoring candidate performance and setting reasonable and appropriate program standards for professional educator preparation.

This policy articulates the specific data collection and analysis that the SOE undertakes regarding candidate qualifications and performances at the undergraduate and graduate levels. All WNMU School of Education teacher education programs are included under the policy.

### **CRITERION C: PROGRAM RESOURCES**

#### **A. Finances (Budget)**

There is no specific line item budget for the MAT reading program, as it is subsumed under the graduate program in the School of Education. However, program enrollment including undergraduate reading classes has contributed the following total number of dollars each semester to the general WNMU budget from all campuses.

| <b>Total SOE Reading Revenue</b> |           |
|----------------------------------|-----------|
| Summer 2004                      | \$74,094  |
| Fall 2004                        | \$111,552 |
| Spring 2005                      | \$133,014 |
| Summer 2005                      | \$94,081  |
| Fall 2005                        | \$106,297 |
| Spring 2006                      | \$122,332 |
| Summer 2006                      | \$71,680  |
| Fall 2006                        | \$121,094 |
| Spring 2007                      | \$118,916 |

Since there is no specific line item budget for the MAT reading program, no salary, benefits, supplies or travel can be attributed to the MAT reading program. Adjunct staff members teaching in the program are paid out of the Academic Affairs budget.

Development of on-line MAT reading courses through the NeTL Project in the School of Education has been ongoing since the project began. No NeTL funds are specifically earmarked for the MAT reading program courses, which are offered on line.

The library budget for the 2007-2008 year for the School of Education is \$12,284.61 in books and \$3,071.15 in videos. This amount encourages the addition of current material to the library.

## **B. Facilities and Capital Equipment**

Classrooms are available with adequate space, lightening, and ventilation. Portable power point projectors are available for every classroom. In addition, connectivity to the internet is available in Martinez Rooms: 212, 213, and the Bootheel Computer Lab. The same can be said for Gallup's Graduate Center facilities and equipment.

## **C. Library**

The Teacher Learning Center, located downstairs in the Martinez Building is an excellent resource for the MAT reading program. It is a depository for state textbook adoption. Students may peruse the current material for lesson planning, teaching, or completing textbook evaluation assignments. A selection of various genres of children's trade books is also available for assignments in children's literature class.

The Miller Library has texts, journals, and microfiche for assignments requiring research. Computers are available for online searches for interlibrary loans. A collection of Newbery and Caldecott award winning books is kept current and is located near the circulation desk for students' convenience.

The professional teaching of reading collection includes these books sorted by topic:

| <b>TOPICS IN THE FIELD OF READING</b>                                   | <b>NUMBER OF BOOKS IN THE MILLER LIBRARY COLLECTION</b> |
|---|---|
| Whole Word Method<br>Call Number Range: LB 1528 B; LB 1050.35           | 3   |
| Basal Reading Instruction<br>Call Number Range: LB 1050.36              | 2   |
| Content Area Reading<br>Call Number Range: LB 1050.455; LB 1050.5       | 8   |
| Reading Disabilities; Remedial Reading<br>Call Number Range: LB 1050.5  | 38  |
| Reading (General)<br>Call Number Range: LB 1049.9-LB1050.34; LB 1050.42 | 57  |
| Reading – Elementary<br>Mostly in LC 1525 – LC 1529                     | 47  |
| Reading – Middle and Secondary Schools<br>Mostly in LC 1632             | 31  |
| Literacy and Children<br>Mostly in LB 1573                              | 19  |
| Individualized Reading Instruction<br>Call Number Range: LB 1050.38     | 4   |
| Word Recognition<br>Call Number Range: LB 1050.44                       | 4   |
| Reading Comprehension<br>Call Number Range: LB 1050.45                  | 7   |
| Ability Testing<br>Call Number Range: LB 1050.46                        | 7   |
| Developmental Reading<br>Call Number Range: LB 1050.53                  | 2   |
| Speed Reading<br>Call Number Range: LB 1050.54                          | 1   |
| Reading Research<br>Call Number Range: LB 1050.6                        | 1   |
| <b>TOTAL</b>  | 231   |

#### **D. Other Academic Support Resources and Services**

Support services are available in the Academic Support Center. Academic mentoring which includes study skills assessment and tutoring are available as a walk-in request or as a long term service. The writing center, for example, is available for students on a regular basis. Short term counseling services are extended as consultations and crisis management. Classroom presentations are also made on mental health topics.

## CRITERION D: PROGRAM PRODUCTIVITY AND EFFICIENCY

### A. Major Enrollment

The following chart outlines the student enrollment in the MAT reading program in the years from 2004 until 2007.

#### Enrollment Trend Data Headcount

| Campus       | Fall '04  | Spring '05 | Summer '05 | Fall '05  | Spring '06 | Summer '06 | Fall '06  | Spr'07    |
|--------------|-----------|------------|------------|-----------|------------|------------|-----------|-----------|
| SC           | 13        | 26         | 19         | 15        | 24         | 12         | 11        | 28        |
| DEM          | 0         | 0          | 0          | 0         | 0          | 0          | 0         | 0         |
| GAL          | 32        | 32         | 20         | 30        | 19         | 18         | 13        | 26        |
| TC           | 0         | 0          | 0          | 0         | 0          | 0          | 0         | 0         |
| GIC          | 0         | 0          | 0          | 0         | 0          | 0          | 0         | 0         |
| WEB          | 12        | 16         | 6          | 11        | 11         | 0          | 7         | 19        |
| <b>TOTAL</b> | <b>57</b> | <b>74</b>  | <b>41</b>  | <b>56</b> | <b>54</b>  | <b>30</b>  | <b>59</b> | <b>73</b> |

### B. Degrees Conferred

The following number of MAT reading degrees were conferred during these years: 2000-2001 1 graduate; 2001-2002 0 graduates; 2002-2003 2 graduates; 2003-2004 1 graduate; 2004-2005 3 graduates; 2005-2006 3 graduates; 2006-2007 1 graduate; with a total of eleven graduates from 2000 to 2007.

### C. Credit Hour Production

Below is an account of the number of credit hours contributed by the MAT reading program during the semesters from fall '04 to spring '07. The bulk of the students attend reading courses at the Silver City campus and at the Gallop campus. The largest number of credit hours was recorded in the spring of '07 with on-line course enrollment contributing a third of those credit hours.

#### Enrollment Trend Data Credit Hour Production

| Campus | Fall '04 | Spr '05 | Sum '05 | Fall '05 | Spr '06 | Sum '06 | Fall '06 | Spr '07 |
|--------|----------|---------|---------|----------|---------|---------|----------|---------|
| SC     | 39       | 78      | 57      | 45       | 72      | 36      | 33       | 84      |
| DEM    | 0        | 0       | 0       | 0        | 0       | 0       | 0        | 0       |
| GAL    | 96       | 96      | 60      | 90       | 57      | 54      | 123      | 78      |
| TC     | 0        | 0       | 0       | 0        | 0       | 0       | 0        | 0       |
| GIC    | 0        | 0       | 0       | 0        | 0       | 0       | 0        | 0       |
| WEB    | 36       | 48      | 6       | 33       | 33      | 0       | 21       | 57      |

|              |     |     |     |     |     |    |     |     |
|--------------|-----|-----|-----|-----|-----|----|-----|-----|
| <b>TOTAL</b> | 171 | 222 | 123 | 168 | 162 | 90 | 177 | 219 |
|--------------|-----|-----|-----|-----|-----|----|-----|-----|

#### **D. Number of Faculty Based on CHE productivity Rates**

One full-time faculty and one full-time adjunct cover the reading courses offered at the Silver City campus. Two full time faculty teach these courses at the Gallop campus.

#### **E. Average Class Size**

The average class size is from seven to ten and thus individual student needs are satisfied.

#### **F. Number of Courses Offered and the Time of Offering**

Every semester, six graduate classes are offered by one full-time professor and one adjunct on the Silver City campus. At least three of these classes are offered on-line. The remainder is offered during the day with one being offered in the evening.

### **CRITERION E: PROGRAM QUALITY**

#### **A. Other Program Evaluation**

Western New Mexico University was reviewed by the Higher Learning Commission of the North Central Association of College in 2007. The School of Education was nationally accredited by the National Council for Accreditation of Teacher Education in 2004.

#### **B. Quality of Faculty**

Advertisements for positions are placed nationally in the *Chronicle of Higher Education* (Exhibit 5.1). Postings state the qualifications, advanced study, specialized knowledge areas, and experiences required for the position. If a search is unsuccessful, a temporary one-year term appointment may occur. The requirement for a tenure-track position at WNMU in the SOE is an earned doctorate or equivalent terminal degree. For faculty hired without a terminal degree, a doctorate must be attained before tenure is granted. The Provost/Vice President of Academic Affairs must approve all faculty appointments.

WNMU has a strong Affirmative Action/Equal Employment Opportunity (AA/EEO) policy. The screening or search committees receive an AA/EEO briefing before reviewing candidate files to interview and do reference checks. Interviews include an open campus forum. Candidates deliver a demonstration lesson attended by the search committee and the hiring supervisor. This demonstration is open to colleagues and students with whom they will work.

Professional education faculty are highly qualified for their assignments and engaged in the professional community, as demonstrated by their individual curriculum vitae. Professional education faculty are expected to be teacher scholars and to demonstrate intellectual vitality consistent with the conceptual framework.

Within the SOE, 90% of the tenure-track faculty for four year and graduate programs have an earned doctorate in their area of assignment.

### **C. Research Activity within the Program**

Presently research is being conducted in two areas of instruction. The first project, *Visual Intervention for Emergent Readers*, measures the reading improvement after children has received visual motor and visual perceptual training. In the early grades, reading success depends to a degree on perceptual maturity. The child's language ability surpasses his ability to match sound symbol relationships at this point. In order to ease this transition and to help the child perceive meaning from visual symbols, both auditory and visual discrimination is practiced in emergent reading classrooms.

A form of intervention for difficulties in visual perception was the topic of this project. Students will be screened in the five areas of visual tracking, pursuit, saccadic movement, visual motor and visual perceptual abilities. Students who were found deficient in these areas received sixteen hours of intervention training given by trained paraprofessionals. A pre and post test of reading ability will measure the success of the vision intervention training.

This eye movement research precipitated the *Harvey Emergent Literacy Inventory* which was field-tested by the RDG 517 Early Childhood Literacy class and the EDUC 511 Corrective Reading class. Over 20 preschoolers were given the test which involved visual and auditory processing, receptive and expressive language development, large and small motor development, social integration, and eye movement patterns. Test summaries were written which outline strengths and weaknesses and suggest teaching strategies to meet deficiencies.

The second project, *Closing the Word Gap in Math and Science*, is conducted collaboratively with a math and science instructional improvement program. Explicit instruction of high frequency word roots with strategy instruction designed to help students increase their vocabulary independently. In order to close the achievement gap, an intense session of morphology study will be conducted with students who score below the 40%ile on content reading ability in an after-school program at the K-5 level.

Storytelling in the Early Grades is another research project underway which will impact the reading program in the emergent reading courses.

### **D. Community Service Activity within the Program**

Graduate students provide service to Stout Elementary School by implementing an after- school Reading Clinic held each Monday and Tuesday evenings from 3:00-4:15 in the library. Students are given the Woodcock Reading Mastery Test and instruction is based on the results of that test including intense practice with sight words, vocabulary, phonic and phonemic awareness and reading comprehension.

The Santa Clara Cultural Center receives support from the reading program at WNMU also. Students assist with storytelling of folk literature as well as dance, drama, and art instruction in

after-school programs. They also assist with fund raising and supplying refreshments at seasonal gatherings.

## **E. External Review Process**

The MAT Reading program undergoes NCATE approval every seven years. A thorough investigation of the program assessment cycle is conducted.

## **CRITERION F: PROGRAM DEMAND**

### **A. Student Demand for the Program**

Surveys of schools districts, undergraduate, and graduate students indicated that reading was a field of need as well as interest, especially as a result of the *No Child Left Behind* federal legislation.

### **B. Employment Needs and Job Opportunities**

Further study indicated that statistically, there was a need for Special Reading Teachers in the contiguous county area normally served by the Western New Mexico University home campus. Practicing teachers who rise from Tier I to Tier II must have graduate course work to increase their salary benefits and to become more effective teachers.

### **C. Societal Needs for the Program**

As a result of national educational accountability issues and the *No Child Left Behind* federal legislation, teachers are required to have greater expertise in the teaching of reading. AYP demands that students have high achievement in reading. This can be facilitated by research-based best practices that are modeled in the reading program. Beginning reading instruction has shown progress with the third grade scores on the National Assessment of Educational Progress in 2006. Currently, the emphasis has been placed on content reading in the middle school years. Societal needs have dictated that middle school reading instruction follow the best practices of engaged reading and writing. Content area teachers are, for the most part, content driven and unaware of reading and writing strategies that can be successfully implemented. It is the responsibility of the WNMU reading faculty to promote these practices with in-service workshops and courses aimed at this group of teachers.

## **CRITERION G: PROGRAM DUBLICATION**

The remote physical location of Western New Mexico University's MAT Reading program relieves the program duplication issue. The University of New Mexico offers an MA in Elementary with a nine-hour emphasis in reading. New Mexico State University offers a Mater of Arts with Specialization in Reading which has a core of twelve hours of reading courses. The College of the Southwest has a 21 hour degree plan for the Master of Science in Education degree with an emphasis in the Curriculum and Instruction of Reading. All of these programs are more than a four hours' drive from the Silver City campus.

## **SUMMARY AND RECOMMENDATIONS**

### **A. Strengths**

The variety of reading courses that the WNMU program offers face-to-face and on-line surpasses all other reading programs. The rural practicing teachers of southwestern and northwestern New Mexico are served well by this wide selection of on-line course offerings. Field experience is a strong component of these courses. Students leave the program well equipped with both a pedagogical and practical base of experience. Multicultural activities flavor the literacy courses which include Spanish and Native American storytelling. Professors bring a wealth of classroom experience and research findings to class discussions.

### **B. Concerns**

Student enrollment is an issue, because of the sparsely populated area that WNMU serves. Low enrollment often causes courses to be cancelled and interrupts the rotation of courses required for students to complete the program. In order to accommodate individual students independent study courses are offered, but this is an inefficient use of time and resources.

### **C. Recommendations for Action**

In order to make the graduate reading program viable, it is imperative that a large variety of classes be offered on-line. Classes should follow a dependable rotation schedule and undergraduate and graduate level course should be offered simultaneously.

Recruiting visits will continue to be made to southwestern and northwestern New Mexico, northwestern Texas, and southeastern Arizona schools to recruit teachers who have continuing education requirements. Advertisements for the on-line graduate course offerings will be placed in professional journals reaching this audience.

### **D. Five Year Goals for the Program**

The overarching goal of the program is to increase enrollment by 40% over the next five years. A concentrated effort to advertise the reading program will be made. An exchange program with reading programs from other regional universities will be investigated in order to promote recruitment.

Reading course enrollment is projected to rise based on an increased number of multidisciplinary MAT degree candidates who have been admitted to the graduate program. At least one-third of the projected nineteen candidates in 2007-2008 will be enrolled in reading classes as one part of their degree program. It is the goal of the reading program to market the reading courses as an attractive choice for the multidisciplinary program.

In addition, nationally recognized student groups such as the International Reading Association and Kappa Delta Pi will be organized to insure that the professional development disposition is

modeled to students. These groups will sponsor author's visits and community outreach programs to promote family literacy. The activities of these student groups will serve the dual purpose of professional development for local teachers and marketing for the WNMU MAT reading program.

## APPENDIX A.

### Faculty Vitae

***Cecilia Joyce Barela***  
**[2005delkdr@comcast.net](mailto:2005delkdr@comcast.net)**  
2005 Delk Drive  
Silver City, NM 88061  
(505) 388-3783

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#### ***Education***

1999 – 2001            **Educational Leadership License**  
Western New Mexico University, Silver City, NM  
1995-1999            **Bilingual and TESOL Endorsement**

Western New Mexico University, Silver City, NM

1984 to 1988            **Master of Arts in Reading**  
Western New Mexico University, Silver City, NM  
1978 - 1981            **Bachelor of Science in Elementary Education**  
**Endorsement in Special Education**  
New Mexico State University, Las Cruces, NM

#### ***Licenses and Endorsements***

- Level 3B K-12 Administrative License
- Level 3A Grades K-12
- Level 3 Elementary K-8 with an Endorsement in TESOL and Bilingual
- Level 3 Special Education K-12 with an Endorsement in TESOL and Bilingual
- Level 3 Grades K-12 with an Endorsement in TESOL, Bilingual, and Reading

#### ***Teaching Related Experience***

**2007 to present    Special Education Teacher    Cobre High School**

*Duties include:* case manage special education students in grades 9-12 overseeing their academic progress, conduct IEP meetings, meet with parents as needed, consult with regular education teachers regarding the academic status of the students on my case load, implement and document accommodations within the regular education setting for all special education students enrolled in my inclusion classes, collaborate with regular education teachers to meet the academic and emotional needs of special needs student.



**2001 to 2002 4/5<sup>th</sup> Grade Title I Math Teacher Central Elementary School**

*Duties included:* Develop and teach innovative curriculum while establishing a positive learning environment, research and implement best practices in math

**Visiting Professor Western New Mexico University**

*Duties included:* Attend weekly department meetings, teach courses to equate to half time instructor, advise students

**2000 to 2001 4/5<sup>th</sup> Grade Teacher Central Elementary School**

*Duties included:* Develop and teach innovative curriculum and lessons to instruct whole groups, small groups and individual students while maintaining a productive risk free learning environment, attend district in-service and workshops, cultivate parental involvement through consistent written and verbal communication, motivate students to be responsible and productive citizens who desire to continue learning

**2007 to Present Visiting Lecturer Western New Mexico University**

*Duties include:* Develop and teach coursework in the areas of Special Education and Reading, advise students, create and develop degree plans, participate in School of Education and Undergraduate Program Committee meetings, complete the MBO process, attend advisement training, develop and deliver online courses, communicate with students both face to face and online, supervise practicum students, serve as lead clinical faculty for practice teachers in the area of Special Education, attend and participate actively in retreats and meetings, keep in contact with classroom teachers that have special education and reading fieldwork students

**1992 to 2007 Adjunct Instructor Western New Mexico University**

**Instructor for Main Campus and Deming Branch**

*Courses Include* “Curriculum & Methods in Special Education”, “Curriculum Materials Development in Special”, “Teaching Gifted Students”, “Nature and Needs of the Learning Disabled Student”, “Nature and Needs of the Mentally Retarded”, “Nature and Needs of Persons with Emotional Disorders”, “Behavior Management Approaches for Exceptional Children”, “School Self & Society”, “Exploratory Field Experience”, “Teaching of Reading”, “Diagnostic and Prescriptive Reading for Diverse Learners”, “Corrective Reading”

*Additional Responsibilities Include:* Develop Online Courses

**2001 to Present Lead Clinical Faculty Western New Mexico University**

*Responsibilities Include:* Evaluate practice teacher lessons, provide constructive feedback, assess student curriculum assignments, and assist clinical faculty and practice teachers to meet course requirements (case study, video analysis, evaluations, action research project, and turn in paper work)

**1992 to 2000 5<sup>th</sup> Grade Teacher Central Elementary School**

*Duties included:* Develop and implement innovative curriculum, teach lessons to whole groups, small groups and individual students while maintaining a productive risk free learning environment, attend district in-service and workshops, cultivate parental

involvement through consistent written and verbal communication, maintain high expectations for students while providing fair consistent discipline practices

**1988 to 2001 Summer School Teacher/Coordinator Central Elementary School**

*Duties included:* Oversee and run the summer program for students in grades K-5 at Central Elementary only

**1982 to 1992 K-5 Special Education Teacher Central Elementary School**

*Duties included:* Implement small group and individual lessons for students with various exceptionalities, attend IEP meetings, conduct pre and post testing for students, and collaborate with regular education teachers to meet the individual needs of students on my case load, coordinate collaborative teaching lessons with regular education teachers

**1982 7-9 Special Education Teacher La Plata Middle School**

*Duties included:* Implement small group and individual lessons for students with various exceptionalities, attend IEP meetings, conduct pre and post testing for students, collaborate with regular education teachers to meet the individual needs of students on my case load, motivate and encourage students to attend school, provide positive curriculum experiences for students

**Additional Experiences**

- Acting Principal
- Technology Coordinator
- Mentor
- Administrative Designee in IEP Meetings
- North Central Accreditation Team
- NM State Department Accreditation Team
- Hiring Committee
- Department Chairperson
- Math Articulation Committee
- English and Spanish Spelling Bee Coordinator
- Budget Committee for Administration and Capital Outlay
- Crisis Prevention and Intervention Team
- Coca-Cola Valued Youth Elementary Representative
- Campus Improvement Team
- Committee member for school-wide action plans for bilingual, math, language arts
- Textbook Adoption Committee
- Goals 2000 presentation in Santa Fe
- Area IX Regional Special Olympics Coordinator
- District-Wide Needs Assessment Committee Member
- Practice Teacher Supervisor

## **Awards**

2006 Excellence for Student Achievement Award by NM School Board Association  
2005 WNMU Master Teacher Honorable Mention  
2002 LULAC Educator of the Year  
2001 New Mexico Association for Supervision and Curriculum Development –  
Excellence in Education  
2001 Teacher of the Year Central Elementary School  
2001 Disney Teacher of the Year Nominee  
2001 Model Educator for Reading Renaissance  
2000 Silver City/Grant County Chamber of Commerce Educational Leadership Award  
1997 Finalist for KOAT Top Teacher Award  
  
*1996 Finalist for KOAT Top Teacher Award*  
1989 Council for Exceptional Children, Chapter No. 301  
1989 Extra Mile Award, Cobre Consolidated Schools

## **Professional Organizations**

Delta Kappa Gamma  
New Mexico Association for Curriculum and Development

*National Council for Teachers of Mathematics*

*New Mexico Association of Elementary School Principals*

*WNMU Alumni*

NEA-CEA

## **Conference Presentations**

“A School Action Plan Based on Effective Bilingual School Characteristics” NABE  
Conference in Dallas, TX, February 1998

## **Community Service Projects**

- Project HELP Intergenerational program with Ft. Bayard Medical Center
- Graffiti Painting - a coordinated effort with Village of Santa Clara to keep the town graffiti free
- CPR Training for 5<sup>th</sup> grade students and parents
- Guest Speaker for career unit for 6<sup>th</sup> grade students at Snell Middle School
- Judge and Pronouncer for local English and Spanish Spelling Bees
- Guest Speaker for Special Education and Educational Leadership courses at Western New Mexico University

## References

Dr. Richard Rodriguez, Professor & Mentor Western New Mexico University: 538-9327  
Mrs. Iris Wilson, Federal Programs Coordinator and Principal, 537-4061  
Mr. Eric Martinez, Principal Cobre High School 537-4020  
Jose Carrillo Assistant Superintendent Cobre Consolidated Schools: 537-4000

## Susan M. Cizek

307 East Logan Avenue  
Gallup, New Mexico 87301  
Telephone: (505)870-9272  
E-mail: cizeks@wnmu.edu

### Academic Degrees

•  
Masters of Arts in Elementary Education, Western New Mexico University, Gallup, New Mexico  
Graduation in May of 2004  
TEFL Certification, American English Programs of New England, Northampton, Massachusetts  
Completion in January of 1999  
Bachelor of Arts in Psychology, University of Missouri-Columbia, Missouri  
Graduation in August of 1997

### Professional Experience

•  
*Western New Mexico University*  
Visiting Field Experience Coordinator, WNMU – Gallup Graduate Studies Center, Gallup,  
New Mexico  
August 2006 to present  
Adjunct, WNMU – Gallup Graduate Studies Center, Gallup, New Mexico  
January 2006 – July 2006  
Graduate Assistant, WNMU-Gallup Graduate Studies Center, Gallup, New Mexico  
January 2003 to April 2004

#### *Gallup-McKinley County School District*

Fourth Grade Teacher, Chee Dodge Elementary School, Ya-ta-hey, New Mexico  
August 2002 to May 2006  
Colleague Mentoring Program, Central Office, Gallup, New Mexico  
May 2003 to May 2006

#### *Peace Corps*

TEFL Coordinator, Peace Corps Pre-Service Training, Zuunmod, Mongolia  
May 2001 to September 2001  
Teacher Trainer Volunteer, Tov Aimag (Province) Education Center, Zuunmod, Mongolia  
September 1999 to May 2001  
TEFL Assistant, Peace Corps Pre-Service Training, Zuunmod, Mongolia  
May 2000 to September 2000

#### *English Conversation Instructor*

American English Program, Northampton, Massachusetts  
January 1999 to February 1999  
E.T.C. Foreign Language Institute, Chinju, Kyungnamdo Province, South Korea  
September 1997 to September 1998  
Yonam Junior College of Engineering, Chinju, Kyungnamdo Province, South Korea

March 1998 to July 1998  
Gyeongsang National University, Chinju, Kyungnamdo Province, South Korea  
January 1998 to June 1998

Susan M. Cizek  
307 East Logan Avenue  
Gallup, New Mexico 87301  
Telephone: (505)870-9272  
E-mail: [cizeks@wnmu.edu](mailto:cizeks@wnmu.edu)

### Faculty Load

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#### *Fall* –

Exploratory Field Experience – Elementary/Secondary (EDUC 505/507)  
Co-taught the introductory course and conducted two site visits for each student.  
Classroom Management (EDUC 536)  
Taught the theory and practice of management, culminating in a Developed a comprehensive management plan for the final project  
Teaching of Reading (RDG 510) and Corrective Reading (RDG 511)  
Created observation forms specific to Elementary and Special Education.  
Conducted site visits and post-observation conferences with each student teacher.

#### *Spring* –

Elementary Curriculum and Instruction (EDUC 570)  
Developed and taught a six hour course that blends online and face-to-face learning.  
Secondary Curriculum and Instruction (EDUC 571)  
Produced a course for Secondary teachers that focus on strategies and long-term planning.  
Practice Teaching for Alternative License – Elementary/Secondary (EDUC 592/594)  
Instructing students through the final step in obtaining alternative licensure for New Mexico.

#### *Summer* –

Classroom Management (EDUC 536) and Behavior Management (SPED 551)  
Developed an integrated course for Elementary, Secondary and Special Education teachers that looks at behavior management theory and practice.

### Current Professional Memberships

•

Phi Delta Kappa  
May 2004 to present  
Returned Peace Corps Volunteers  
September 2001 to present  
National Council of Teachers of Mathematics  
January 2007 to present  
National Council of Teachers of English

January 2008 to present

Publications

•

Co-author, *Culturally Responsive Schoolwide Positive Behavior Support: A Case Study in One School With a High Proportion of Native American Students*, Multiple Voices.

Fall 2006

Editor, English Language Teachers' Activity Book for Mongolia

Fall 2001

Writer, *Tapping Your Resources*, Practical English Teachers' Journal for Mongolia

Winter 1999

Research and Grants

•

Culturally Proficient Action Research, Center for the Education and Study of Diverse Populations, Highlands University

January 2005 to May 2005

## **ZAIGA CRESS**

HC 62 Box 2612, Thoreau, NM 87323 [zzcress@aol.com](mailto:zzcress@aol.com)

### **ACADEMIC DEGREES**

MAT - Special Education

Western New Mexico University - Gallup Graduate Studies

B.S. - Special Education

Bowling Green University, Ohio

### **CREDENTIALS**

New Mexico Teaching Certificate Standard

Special Education K-12; Elementary K-8

### **PROFESSIONAL ACTIVITY**

#### **Bureau of Indian Education, Eastern Agency**

- Reading Consultant for 4 BIE schools. Develops and conducts reading seminars for faculty; co-teaches reading classes (K-8) to model “best practices” reading instruction; develops and conduct reading instruction training for dorm staff; including staying overnight in dorms 1x per week.

#### **Real-e Books <http://www.realebooks.com/index.php/home/>**

- Consultant for Reale Books – works with schools, faculty, and families on student & family development of real-e books to support student gains in reading

#### **Thoreau Middle School**

- Special Education Department Head and Individual Evaluation Program Chair
- Implemented Inclusion Model for special education program
- Particular focus teaching reading to children with LD
- Development and implemented Individual Evaluation Program, requiring teachers to write individual evaluations of each student & share results with parents
- Implemented discipline plan with CESDP representative to be used for Corrective Action Plan for Thoreau Middle School
- Trained in and certified to teach “Phono-Graphix” reading program developed by Read America, Inc., 1999

#### **Gallup McKinley County School**

- Special Education Program Facilitator
- Provided training to special education teachers in various areas: curriculum, behavior management, individualized education plan development, and district policy and procedures
- Designed and demonstration classroom teaching

#### **The Gathering Place**

- Board of Directors for the Navajo Coop. Thoreau, NM (1997-1998)
- Managed summer literacy program called “Mom as Teacher” (1997-1998)

## **Pine Ridge Indian Reservation, Pine Ridge, South Dakota**

- Implemented Title 1 program to promote Indian education

## **RESEARCH AND GRANTS**

### Educational Development Center Mini- Grant

- Development of a “Play Therapy: program for children at risk at Thoreau Elementary School \$1,000.00
- “Language Stimulation Through Puppetry” workshop. \$1,000.00
- “Token Economy” at Thoreau Middle School. \$1,000.00

## **INVITED PRESENTATIONS**

“Successful Secondary Inclusion Model”

Council for Exceptional Children, Conference, Albuquerque, NM

“FAS” workshop for BIE staff Fort defiance

“ADD/ADHD” for parent support group, Gallup, NM,

Workshops at Educational Development Center, Gallup NM

Titles: Teaching with Games; Puppetry as Language Development; Discipline in the Classroom; Whole Language Approach to Teaching.

## **PROFESSIONAL ORGRANIZATIONS**

Phi Delta Kappa Honor Society

## **AWARDS AND HONORS**

Sunwest Bank, Finalist, Annual Distinguished Teacher of the Year

Navajo Nation, Certificate of Teaching Excellence

## **EXPERIENCE**

**1994 - 2007** Special Education Teacher All Levels

Particular focus on reading skills with children with LD  
Thoreau Middle School, Thoreau, NM

**1987- 2008**

Adjunct Instructor Western New Mexico University  
Gallup Graduate Studies, Gallup, NM

**1986 -1984**

Teacher Facilitator Education Development Center  
Gallup McKinley County Schools, Gallup, NM

**1982-1986**

Special Education Teacher All Levels  
Thoreau Elementary, Thoreau, NM

**1980-1982**

Special Education Teacher Bureau of Indian Affairs

Wingate Elementary School, Fort Wingate, NM

**1974-1976**      Special Education Teacher Cross Categorical Class, grades 1-6  
Thoreau Elementary Schools, Thoreau, NM

**1973-1974**      Special Education Teacher Behaviorally Disordered Classroom  
Wilmington Public Schools, Wilmington, Ohio

**1969-1973**      Elementary Teacher Bureau of Indian Affairs, grades 1-6  
Pine Ridge Indian Reservation, Pine Ridge, South Dakota

## VITA

**Name:** Julie R. Horwitz  
**Rank/Status:** Assistant Professor/ Director of Field Experience  
**Appointment Date:** August 2000

### Academic Degrees

Ph.D. Language, Literacy and Sociocultural Studies, University of New Mexico (2007)

M.A. Educational Leadership, Western New Mexico University. (2000)

M.A. Secondary Education, University of New Mexico. (1997)

B.S. Elementary Education, Syracuse University. (1991)

### PROFESSIONAL EXPERIENCE

**Assistant Professor/ Director of Field Experience Western New Mexico University-Gallup Graduate Studies Center, Gallup, NM. Serve as program director for the MAT and Elementary and Secondary alternative licensure programs and Director of Field Experience. Instruct graduate level courses in general education; provide advising for students pursuing the M.A.T. and alternative licensure in Elementary and Secondary Education.**

**2005 – Present**

Visiting Instructor. Western New Mexico University-Gallup Graduate Studies Center, Gallup, NM. Serve as program director for the MAT and Elementary and Secondary alternative licensure programs and Director of Field Experience. Instruct graduate level courses in general education; provide advising for students pursuing the M.A.T. and alternative licensure in Elementary and Secondary Education. 2000-2005.

English Department Head English / Reading Teacher. Ramah Navajo School Board Inc. – Pine Hill Schools (Navajo Nation), Taught all levels of high school English and eleventh grade communication skills. Supervised 5 Language Arts teachers. NAEP Administrator. Assisted with writing of middle and high school English curriculum. Close up administrator. Class sponsor. Elementary discipline outreach advisor.1997-2000.

Earth Science Teacher Albuquerque Public Schools -Wilson Middle School, Taught six sections of eighth grade Earth science. Create geology, meteorology, oceanography and astronomy units for multilevel and multilingual classrooms. Obtained and implemented ESL strategies for LEP students. Implemented peer teaching with gifted program. Featured in New Mexico Goals 2000 video. Selected to field-test National Teacher Certification Exam. 1996-

1997.

Fifth Grade Teacher. Ramah Navajo School Board Inc. – Pine Hill Schools (Navajo Nation), Taught in self-contained and inclusion classroom settings. Developed and implemented whole language units. Established peer mediation and conflict resolution program including training students and colleagues. Coordinated and supervised environmental awareness project and readers-writers fair. Co-authored after-school reading lab curriculum. Assisted in adoption of language arts textbook for k-5. Served on hiring committee and special education screening committee.1994-1996.

Pre-service & In-service Trainer. United States Peace Corps, Tarawa, Kiribati Adapted and taught community development sessions for two Peace Corps training groups. Counseled trainees regarding personal, professional,, and program concerns. Co-designed and directed training sessions for colleagues regarding cross-cultural awareness, safety techniques, TESL methods, lesson planning and presentation skills.1992-1993.

Volunteer Teacher-Trainer. United States Peace Corps, Onotoa, Kiribati Developed and taught TESL workshops, behavior management workshops, and adult language courses. Co-taught in 5 primary schools. Founded and directed adult education center. Procured donations of 1,000 library and textbooks. Tutored math in private and group lessons.1991-1993

## **FACULTY LOAD**

### **Western New Mexico University**

EDUC 505 Exploratory Field Experience - Elementary  
EDUC 507 Exploratory Field Experience - Secondary  
EDUC 574 Secondary Classroom Assessment  
RDG 510 Teaching Reading  
RDG 560 Reading Skills in Secondary Education  
EDUC 536 Classroom Interactions & Strategies  
EDUC 592 Practice Teaching - Elementary  
EDUC 594 Practice Teaching – Elementary  
EDL 520 Curriculum, Instruction & Program Leadership  
EDL 582 Beginning Internship  
EDL 584 Advanced Internship

### **New Mexico State University**

ENG 111 Beginning English

## **CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS**

- National Council For Teachers of English
- American Educational Research Association
- New Mexico International Reading Association
- Association for Supervision and Curriculum Development
- Phi Delta Kappa – Western New Mexico University – Gallup Chapter

**Ann Harvey, Ed. D.**

**Western New Mexico University  
School of Education  
Box 860  
1000 College  
Silver City, New Mexico 88062  
(575) 583-6413  
[harveya1@wnmu.edu](mailto:harveya1@wnmu.edu)**

**2541 Kimberly St.  
Silver City, New Mexico 88062  
(575) 534-1083  
annmharvey@embarqmail.com**

**Education:**

- Doctor of Education: Curriculum and Instruction **1992**
  - University of Missouri Columbia, Missouri. Area of emphasis: Reading
  - Education and Elementary School Administration
  - Dissertation Title: *Writing with the Word Processor in Grades Four, Six, and Eight*
- Educational Specialist: Curriculum and Instruction **1989**
  - University of Missouri Columbia, Missouri.
  - Thesis Title: *The Relationship of Growth in Height and Reading Achievement*
- Master of Education: Remedial Reading **1979**
  - Lincoln University Jefferson City, Missouri
- Bachelor of Education: Elementary Education **1968**
  - Central Missouri State University Warrensburg, Missouri

**Current Experience:**

Assistant Professor of Reading and Elementary Education, Western New Mexico University **2007-2008**. Duties included teaching 12 hours per semester consisting of combination of these courses:

- RDG 453 Children's Literature
- RDG 437/537 Literacy Application
- RDG 411/511 Corrective Reading
- RDG 460/560 Reading in the Secondary
- RDG 514 Theoretical Models of Teaching Reading
- RDG 517 Early Childhood Reading

**Committees:** Undergraduate Education Co-Chair, Director of the MAT reading program, Teacher Education Committee Secretary, Assessment Committee member, Homecoming

SOE Chair, IRB member, Vice President Casa de la Cultura, Director of the after school Reading Clinic at Stout Elementary.

**Past Experience:**

Assistant Professor of Education, Columbia College, Columbia Missouri **2000-2007**. Duties included teaching 12 hours per semester consisting of a combination of these courses:

- EDUC 380/590 Diagnostic and Corrective Reading
- EDUC 420 Student Teaching Elem.
- EDUC 331 Teaching of Reading
- EDUC 338 Content Area Reading
- EDUC 336 Creative Language Arts
- EDUC 270 Children's Literature
- EDUC 516 Reading and Writing Across the Curriculum
- EDUC 518 Literature Across the Curriculum
- EDUC 521 Language, Literature, and the Creative Arts for Elem/MS
- EDUC 614 Practicum for Special Reading Teachers
- EDUC 616 Literacy in Australia study tour
- EDUC 250-251 Beginning Field Experience
- EDUC 101 Introduction to Education

**Committees:** Human Subjects Chair, Facilities, Elections and Professional Development, Educational Coordinating Board Chair, Education Advisory Board Chair, Graduate Council.  
**Administrative Positions:** Director of Graduate MAT Program, Director of Certification  
**Sponsor:** Kappa Delta Pi, Student Missouri National Education Association.

Assistant Professor of Education, Lincoln University, Jefferson City, Missouri **1999-2000**

- EDU 406 School and Society
- EDU 302 Paraprofessional Training
- SE 332 Behavior Management
- Researched the 10 High Achieving Schools (250-500) on the Communication Arts MAP assessment, 3<sup>rd</sup> grade.
- Developed Elementary Electronic Portfolios
- Supervised student teachers in area public and parochial schools.

Title I Reading Teacher - South Callaway R-2 Schools, Mokane, Missouri **1977-1999**

- Taught caseload of 40 remedial students grades 1-6
- Contributed to Top MAP scores on 3<sup>rd</sup> grade Communication Arts 1999.
- Served on multidisciplinary team for special education testing and placement
- Acted as reading consultant to classroom teachers.
- Developed original *Language Arts Curriculum*
- Co-authored district *Performance Based Teacher Evaluation*

Adjunct Professor William Woods University Fulton, Missouri **1995-1999**

- Wrote curriculum for Educational Technology graduate class
- Taught 350 Educational Technology

Adjunct Professor Lincoln University Jefferson City, Missouri **1993-1994**

- Taught EDU 250 Children's Literature
- Taught EDU 323 Methods of Teaching Language Arts
- Supervised Teaching internship at Thomas Jefferson Middle School and Cedar Hills Elementary School, Jefferson City, Missouri

Reading Consultant Professional Resource Center Columbia, Missouri **1985-1987**

- Offered alternative teaching methods to teachers of remedial students in parochial schools
- Tutored remedial students in parochial schools

Sixth Grade teacher Gasconade R-2 Owensville, Missouri **1975-1977**

- Originated professional library of teacher materials
- Served on textbook review committee

Third Grade teacher Department of Defense Schools Wiesbaden, Germany **1972-1975**

- Cooperated with Host Nation teacher to develop monthly field trips and to instruct students in German language, history, and culture
- Served as Secretary of Parent-Teacher Organization in schools with transient school populations

Third Grade teacher Denver Public Schools Denver, Colorado **1969-1970**

- Served on Inter-city child welfare team
- Developed materials for remedial reading students

Third Grade teacher Fort Osage Schools Independence, Missouri **1968-1969**

### **Certification:**

- Elementary Administration K-6
- Remedial Reading K-12
- Elementary Education K-8
- Completing Superintendent's Certification

### **Professional Activities and Honors:**

- International Reading Association member
- Association for Supervision and Curriculum Development member.
- Phi Delta Kappa treasurer 2006-2007
- Kappa Delta Pi member 1992-2008

- Delta Kappa Gamma 2008-2009
- POE 2008-2009
- Student Sponsor of Kappa Delta Pi 2001-2006
- Editorial Board of *The Forum* 2004-2007
- Sponsor of MNEA chapter 2006-2007
- Host parent for Spanish and German Exchange Students 1992,1995, 2001, 2002
- Sunday school teacher at Christ Community Methodist Church 2004-2005
- Board member of *SuccessLink*, educational technology 2004-2007.
- Board member of *Midwest Associates*, St. Louis Charter School 2006-2007.

### **Professional Development Activities**

#### **2000-2001**

- International Reading Association Midwest Conference
- Missouri Association of Colleges of Teacher Education Fall and Spring Conference

#### **2001-2002**

- Missouri Association of Colleges of Teacher Education Fall and Spring Conference

#### **2002-2003**

- Missouri Association of Colleges of Teacher Education Fall and Spring Conference
- Missouri Council of Exceptional Children Presented: *Smooth Sailing in Content Reading*

#### **2003-2004**

- Missouri Association of Colleges of Teacher Education Fall and Spring Conference Facilitated Group Discussion: Achievement Gap
- International Reading Association State Conference
- Kappa Delta Pi National Convocation

#### **2004-2005**

- Missouri Association of Colleges of Teacher Education Fall and Spring Conference Facilitated Group Discussion: *First Year Teacher Experiences*
- Teachers Advocating Whole Language State Conference Coordinator
- Kappa Delta Pi Sponsors Academy
- Kappa Delta Pi Area Cluster Meeting Coordinator
- Phi Delta Kappa meeting
- Editorial Board of *The Record*
- Executive Board of SuccessLink (Educational Technology)

#### **2005-2006**

- Missouri Council of Exceptional Children Presented: *Toolbox of Comprehension Strategies*
- Moslem School presented: *Comprehension Strategies*
- International Reading Association National Conference

- Kappa Delta Pi Spring and Fall Conference Coordinator
- Teachers Advocating Whole Language State Conference
- Missouri Council of School Librarians Conference
- CMSU Literature Festival
- Editorial Board of *The Record*
- Executive Board of SuccessLink (Educational Technology)
- Executive Board of Midwest Charter Schools

## **2006-2007**

- International Reading Association State Conference
- Teachers Advocating Whole Language State Conference
- Missouri Council of School Librarians Conference
- Editorial Board of *The Record*
- Executive Board of SuccessLink (Educational Technology)
- Executive Board of Midwest Charter Schools
- Phi Delta Kappa treasurer
- Advisory committee for Teaching Professions courses developed for the Columbia Area Career Center for high school students

## **2007-2008**

- Presented *The Effects of Vision Therapy on Reading Achievement in the Early Grades* at the Mid-Summer Council of Exceptional Children Conference, July 16, 2007 in Columbia, Missouri.
- TESCU Conference Seattle WA. Sept. 23-25, 2007
- Profession Development School Conference Roidoso, NM Sept. 29, 2007
- Council of the Arts, The Power of Chant, WNMU, Oct. 1, 2007.

## **Research**

- *Harvey Emergent Literacy Assessment*. Beta testing is being conducted in order to gather validity and reliability data.
- *Minority Role Models* is a survey being conducted with Black, Hispanic, and Native American college seniors.
- *Academic Standards and the No Child Left Behind Reauthorization as Viewed by Future Teachers* was co-authored with Dr. Kathryn Kziekan and Dr. Gwen Countryman.
- *Visual Therapy and its effect on reading achievement in the early grades*. This research is being conducted in conjunction with SuccessLink.
- *The Effects of on-line Instruction on Achievement*. Currently a review of the literature as it relates to teacher education is being gathered.
- *Bridging the Achievement Gap*. As a member of the MACTE study group, material is being gathered to present at the fall conference.
- *Regional Reading Instruction*: Common practices found in regional areas of the US. This data has been collected from on-line class participants. The summary and analysis is being completed.

- *Effective School Research* continued with the comparison of top schools with those of similar size and location but only average achievement test scores. The results of the 2002 3<sup>rd</sup> grade MAP communication arts assessment determined the categories of these schools. Interviews of teachers from these schools were conducted with a graduate student who is completing a research project for graduation.
- "Tales from Trinidad" article was submitted to the *Multicultural Magazine* for publication.
- Vacca et al.'s *Content Area Reading*, seventh edition, on April 18, 2003 was previewed for Allyn and Bacon.
- "Teaching lower SES students to write with the word processor" was submitted and to the *Kappa Delta Pi Record* for publication in the March, 2001 edition.
- "Bullying and its long term effect on Elementary School Children" which was co-authored with Shauna Crain was submitted to *Teaching K-8* for publication.
- "*High Achieving Schools (250-500 students) MAP Communication Arts: 3<sup>rd</sup> grade 1999-2000*" was submitted to *School and Community*, the MSTA monthly publication

## Honor and Awards

- Who's Who Among American Teachers 2005, 2006
- Empire Who's Who in American Colleges 2006
- 5<sup>th</sup> Year Kappa Delta Pi Sponsor
- Longevity Award, NMIRA April, 2008

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