BLENDING RESEARCH AND SERVICE: EXPANDING THE FOCUS OF THE HAZEL MILLER CROY READING CENTER

BY ERICA BOWERS AND KATHI BARTLE-ANGUS

The purpose of the Hazel Miller Croy Reading Center is now twofold: to provide service and to conduct research. With regard to service, for over 35 years, the Center has provided high quality diagnostic intervention to school-age children in the community at our Fullerton and Irvine campuses as well as at local school sites through our graduate Reading MS program. Recently, services have been expanded to include assessment packages and extended tutoring provided by Reading Alumni. In addition, we have integrated a focused research agenda to advance the professional knowledge-base related to reading difficulties and intervention strategies. To achieve our purpose the Center sponsored five key projects in the 2011-12 academic year.

In the spring of 2011, the Pocket Tutor Project was implemented in the Center through a partially funded research mini-grant of $10,000 from the College of Education. Each child attending the Reading Center was issued an iPod loaded with podcasts that paired high-interest texts read-aloud by Dr. Ula Manzo with strategic comprehension prompts. The purpose of the podcasts is to model active reading/thinking strategies so that the listener begins to use these when reading independently. The Pocket Tutor research has been accepted as a chapter in an upcoming book entitled, Volume II: Advanced Literacy Practices: From the Clinic to the Classroom.

For the 2011-2012 year, the Tutoring Project was begun in order to extend the support provided by the Center. The Tutoring Project involved four of our CSUF Reading M.S./Specialist Alumni who were contracted to provide intervention services to children in the community during the Clinic class, which also brought additional revenues to the Center. This project spurred another avenue for providing community service, the Assessment Project, which includes providing Reading Assessment packages to children who are on the Center waiting list from the general community. The Assessment Project involves hiring even more Reading alumni who will be contracted to provide their assessment expertise and a thorough case report for clients.

The Center Director joined the Literacy Research Association’s (LRA) Special Interest Group (SIG) - the National Center Director Consortium. This collaboration prompted the Shadowing Project, which is a platform for field research. This project includes observing highly qualified reading specialists’ work in the field. To conduct her contribution to this national research project, the Center Director spent ten hours shadowing Heather Brandon, a Reading Specialist at Aspire Public Charter Schools.

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SOCIAL NETWORKS AND THE WRITING PROCESS
BY CORY ROBERTSON

Outside of the classroom students continue to write. Forty-nine percent of students aged eight to seventeen have a social network profile that they actively use and contribute to (Hargrave, 2008). Students interact with media at increasing rates, and use social networks as a forum to discuss, in writing, what interests them, with their peers (Rideout, Fuehr, & Roberts, 2010). It is this environment of writing that students feel comfortable, and one in which teachers have yet to fully explore for educational use.

Publishing of writing used to be the goal of a writer; yet, it is now the halfway point, an opportunity for the writer to start conversations with readers. Students know this, and no longer view their on-line writing as a final example of their writing ability. They constantly make changes to their original works based on reader feedback, an interaction that can only occur in the environment of social networks. Students can receive continual, authentic, and meaningful feedback from peers and experts through the use of social networks.

Students can post their writing on their blog or social wall and collect near infinite feedback from their peers -- either in their physical class, or from around the world. They can then use this feedback to make further changes to their writing, constantly fine-tuning their work until they are satisfied. This model gets it to a final, presentable state; whereas, the Composition was created by one person as nothing more than a draft, and then made as part of crowd-sourcing (a method of gathering small amounts of information from many respondents, which then creates a massive pool of information).

As students increase their writing in this environment, they begin to see more importance placed on the Improvisation writing, and not the Composition writing. This is because the Improvisation component of writing actually helps refine the product and gets it to a final, presentable state; whereas, the Composition was created by one person as nothing more than a foundation to spark discussion. This method of writing creates an authentic atmosphere for students to work: one of collaboration, compromise, and working towards a common goal, all skills students will need as they prepare for college and careers.

References


Cory Robertson is a Technology and Program Evaluation Professional Development specialist at Anaheim City School District.
HAZEL MILLER CROY READING CENTER
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Heather, coincidentally, was Reading’s Carr Fellow for 2010-11. Watching Heather confirm that our MS in Reading has done an outstanding job preparing reading specialists to provide intervention and to coach future teachers in these skills. The Shadowing Project research, which also included case studies of 15 other reading specialists nationwide, was presented at the Literacy Research Association’s Annual Conference in November 2011 by the Reading Center Director and the Special Interest Group (SIG) - the National Center Director Consortium.

Finally, the Video Reflection Project, an off-shoot of the research with the National Center Director Consortium was begun in spring of 2012. The Center Director collaborated to study the effect of video reflection on Reading Teacher practice. The project was piloted in spring, 2012 and the initial cases were shared with fellow Directors at the International Reading Association’s annual conference that same semester.

The plan for the 2012-2013 academic year includes continuing and expanding current projects: tutoring, assessment packages, shadowing, and video reflection. In addition, we are exploring the possibility of collaborating with the Department of Elementary and Bilingual Education to offer the local community reading support during the summer through the Hazel Miller Croy Reading Center.

The Center is funded by donations, grants, and fees charged for services. Through the hard work of the Hazel Miller Croy Endowment committee and support from REG, the Center is close to achieving its goal of raising the endowment account to $50,000. Interest from the endowment is used to sponsor scholarships for children in the community to attend the Center, support additional services to the community, support professional development, and to purchase materials and resources for the center.

Donations are always cheerfully accepted and can be made at any time by making a check out to CSFPF, Account #85017 and mailing to Cal State Fullerton; University Advancement; 2600 E. Nutwood Ave., Suite 850; Fullerton, CA 92831. Or you may make your donation online at http://www.fullerton.edu/foundation/donate/index.asp

We are excited about the possibilities for the future and gratified by the support we have received from our donors, the community, and the College of Education. The advances in technology are providing new platforms for furthering our purpose of integrating research and service and we are eager to pursue them.

Erica Bowers, Ed.D., is the Director of the Hazel Miller Croy Center
Kathi Bartle-Angus, M.S., is the Reading Educators Guild Faculty Advisor.

Meet our REG 2012 Scholarship Recipients

REG was able to provide four $500 scholarships for 2012 due to member’s donations to the Hancock Fund and a generous donation from David Reid specifically to be used for scholarships. The four recipients will be honored at a reception this fall along with other recipients from the College of Education. They will also be invited to attend the REG breakfast in the spring so that members can meet these inspirational teachers.

Aaron Durham – Aaron graduated in May 2012 and used his scholarship award to complete the credential classes this past summer. He recently accepted a new position with KIPP Raices Academy in East Los Angeles as a 4th Grade Founding Teacher. Aaron witnessed the power of a reading teacher’s expertise on student gains early in his teaching career and dedicated himself to becoming a reading specialist as well. Aaron also was recognized as an Outstanding Graduate for 2012.

Dana Gottlieb – Dana is a member of our first online cohort in her final semester in the Reading Program. She is a reading specialist in the Penngrove Elementary School, in Penngrove, California and takes classes from her home in Petaluma. Dana is an experienced teacher and a contributing author of the RICA Cliff Notes. She hopes to expand her leadership role in her district and help other teachers in their work with students and their families as they discover “something new” and develop into lifelong readers and learners. Dana is using her award to help finance her last semester.

Heather Wilson – Heather takes inspiration from seeing her students experience that “top-of-the-world” feeling as they begin to master literacy skills. Heather is working part-time as a para-educator while she completes her final semester in the online MS program. She hopes to find a teaching position soon after graduation that will allow her to do what she loves – teaching young readers the joys of literacy.

Jennifer Won – Jennifer also graduated in May 2012 and used her scholarship award to complete the credential classes this summer. Jennifer shared in her essay how she helped a student discover his “magical reading powers” and she was hooked on teaching reading. Jennifer recently accepted the position of Reading Specialist at a school in the Alta Loma School District, in Rancho Cucamonga.
FACULTY FOOTNOTES

The Reading Department faculty had another busy year. We welcomed our fifth online cohort this fall and celebrated the graduation of 45 new reading specialists in May. An exciting project we worked on last May was the creation of a YouTube video to spread the news about our Master’s Program. If you haven’t yet had a chance to see it please check it out by searching the YouTube site for California State University Fullerton – Masters in Reading Education and let us know what you think.

This semester will mark the completion of our project to create online versions of all of the MS classes. Dr. Erica Bowers and Dr. Ordonez-Jasis are teaching the clinic, comps, and project classes online this semester for the first time as our first online cohort prepares to graduate. Of course, we still offer courses on the Fullerton campus for students who prefer a more traditional approach to learning and live close enough to make the trip.

We all celebrated Dr. Ordonez-Jasis’s promotion to Full Professor and Dr. Erica Bowers promotion to Associate Professor in June. Our new faculty, Dr. Catherine Maderazo and Dr. Julian Jeffries are busy developing and expanding current courses in elementary school reading instruction, assessment, reading curriculum and linguistics and literacy.

Faculty members continue to serve as leaders in the field. Dr. Ordonez-Jasis is continuing her outreach to the Rowland and El Rancho districts as she offers her expertise in community mapping and early literacy. Dr. Erica Bowers was recently named Area 6 Director for the California Reading Association. Kathi Bartle Angus completed her term as Co-President of the College Reading and Learning Association’s California Chapter. Part time instructors and alumni, Mary Bogan and Maureen Provenzano, are serving as the California Chapter’s President and Treasurer.

Faculty made many professional presentations during the 2011-2012 school year for the Orange County Reading Association, the California Reading Association, College Reading and Learning Association, Literacy Research Association, and several local schools as invited speakers. Dr. Julian Jeffries presented at the Inter-University Program for Latino Research Conference in New York.

On a more personal note both Donna Padgett and Kathi Bartle-Angus experienced the joy of becoming grandmothers for the first time in 2012.

Scholarship activities for 2011-2012 included:

Books and Monographs

Book Chapters


Refereed Journal Articles


Congratulations
Patricia Carter-Anderson (2012)!

The Tustin Unified School District has announced that Trisha Carter-Anderson will be recognized as a finalist for the American Literacy Corporation’s 2012 “Outstanding Contribution to Literacy Award”. She received her award on October 8, 2012, at the Tustin Board of Education meeting. Way to go Trish! Graduating in May and receiving an award in October!
Congratulations 2011-2012 Graduates!

Fullerton Campus
Spring 2012
Melissa Base
Aaron Durham
Teri de Rubira
Jessica Freberg
Shannon Hegarty
Courtney Hinshaw
Hana Kim
Katie Klosterman
Ekta Parikh Shaw
Sara Rawlins
Samantha Rodriguez
Helen Won
Jennifer Won

Fullerton Cohort
Spring 2012
Katie Burney
Sara Carinchi
Denise Fielden
Christen Goodman
Rebecca Granger
Jill Harris
Kirsten Hubbard
Debra Kojima
Sarah McElwee
Ana Ngo
Annette Perez
Jennifer Randall
Alumni News

New alumni are embracing their roles as Reading Professionals. Kirsten Hubbard (2012) and Katie Murray (2012) presented at the California Reading Association Conference in San Diego on October 20. Their topic was “Struggling Readers? Start Your Engines.” Also presenting at the CRA conference were Sara Rawlins and Courtney Hubbard on “Pump Up Comprehension Before, During, and After Reading.”
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Facebook for REG

REG now has a Facebook page! The page is a great place for current and alumni educators from California State University, Fullerton’s Reading Department to participate in active and dynamic communications about reading research, strategies, and resources. The page also has links to the REG newsletters, current information on upcoming REG events, and photos of past REG events. Please visit our page and become a fan by clicking the “like” button located at the top right hand corner of the page.

https://www.facebook.com/pages/Reading-Educators-

Check out the Reading Department on YOUTUBE:
http://www.youtube.com/watch?v=rxrLw sFnUTo&feature=youtu.be