FINDING OUR HEARTBEAT: TRANSFORMING READING THROUGH HEARTFELT PEDAGOGY

By
Dr. Catherine Maderazo

We are at a critical point in literacy education with the advent of the Common Core. No longer tied to old mandates and scripted reading programs we are free to reflect on our knowledge of pedagogy, make decisions that will benefit our children and renew our passion for teaching and learning. We are poised to again awaken joy.

Common Core State Standards

The adoption of the Common Core State Standards (2011) provides a real invitation for reading professionals to stop and think about how we are teaching our students; more importantly how are we preparing them to think for themselves, use literacy to learn, and be ready for career or college readiness.

Calkins, Ehrenworth, and Lehman (2011) write that we have to choose our path. The Common Core Standards have the potential to encourage growth for our students and also our profession. We need to embrace the new standards as an opportunity to think deeply about our current reading curriculum and what we want for our students. We need to consider the changes necessary not only to meet the standards but also to be true to our pedagogy. The path may not be easy but it will be worth the journey.

Isn’t it refreshing that there are and will continue to be multiple paths to accomplishing these standards. In the past our work has been narrowed. Today, whatever path we take we will do so with a broader focus on language arts, content area literacy, and technology, leaving behind the narrow view that reading is simply grounded in the Fab Five: phonemic awareness, phonics, vocabulary, fluency and comprehension.

Our aim is to use technology and literacy to implement a more comprehensive, integrated, and content-driven language arts program so our students can enjoy the journey and accomplish with ownership the scope of the Common Core.

(Continue on page 2)
Finding Your Heartbeat

Comprehensive Literacy Education

To reach the aims of the Common Core not only requires an understanding and experience with language arts instruction with integrated reading and writing across content areas (sciences, social sciences, technology, art, and music) but it requires student-centered mindfulness that uses literacy to learn, communicate, think critically and prepare for the future. Instruction and curriculum is not just something we plan for. It should be organic and prepare students to achieve their full literacy potential and to learn to think and act in ways that allows for full participation in our democratic society as part of a global, connected community.

A comprehensive language arts program incorporates evidence-based best practices to suit the needs of all students in whole-group, small group, and individualized settings. Instruction and experiences build on knowledge that students bring to school; recognizing that comprehension as the ultimate goals for literacy learning. It also acknowledges reciprocity among reading processes (e.g. decoding, vocabulary, comprehension, motivation and consistent opportunities for reading and writing), emphasizes meaning through open and collaborative tasks that require dialog and critical thinking and provides differentiated and individualized instruction for diverse and struggling learners. These ideas are summarized by the list below.

Ten Evidence-Based Best Practices for Comprehensive Literacy Instruction

1. Create a classroom culture that fosters literacy motivation
2. Teach reading for authentic meaning-making purposes: for pleasure, to be informed and to perform a task.
3. Provide students with “scaffolded” instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension to promote independent reading.
4. Give students time for self-selected reading
5. Provide students with high-quality literature across a wide range of genres.
6. Use multiple texts that build on prior knowledge, link concepts and expand vocabulary.
7. Build a whole-class context that emphasizes community and collaboration.
8. Balance teacher and student led discussions of texts.
9. Integrate technologies that link and expand concepts
10. Differentiate instruction using a variety of instructionally relevant assessments.

In a comprehensive program under the Common Core, teachers and students share the responsibilities of teaching and learning. Teachers act like coaches, asking questions so learners will deepen their response to text. They will provide access to a variety of text and time for learners to read and write. In response, students will be engaged in learning, strategic in how they use literacy. They will have opportunities for shared and differentiated instruction. They will have time to work collaboratively as well as independently.

We Must Be Part of the Change

Finally, I think that we can’t simply rely on trainings and presentations to move us forward. As reading professionals we must be part of the change and begin to transform our existing curriculum before others tell us how to do it. We never needed a script or prescribed materials. We especially don’t need them now.

What is needed is better and more frequent opportunities to engage in conversation with other teachers and our students. We need to reflect on our own expertise and experience. As a profession we need to identify our own strengths and learn new ways to engage learners. We can do this through collaboration, mapping, and critiquing current curriculum. To do this well, though requires support, and we need to be included in the conversations and planning. Our ideas need to be heard. Ideally it would be a shared vision and conversation that includes the voices and goals of parents and community members.

(Continue on page 3)
Change will begin with recognizing the many materials and methods we are using are not promoting lifelong literacy, and are not fostering a real passion for literacy (Gallagher, 2009). We need to release ourselves, and our students from the skills-based, content free approach to learning we’ve been stuck in (Munson, 2012).

Following “mandated, scripted programs with fidelity; step-by-step, page by page, without thinking about how children learn to read” (Allington & Pearson, 2011) is not true to our profession. We need to bring back writing and use the entire language arts to access and learn other content areas.

If we truly want literate citizens who can read and choose to read multiple texts for real purpose – then we have to change. The Common Core provides us that opportunity! It is time to rethink what we want readers to do with their own literacy, help them use literacy to learn, and foster deep thinking and critical learning. We need innovative literacy practices that include new literacies and foster personal engagement in literacy.

Full references available by request.
Email cmaderazo@fullerton.edu.

---

Dr. Catherine Maderazo is an Associate Professor of Reading at CSU Fullerton.

---

Recommended Reading for Heartfelt Pedagogy


---

Dr. Julie Chan Receives the Outstanding Career Achievement Award

On behalf of the faculty and Reading Educators Guild we would like to congratulate Dr. Julie Chan with our very first Outstanding Career Achievement Award.

Dr. Julie Chan has given generously of her time, talents and treasure to the Reading Department and College of Education at Cal State Fullerton and the communities we serve. Julie has touched the lives of thousands of students throughout her career as a teacher, staff developer, school administrator, and professor. As an instructor for both our Master’s degree program in Reading Education and as an assistant professor at Cal State Long Beach, Dr. Chan provided encouragement and support that was beyond expectations and that greatly enhanced her students’ success. Julie was also instrumental in shepherding our three Newport Mesa cohorts to successful completion while she was Director of Literacy Instruction in Newport Mesa Unified. She has served as Co-Director of the CSUF Community Learning and Literacy Center, mostly as an unpaid volunteer, and last year in that role she spent countless hours organizing a very successful Community Literacy Festival.

Julie has a resume that is an arm long. Her experiences are varied and extensive. She has cross town rivalry degrees from both USC and UCLA and a doctorate from University of Colorado, Boulder. She served as the English/Language Arts Coordinator at the Orange County Department of Education. She has worked with teachers and administrators at over 100 schools in 30 districts. She was an Adjunct Faculty member for UCLA’s School Management Program. She experimented with life as an entrepreneur as the CEO and Marketing Director of CompuKids Computer Learning Centers. Julie was producer and program host for a syndicated radio series for parents through the Armed Forces Network in Europe.

Currently, Dr. Chan is on the steering committee for the Hazel Miller Croy Reading Center along with Dr. Debbie Hancock, Pat Irot, and Dr. Ruth May Siegrist.
CROY ENDOWMENT FUND & READING CENTER

The Croy Endowment Fund was established in 2011 for the purpose of recognizing the founder of the Reading Program and the Reading Clinic. Donations are used to support student scholarships, provide innovative materials for the Reading Center and encourage faculty research. The center was dedicated in April 2011 and the name was changed from the Reading Clinic to the Dr. Hazel Miller Croy Reading Center.

This spring the Dr. Hazel Miller Croy Endowment Fund reached $51,138, which exceeded the goal of $50,000 established by the steering committee. In addition, nearly $2,000 is available for Reading Center needs. The donations have come from many individuals and corporations and also by generous donations from Dr. Croy’s niece, Cynthia Miller, a retired teacher, who was inspired to become a teacher by her Aunt Hazel Croy. Because of her dedication and generosity, Ms. Miller was honored April 20th by the College of Education at the Honor An Educator event. The event was hosted by Dean Claire Cavallaro and was held on campus.

The steering committee has set the next goal for the Croy Endowment Fund at $75,000. There are many needs for the children in the Reading Center. With technology a driving force in education, it is hoped that innovative techniques will be utilized in reaching the children and adults in the Reading Center. Graduate students in the Reading Department will benefit as well since they will get hands-on experience in technology they can use in their classrooms.

Tax-deductible donations are welcome. Donations can be made directly to CSFPF Account #85017 and sent to:

CSUF Philanthropic Foundation
2500 Nutwood #850
Fullerton, CA 92831

Or online: www.fullerton.edu/supportCSUF/ed/croy

Dr. Ruth May Siegrist, Emeriti, Croy Endowment Committee Member

Thank You Hancock Fund Contributors!

The following individuals made donations to the Hancock Fund this year. The monies in this account help fund our scholarships for graduate and clinic students.

Andrea Sward
Deborah Hancock
Dr. Kathleen Naylor
Janet Bagwell
Jordan Fabish
Leslee Milch
Margaret Hirsen
Pat Irot
Raquel Flores Olson
Kathi Bartle Angus

Opportunity Drawing

Thank you to the following groups and individuals for their generous donations:

Reading Department - Nano iPod
Dr. Karen Ivers - Magic set and Magic Castle passes
Kathi Bartle Angus - See’s Easter Candy
Jan Bagwell - Tote bag loaded with goodies
Kimberly Mundala – Selection of children’s books
Lesley Zorola – Homemade quilt and children’s book
Gena Lovett – Pete the Cat books and stuffed animal
Linda Carwell - Table Decorations
David Reid - Two $25 Barnes and Noble gift cards
Linda Vander Wende – Book: Content and Language for ELLs
Matt Harris and Carlen Hessinger - Wine and chocolate basket

The Opportunity Drawing netted $500 for the Croy Center Fund.
CSUF ONLINE GRADUATE EDUCATION PROGRAMS RECOGNIZED

Listed at No. 24 in the U.S. News and World Report "2013 Best Online Graduate Education Programs" are those offered by the College of Education. They include the university's oldest online degree program, the Master of Science in Instructional Design and Technology, launched in the fall of 2002. In addition, the Master of Science in Education degree program offers four online concentrations: Educational Technology, Elementary Curriculum and Instruction, Reading and Secondary Education — all offered since 2010.

U.S. News examined 208 online graduate programs in education to compile its ranking, which places CSU Fullerton's programs in the top 12 percent overall nationally and in the top 10 percent in the areas of student engagement and student services and technology.

“These rankings reflect the quality of our program design and delivery, which includes a highly interactive learning environment and development of a community of learners within each program,” said Claire Cavallaro, Dean of the College of Education.

The retention rate for new students enrolled in these programs in the 2011-12 academic year was 98 percent.

ALUMNI SHOWCASE

Kara Schneider
(2011) Irvine Cohort
4th grade Teacher, Irvine Unified School District

Kara is her site’s EL Coordinator. In addition, she has been shadowing the RTI Psychologist in preparation for taking over some of the responsibilities next year. In that role, she will be partnering with the Intervention Lead Teacher. Filling out her busy schedule, she is sharing the responsibility of Teacher Assistant to the Principal with another colleague and getting ready to host a student teacher for 9 weeks. Future plans include planning and hosting a parent GATE night to inform our parent community about our school site’s GATE program in grades 4-6.

Kara credits her studies at CSUF with providing some of the background knowledge necessary for intervention planning as well as supporting students’ comprehension in content areas. While she continues to develop experience with the early stages of reading, her passion is really in helping the older students who struggle academically and providing extension activities for the high achievers and gifted students.

ALUMNI SHOWCASE

READING ALUMNI ARE DOING AWESOME WORK!

Reading Program Alumni are involved in teaching, leadership, publishing, writing, training, tutoring, and a myriad of other activities that we know you want to know about. REG continues to fulfill one of the main missions of the organization - networking!

If you would like to share what you are up to in an upcoming issue please contact Carlen Le-Hessinger at carlen.le@gmail.com.
TECH TALK
By Matt Harris

Technology is beginning to boom in many public schools. People are moving away from SmartBoards and projectors and into iPads and Apple TVs. With the help of Prop 30 and the many local measures that passed to help upgrade schools as well as provide technology, technological resources are becoming more of a reality than a dream. Our newsletter will be providing an online resource box to help you and your students with a variety of apps and websites. We hope you will also email us some of your favorite apps and websites so we may share with the entire REG Community as well as our friends and colleagues. Email your suggestions to: Matt Harris at matt80s@yahoo.com. Please put REG Online Resources in the subject. Thank you!

Apps to check out:

Math: Motion Math: Hungry Fish

Reading: Houghton Mifflin Harcourt - HMH Readers

Spelling: SpellingCity

ATTENTION READING DEPARTMENT
2012 -2013 GRADUATES

You and your family are invited to a reception to celebrate your graduation from the Reading Department. Please join us on the second floor patio (south side) of the EC building at the conclusion of graduation on Sunday, May 26th.

Alumni who are interested in assisting with the reception should contact Lesley Zorola at lzorola@acsd.k12.ca.us
REG Spring Breakfast 2013