

A Newsletter of the Connecticut Reading Association  
State Affiliate of the International Reading Association

TO RENEW  
AND MAINTAIN  
OUR SOURCES  
OF INSPIRATION

READ  
"THE PRESIDENT'S  
MESSAGE"  
See Pages 2 and 3

www.ctreading.org

Winter 2010

*GHAC Presents:*  
**Building an SRBI System for Reading**  
*with Ellen Cohn*

*Submitted by Cheri Burke, GHAC President*



**In** January, the Greater Hartford Council welcomed a crowd of over 110 teachers, reading specialists, and administrators to Bennett Academy in Manchester for a presentation with Ellen Cohn, Senior Education Specialist with the Capitol Region Education Council (CREC). Ellen specializes in Scientific Research-Based Interventions (SRBI) and she was the perfect presenter for

this hot topic. Ms. Cohn presented "Building an SRBI System for Reading," and discussed the driving forces behind SRBI as well as the components of "appropriate instruction" as defined by Connecticut's State Department of Education.

Since the fall of 2007, Ellen has supported over 50 organizations in professional development and technical assistance in the development of SRBI curriculum, instruction, and intervention at all levels. This experience, coupled with her previous position as a special education teacher and administrator at both the elementary and middle school level, provided a platform for practical advice and candor alongside a solid foundation in research and theoretical understanding of SRBI and the changes in education today. Ellen's blend of humor and knowledge kept the large crowd sitting on the edge of their seats, fully engaged, and wishing for more time with her!

Ellen began her workshop by sharing the "non-negotiable" components of RTI: universal screening; multiple tiers of increasingly intense interventions; scientifically research-based intervention to the extent possible; and progress monitoring of student performance using assessment data and fidelity of implementation. She then took her time to elaborate on each of these components and share the practical applications for schools and classroom teachers. The highlights of her presentation included:

*"Building an SRBI Reading System" continued on page 3*



## The President's Message

Sandy Mangan

As we begin the new year in our schools, our spirits are rejuvenated and our teaching is inspired. How can we maintain this energy as January morphs into February and we begin to get bogged down with everything we need to accomplish and all the children need to learn? I believe the answer is to schedule some "me" time into our busy schedules. Only by renewing and maintaining the sources of our own inspiration can we continue to keep our teaching inspired. That "me" time means finding the time to feed your mind, nourish your soul, laugh a bit, and enjoy the camaraderie of colleagues. I would like to share a few thoughts about the ways we can maintain and fuel that inspiration.

First, join a professional learning community or professional book group. If you can't find one that appeals to your interests, begin your own. I'm certain there are many like-minded colleagues that would be willing to join you and enjoy the opportunity to collaborate.

Second, find a workshop to attend. I know how difficult it is to get release time from our schools, but there are many wonderful workshops being offered after school and on Saturdays. CRA has several workshops on its Calendar of Events. The calendar is included in this issue and can be found on our website, [www.ctreading.org](http://www.ctreading.org). A Saturday workshop I always find rejuvenating and inspiring is the Saturday Reunion at The Teachers College Reading & Writing Project at Columbia University in New York City. My colleagues and I board a bus at 6 a.m. two Saturdays a year (usually in October and March) to travel to the city to be inspired by the amazing staff developers at the Reading & Writing Project. The workshops are free and certainly worth "giving up" a Saturday. I promise, you will return to the classroom with energy and enthusiasm for your reading and writing instruction.

Third, there are many websites that provide fabulous teaching ideas and lesson plans. There are a few that I utilize that I would like to share. My favorites include Choice Literacy, [www.choiceliteracy.com](http://www.choiceliteracy.com), and The Daily Café, [www.dailycafe.com](http://www.dailycafe.com). The sites offer

free weekly newsletters with many terrific ideas for lessons, teaching strategies, parent communication, and book suggestions for your classroom library and your professional library. If you become a member of either site, the resources are limitless. I've heard colleagues reference the articles, video clips, and other resources on the sites as the best professional development you can experience without leaving your home. The Daily Café is associated with another website, [www.the2sisters.com](http://www.the2sisters.com). I have also found great lessons, activities, and behavior management ideas on the ProTeacher website, [www.proteacher.net](http://www.proteacher.net). They have boards for various grade levels and meeting rooms for popular teaching methods such as Six Traits Writing, The Daily Five, and Lucy Calkins' Units of Study. One final website is [www.readwrite-think.org](http://www.readwrite-think.org). It is maintained by the International Reading Association and the National Council of Teachers of English.

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*"Building an SRBI Reading System" continued from page 1*

- SRBI begins with improved reading instruction in general education -Tier 1.
- To have success we must double or even triple the learning rate of struggling readers.
- The critical elements needed for successful reading performance are- phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Reading intervention should be systematic:
  - ❖ Build skills gradually, first in isolation
  - ❖ Then integrate with other skills
  - ❖ Provide practice to build generalization
  - ❖ Make the thinking process public
- Reading Intervention should be explicit:
  - ❖ Teach rules, concepts, principles, and problem solving strategies in a direct fashion
  - ❖ Model think strategies and procedures
  - ❖ Provide a wide range of examples
  - ❖ Provide extensive review and practice
- Appropriate instruction is:
  - ❖ Research-based instruction and intervention
  - ❖ Frequent progress monitoring with valid and reliable tools
  - ❖ Fidelity of implementation.

Ellen graciously answered questions and offered personal insights and advice. Her workshop was well received and full of practical advice for implementation of SRBI in every classroom. If you would like to learn more about SRBI, you can purchase Ellen's book, *Response to Intervention: A Planning and Implementation Guide for School Practitioners*, published in 2008.

**Connecticut Reading Association**  
**59<sup>th</sup> Annual Conference**  
**November 4 – 5, 2010**  
**LITERACY FOR A LIFETIME**

Attention creative and innovative educators. The CRA Conference Committee invites you to submit a presentation proposal for the 2010 conference. Please refer to the chart on the proposal form for suggested topics that conference attendees have requested. We are looking for proposals on a wide variety of topics including sessions that address high school and administrative areas. See pages 13 & 14 for forms or check on-line at [www.ctreading.org](http://www.ctreading.org). Please note that the proposal deadline is April 15, 2010.

*"President's Message" continued from page 2*

My final suggestion is to take the time to share your successes and struggles with your colleagues. They will celebrate your successes and problem-solve with you to resolve the difficulties you are experiencing. As I stated in the Summer/Fall edition of this newsletter, teaching should not be a solitary endeavor. The more we collaborate with our colleagues, the longer we will be able to maintain our inspiration. I'd like to leave you with the following thought:

*"We chose this career because we are passionate about children and enabling them to reach their fullest potential. With all the changes that are occurring in schools and in education, if you want to make a difference it's time to get involved. We need to be knowledgeable, articulate, and start getting our voices out to those in power who are making the decisions." (source unknown)*

As professionals, we do know what is best for children and for ourselves as educators. The CT Reading Association has many opportunities for you to become more involved in its organization. We are always looking for individuals to become committee members and officers at the state and local level. Please visit our website, [www.ctreading.org](http://www.ctreading.org), to find out more about our organization. Also, please feel free to contact me, [cra-07mangan@snet.net](mailto:cra-07mangan@snet.net), to learn how you can become a part of a great organization!

Happy New Year!

*Sandy*

# Council News

**Nutmeg • GHAC • CARR • Northwest • Eastern • Southern Fairfield  
& Southeastern Reading Councils**

**CARR** PRESIDENT, Margaret Queenan, Ph.D.

**T**he Connecticut Association for Reading Research (CARR), an Honor Council of the International Reading Association since 2003, has an extraordinary event scheduled at Central Connecticut State University on March 25, from 4:15-6:30 pm, by author, researcher, and University of Rhode Island professor Julie Coiro. Julie will speak on “Principles, Partnerships, and Possibilities for Studying the New Literacies of Online Reading Comprehension.”

CARR also provided professional development for its members this year at the Hawthorne Inn

through a fabulous workshop presented by Janice Almasi, author, Carol Lee Robertson Endowed Professor of Literacy at the University of Kentucky, and Executive Board Member of the International Reading Association.

In the spring CARR will hold its annual breakfast to celebrate and present the research of our Wirth-Santoro scholarship recipients and to present a check to this year’s scholarship winner(s). Also to be presented is a mini-grant to a CARR member to perform action research. For information or an application for either scholarship,

please contact Linda Kauffman [linda.kauffmann@gmail.com] or Rena Shove [rshove@region15.org].

Finally, CARR’s research chairs, Betsy Sisson and Diana Sisson, are busy at work on CARR’s research project to determine the effects of the Scientifically-Based Reading Intervention initiative in Connecticut. Look for updates on that research in the CARReader. Do consider, too, submitting a research-based article to CARReader, a peer-reviewed journal, to CARR Vice President, Judy Moeller [jmoeller@aces.org].

**FAIRFIELD COUNTY COUNCIL** Margaret Queenan & Joanne Shulman, Co-Presidents

**F**airfield County Council of the Connecticut Reading Association is co-sponsoring a Scientifically-Based Reading Intervention (SBRI) presentation given by Esther Bobowick and Maria Driend at Cooperative Educational Services (C.E.S.) in Trumbull on January 30. On March 27, we are co-sponsoring, with C.E.S., a day with Sharon Taberski where she will talk about the natural differentiation in the reading and writing workshop. Just recently Betsy Sisson and Diana Sisson presented an informative and well-received

workshop on differentiation to Fairfield County Council members and their guests. Earlier, Lois Lanning’s workshop on comprehension strategies based on her new book, *Four Powerful Comprehension Strategies*, was a hit. Linda Kauffmann will be coming in the spring to share ideas on text structure.

In February, Fairfield County Council is co-sponsoring a Connecticut Loves to Read celebration at the Trumbull Public Library on Saturday, February 13, at 11 am. Trumbull First Selectman,

Timothy Herbst, will receive the governor’s proclamation; we will have guest readers for a children’s story hour; and the Connecticut Association for Reading Research will present an overview of the research on the benefits of reading to and with children.

Fairfield County Council is actively seeking new members to join us for these professional development offerings, to help us celebrate reading in Connecticut, and to provide service to the reading community.

## A Look Back at the 2009 – 2010 CRA Lecture Series

Betsy Sisson, IRA Coordinator

The Connecticut Reading Association has successfully wrapped up its first annual lecture series. It began on November 7 at the University of Connecticut with a full day spotlighting Dick Allington and his national view on Response to Intervention and its implications in American classrooms. The series continued on December 5 with a panel discussion at the Capitol Building in Hartford which focused on how Response to Intervention has been translated into Scientific Research-Based Interventions (SRBI) in the state of Connecticut. Moderated by the well respected Nancy Cappella, representatives from Berlin, Bristol, Cromwell, Newtown, and Waterbury shared how their school systems are implementing SRBI and how it is evolving in the field. We were also pleased to welcome Michelle LeBrun-Griffin from SERC who videotaped the discussion for its inclusion in the development of state training modules. Transitioning from national and state viewpoints, January 30 brought Esther Bobowick and Maria Driend at CES in Trumbull to speak about SRBI resources in the classroom.

The series has required a great deal of planning and collaboration; however, we have received such positive feedback that we are pleased to report that we will be

launching the next lecture series in the fall of this year. To ensure that we offer a topic which will be of both interest and benefit to our members, we have already begun planning. Thus far, we are convening as a board to discuss potential topics as well as meeting with various representatives from Regional Educational Service Centers (RESCs) and the State Department of Education to gain a broad perspective on the topical issues facing Connecticut educators. We would also like to have suggestions from our members, so if you have a recommendation for a lecture series, please contact us.

The Connecticut Reading Association is an organization whose mission is to promote literacy for all by improving the quality of reading instruction through the study of current reading research methods and practices; to support and promote the local councils in their goals to promote literacy; to serve as a clearinghouse in disseminating reading information through conferences, newsletters and speakers; and to encourage reading as a lifetime tool for success. The lecture series provides one vehicle for this work, and it allows all of us to:

*“Be the change that  
you want to see in the world.”*

## CLASSROOM CORNER

### Writing at Home

- Have your child develop a correspondence with out-town-friends (email or regular mail).
- Dictate your child's weekly chores to him or her, and have your child write them down.
- Have your child keep a diary of his or her daily activities and plans.
- Let your child write your grocery list and read it to you while you to shop.
- Have your child write down the procedures for playing a game or activity.
- Develop a correspondence with your child, leaving letters and notes to one another in a special designated spot in your home.
- After visiting an interesting location have your child write what your family saw and their reactions to it (children can interview family members to get comments).
- As a family, write letters of praise or complaint to companies whose products particularly please or disappoint you.

*This Classroom Corner suggestion was submitted by Andrea Sadler, a language arts consultant in East Lyme and president of the Southeastern Reading Association. If you have a tip for classroom teachers, please share it with our readers by sending it to [Judyob@cox.net](mailto:Judyob@cox.net).*

# CONNECTICUT READING ASSOCIATION

announces its  
**2010 Grant Winners**

**Heidi Mehringer-Macina**

North Stonington Elementary School, SCRC member

*“Music, Lyrics & More to Increase Fluency in North Stonington”*

This grant is aimed at Tier 2 students who are not fluent readers. This innovative proposal will encompass music lyrics and songs as well as Reader’s theater scripts for children to increase expression, phrasing and prosody. Parents and teachers will be involved in the project. DIBELS assessments will be ongoing during the project.

*Congratulations, Heidi, for this lyrical idea.*

**Kelly Andrews-Babcock**

Killingly Memorial School, ECRC Member

*“Hooked on Books! Informational Magazines for Intermediate Readers”*

This project will be based on Renzulli’s Triad Model of Enrichment SEM-R. Implementing and providing challenging, high interest non-fiction magazines in grades 3 and 4 is the basis of this project. Specific attention will be made to providing our boys with stimulating non-fiction reading material to bolster their interest. 12 Classroom Teachers, 2 Special Education teachers, 1 Reading Teacher, 1 Literacy Coach and approximately 223 children will participate in Kelly’s Project.

*Good luck, Kelly, with this exciting chance to promote lifelong readers!*

**Sharon Loughlin**

Brooklyn Middle School, Brooklyn, CT, ECRC Member

*“Nonfiction Nuggets”*

“Nonfiction Nuggets” is designed to develop the comprehension and metacognitive skills of fifth and sixth grade readers as they explore the informational text and nonfiction reading they face each day. Parent volunteers, journals, and 10 teachers as well as support teachers will be participating in this project. DRP scores will be the assessment tool. Teachers will also be involved in a book study of *Exploring Informational Text* by Hoyt.

*We look forward to hearing about the success of your project, Sharon. Congratulations!*

CRA Member

Spotlight  
on...

Marilyn Scanlan White

What are the most significant things you  
have learned as the  
CRA Legislative Chair?



Since the summer of 2008, I have assumed the duties of CRA's Legislative Chair. I have attended the monthly CT State Board of Education (CSBE) meetings and provided testimony advocating for quality reading instruction. I have also observed the CT State Dept of Education (CSDE) certification meetings, the CT State Legislative Education Committee meetings, and have listened in on the legislative webinars sponsored by the International Reading Association (IRA). During this short time, I have learned that legislation such as the *No Child Left Behind Act and Response to Intervention/Scientific Research Based Instruction*, significantly affects our teachers' classroom instruction.

At the state level, Commissioner Mark McQuillan, the CSBE, and the CSDE work tirelessly proposing legislation and regulations that aim to erase CT's achievement gap and ensure that all children will be able to meet the challenges of the 21st century. Despite budget deficits that slow their efforts, they are relentless. Their job is not an easy one, and they can use our help and support.

In *Honoring Children's Rights to Excellent Reading Instruction* (IRA's Advocacy Manual), we have the responsibility to contact our Federal and State

officials on issues concerning proposed legislation. We should tell them what we believe is best for our students by visiting them in person or contacting through phone calls, emails and/or letters. Despite our busy schedules, communicating with our legislators is critically important.

We, who are knowledgeable in literacy, must also stay informed on proposed legislation. We can refer to CRA's Connection's Legislative news, visit the CSDE, CRA, and IRA websites, view programs on CT-N cable television, become active in local CRA council meetings, and make use of CRA/IRA professional development opportunities. We all know that effective literacy education is an important investment in the futures of Connecticut's children.

If I can be of any assistance, I can be reached at [atwmsw@sbcglobal.net](mailto:atwmsw@sbcglobal.net).

*Marilyn Scanlan White's career in education includes seven years as an elementary school teacher and 31 years as a secondary reading language arts consultant.*

# Legislative News

Marilyn Scanlan White, CRA Legislative Chair

At a recent CT State Board of Education (CSBE) meeting, the CT Education Association (CEA) shared with the CSBE the concerns of some teachers with the CT State Department of Education's (CSDE) proposal to "collapse" the remedial reading and the reading consultant certifications into one Literacy Specialist certification. CEA is questioning whether there is a move away from direct instruction to children to more and more administrative tasks. Their position suggested that the CSDE keep the two certificates and strengthen the skill set.

Sandy Mangan, CRA President, and I drafted a letter to members of the CSBE and leaders of CEA to explain the purpose behind the one certification of Literacy Specialist. CRA has been advocating for the one certification since the mid 90's. The CT Association of Reading Research conducted research that included responses from principals, remedial reading teachers, reading/language arts consultants, and heads of university reading/language arts departments. The two extensive studies support the need for the one Literacy Specialist certification. A summary of this research is available on CRA's website [www.ctreading.org](http://www.ctreading.org) Excerpts from the letter to CSBE:

*The mission of CRA is to promote literacy for all by improving the quality of reading instruction. CRA agrees with CSDE's proposal of the one certification of Literacy Specialist. This was elaborated upon when the Connecticut Association of Read-*

*The State of Connecticut is working diligently to erase the achievement gap. Literacy is the key to this accomplishment. Schools need reading consultants who have expertise and competence in literacy instruction. Our research found that students with reading consultants had higher test scores than those of students in schools without reading consultants.*

*ing Research (CARR) and CRA with the help of CSDE, published their two research studies of reading consultants in the state.*

*The current two certifications cause confusion. Unless Connecticut mandates that the remedial reading teacher may only work with students and the reading/language arts consultant coordinate and model*

*language arts programs and work with students, administrators and teachers will continue to confuse the roles of the two positions. Administrators do not always understand the two reading certifications. Some remedial teachers are being asked to provide leadership for language arts programs although they are not prepared for this role. At times, reading consultants are only asked to remediate students. Unqualified teachers not certified as reading specialists are being hired as literacy coaches to provide staff development without in depth training. In this economic climate, districts are not going to hire two specialists in reading. More importantly, with emphasis on the classroom program, reading instruction in the classroom will improve, leading to fewer remedial students. The one certification recommended by the CSDE is the simpler and more economic way to resolve this confusion.*

*The one certification of Literacy Specialist will qualify a teacher to both remediate and lead classroom programs. As mentioned in the CARR studies, the Literacy Specialist in a school should be working in thirds: 1/3 with children, 1/3 with staff (modeling, etc.), and 1/3 administrative (testing, setting up programs, etc.)*

*The International Reading Association (IRA) recommends that Response to Intervention programs (also known as Scientific Research Based Instruction) have qualified literacy specialists throughout all tiers*

*"Legislative News" continued on page 9*

*for students struggling with reading. During Tier 1, the literacy specialist should be assisting the classroom teacher with implementing the school’s reading/language arts program. For the student who requires supplementary help in reading under Tier 2, the Literacy Specialist may give small-group supplementary instruction after diagnosing the student’s needs. When a student requires more intensified instruction in Tier 3, the Literacy Specialist should diagnose the reading difficulties, collaborate with other specialists and recommend appropriate intervention.*

*One certification will encompass all of the above requirements, but it takes more than 30 hours. Graduate students interested in strengthening their skills as classroom teachers of reading should be allowed to obtain a Master’s degree in reading but not be given a title. Higher education groups will need to devise an integrated and rigorous preparation program such as a Master’s and Sixth Year program for the Literacy Specialist certification.*

*The State of Connecticut is working diligently to erase the achievement gap. Literacy is the key to this accomplishment. Schools need reading consultants who have expertise and competence in literacy instruction. Our research found that students with reading consultants had higher test scores than those of students in schools without reading consultants (CARR, 1997). We need to avoid the confusion of hiring people who are not properly qualified to deliver effective literacy instruction. CRA stands behind the State Department of Education’s proposal of the one certification of Literacy Specialist. Future consideration by the CSDE may include a charter school in an urban area taught by all*

*teachers certified in reading with a principal certified in reading.*

A copy of the Proposed Regulations can be found on the CSDE website: [www.sde.ct.gov](http://www.sde.ct.gov) (Go to Quicklinks/Certification) The CSBE will adopt the Revised Educator Certificates at the February Board meeting. Public hearings will take place around the state and on the website in April. You will be able to find the locations and times of the public hearings on the CSDE website.

### **Race to the Top**

The CSBE approved the Application for Race to the Top (RTTT) in January. Commissioner McQuillan anticipates that state competition for the \$4.35 billion will be fierce. CT could potentially receive \$175 million. RTTT funds will be awarded to states that are innovative in reform that relates to (1) standards and assessments that prepare students to succeed in college and the workplace, (2) data systems that measure student success, effective teachers and principals, and (3) turning around lowest achieving schools.

To be considered for RTTT funds, the CSBE will need to adopt Legislative Proposals. The first proposal seeks to include the CT Plan for Secondary Reform in the Accountability Statute. This proposal would grant the CSBE the discretion to require underperforming schools and districts to adopt the components of the reform. The CSBE could also require these districts to adopt adolescent literacy and dropout prevention programs for grades 6-12. The second proposal will revise charter schools by removing the barriers to growth. Funding for charter schools will be revised. Priority districts will be

allowed to form local charters with independent governing bodies and contractors who will manage the charter school’s faculty and staff. Charter schools that have a track record of success will be able to lift caps on enrollment.

### **Resolution Concerning Tracking of Students**

The CSBE approved the resolution concerning the tracking of students. The CSBE has found that some school districts that are in need of improving their academics based on the No Child Left Behind Act engage in the practice of tracking students. There is a strong correlation between ethnicity, social class, and track placement. Research shows that when schools track students, low-and-limited income, Black, and Hispanic students are disproportionately placed in low track, non-college preparatory courses which limits achievement. The CSBE disapproves of any policy that permanently groups students for instruction that does not allow students to increase their level of academic challenge. Schools that engage in permanent tracking will have to inform parents that such level of coursework would not allow their child to enter college courses. Districts with tracking will have to file information with the CSDE detailing its tracking system. The resolution can be found on the CSDE website [www.sde.ct.gov](http://www.sde.ct.gov).



# Category Descriptions of Reading Professionals

(revised August 2007)

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**T**HE INTERNATIONAL READING ASSOCIATION recognizes five distinct categories of reading professionals responsible for reading instruction: paraprofessionals, classroom teachers, reading specialists, teacher educators, and administrators. All have unique roles that reflect differences in responsibilities and in levels and types of students taught. Reading professionals must be prepared appropriately so that when they enter the field they are competent to perform these various roles. Individuals in each of these categories have various degrees of responsibility for supporting and meeting the needs of all students and for interacting with colleagues in a school community to ensure that every student receives appropriate reading instruction.

## **Category I: The Paraprofessional**

- Assists in regular education, special education, or reading and writing education in graded or age-grouped classrooms at preschool through high school levels, and in after-school and summer programs.
- Has two-year postsecondary degree with an emphasis on human development and educational processes and, for those paraprofessionals who provide reading instruction, 12 semester credit hours, or the equivalent, in literacy and language development.

## **Category II: The Classroom Teacher**

- Teaches at the early childhood, elementary, middle, or high school level. This category also includes adult continuing education.
- Develops children's reading and related language arts; includes content area teachers who integrate literacy instruction with subject learning.
- Has undergraduate or graduate degree that includes a minimum of 12 hours for preK–grade 5 and a minimum of 6 hours for grade 6–12 teachers of coursework in reading and reading instruction.

## **Category III: The Reading Specialist**

- Works at the early childhood, elementary, middle, secondary, and/or adult levels.
- Fulfills a number of responsibilities and many have a specific focus that further defines their duties. For example, a reading specialist can serve as a teacher for students experiencing reading difficulties, as a literacy or reading coach, or as a supervisor or coordinator of reading/literacy. The reading specialist must be prepared to fulfill the duties of all three of these:

- A *reading intervention teacher* is a reading specialist who provides intensive instruction to struggling readers. Such instruction may be provided either within or outside the students' classrooms.
- A *reading coach or a literacy coach* is a reading specialist who focuses on providing professional development for teachers by providing them with the additional support needed to implement various instructional programs and practices. They provide essential leadership for the school's entire literacy program by helping create and supervise a long-term staff development process that supports both the development and implementation of the literacy program over months and years. These individuals need to have experiences that enable them to provide effective professional development for the teachers in their schools.
- A *reading supervisor or reading coordinator* is a reading specialist who is responsible for developing, leading, and evaluating a school reading program, from kindergarten through grade 12. They may assume some of the same responsibilities as the literacy coach, but in addition have responsibilities that require them to work more with systematic change at the school level. These individuals need to have experiences that enable them to work effectively as an administrator and to be able to develop and lead effective professional development programs.
- May also include these additional responsibilities:
  - Serves as a resource in the area of reading for paraprofessionals, teachers, administrators, and the community.
  - Works cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.
  - Provides professional development opportunities at the local and state levels.
  - Provides leadership in student advocacy.
- It is expected that the reading specialist will meet the following qualifications:
  - Previous teaching experience.
  - Master's degree with concentration in reading education.
  - A minimum of 24 graduate semester hours in reading and language arts and related courses.
  - An additional 6 semester hours of supervised practicum experience.

#### **Category IV: The Teacher Educator**

- Provides instruction to candidates at the graduate and undergraduate levels.
- Participates in scholarly work, including researching, writing, and professional development.
- Forges university–school partnerships with other educational agencies to promote the advancement of literacy.
- Has a minimum of three years' teaching experience including the teaching of reading.
- Has a terminal degree that focuses on reading and reading instruction.

#### **Category V: The Administrator**

- Includes principals and superintendents.
- Recognizes and supports reading professionals as they plan, implement, and evaluate effective reading instruction.
- Principals (K–12) have a minimum of 6 credits hours in reading and related language arts.

# CONNECTICUT READING ASSOCIATION AWARDS

*The CRA has been celebrating  
Outstanding Educators for many years  
with the presentation of two awards.*

## *The Outstanding Reading Educator Award*

*The nominee for this award must be an individual who is certified in the area of reading. This individual demonstrates an understanding of the foundation of reading and utilizes current strategies and techniques. This nominee's contribution to the profession should be characterized by exceptional services.*

## *The Nicholas Criscuolo Reading Award for Administrators*

*The nominee for this award must be an individual who is currently serving as an administrator (reading administrator, superintendent, assistant superintendent, principal, assistant principal, curriculum director, etc.) This individual should demonstrate a commitment to reading/language arts education through administrative efforts. The nominee's contribution should have enhanced literacy at the building, district, or community level.*

*All educators are welcome to nominate for these awards.  
The winners will be honored at the CRA Conference 2010.  
Applications will be available on the CRA Website (Awards)*

*[www.ctreading.org](http://www.ctreading.org)*

*Application deadline is June 30, 2010  
Questions-Jackie Greene at [greenej48@yahoo.com](mailto:greenej48@yahoo.com)*

**CONNECTICUT READING ASSOCIATION'S  
59<sup>TH</sup> ANNUAL CONFERENCE  
Literacy for a Lifetime  
Thursday, November 4 and Friday, November 5, 2010  
Crowne Plaza Hotel and Conference Center  
Cromwell, Connecticut.  
Call for 2010 Conference Proposals**

*The program committee will consider all proposals. The individual submitting the proposal will be notified of the committee's decision **and will receive all correspondence via EMAIL.***

Name of person submitting proposal: \_\_\_\_\_

Home Address: \_\_\_\_\_  
(Street, City, State and Zip Code)

Telephone: Home (\_\_\_\_) \_\_\_\_\_ Cell (\_\_\_\_) \_\_\_\_\_

Work (\_\_\_\_) \_\_\_\_\_

EMAIL: **home** \_\_\_\_\_ Alternate email: \_\_\_\_\_

Sponsor (optional): \_\_\_\_\_

Professional Affiliation: \_\_\_\_\_ Title/Position \_\_\_\_\_

Address \_\_\_\_\_

Member of: \_\_\_\_\_ IRA \_\_\_\_\_ CRA Name of local Council \_\_\_\_\_

Previous CRA Presenter: \_\_\_\_\_ No \_\_\_\_\_ Yes \_\_\_\_\_ Year

Title of Session (10 Words or fewer): \_\_\_\_\_

Grade Level(s)/Audience: \_\_\_\_\_

**Topics Attendees Have Asked For:**

(Please indicate the topic(s)/grade level(s) your presentation will address):

	K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12
Formative Assessment					Leadership				
CMT or CAPT Prep					Technology				
Strategy Instruction					RTI / SRBI				
Family Literacy					Writing				
Adolescent Literacy					Professional Learning Communities				
Vocabulary					Comprehension				
Emergent Literacy					Struggling Readers				
Administration					Reading in the Content Areas				

Other (Indicate topic and grade level): \_\_\_\_\_

Preferred Day: \_\_\_ Thursday only \_\_\_ Friday only \_\_\_ Either day

Type of session: \_\_\_ 1 hour session \_\_\_ 2 hour institute

Would you be willing to present your workshop in the morning and afternoon? \_\_\_\_\_ Yes \_\_\_\_\_ No

## **Information Sheet**

**Please attach a completed Information Sheet for all presenters. Only two presenters will have the fee waived for the day of the presentation and those two are \_\_\_\_\_ and \_\_\_\_\_.**

**CRA will provide a screen for all presenters. Also an overhead will be provided on request. Please check if you would like an overhead. \_\_\_\_\_  
All other AV equipment is your responsibility.**

**Presenter** \_\_\_\_\_

Co-Presenter/s \_\_\_\_\_

Title (10 words or fewer) \_\_\_\_\_

**Program Abstract** ~ A short, descriptive 25-50 word summary of your presentation for inclusion in the final conference program

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**Biography** ~ A brief, one paragraph biography for each presenter (include educational background, title/position, affiliation name, contact information, etc.)

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**Session Description** ~ Please attach a separate sheet which includes:

- Goals/Objectives of the session
- Content to be presented
- Method of presentation (discussion, panel, hands-on, etc.)

**Please return an Information Sheet for each presenter along with your proposal form by  
April 15, 2010.**

Thank you,

Eileen Simon

2010 Conference Program Co-chair

**Send proposal, abstract and information sheets for presenters to:  
Eileen Simon, esimoncra@yahoo.com or 77 Alice Street, Torrington, CT 06790**



WORKSHOP I.D. #26351

**THE FAIRFIELD COUNTY CHAPTER OF THE CT READING ASSOCIATION  
and  
COOPERATIVE EDUCATIONAL SERVICES  
are proud to sponsor a workshop by Sharon Taberski**

**The Reading Workshop: Ensuring High Quality Instruction, Differentiation, and Intervention**

In this workshop, Sharon Taberski will examine the basic components of the Reading Workshop. She will demonstrate how the practices embodied in each component provide the high quality and differentiated instruction that is required of Tier 1 classroom teachers under the federally mandated Response to Intervention framework. The Reading Workshop, with its whole-class, small-group, and one-on-one configurations, provides opportunities for classroom teachers to differentiate instruction for struggling readers as well as challenge students who are already doing well.

Participants will explore how to:

- Organize a Reading Workshop
- Decide on mini-lessons that meet student needs
- Conduct one-on-one reading conferences, and explore the tools and materials that make them do-able
- Provide small group instruction that targets the needs and abilities of students within each group
- Ensure that the “other kids” are engaged in meaningful reading experiences

**Date, Time, Location:**

Saturday, March 27, 2010  
9 a.m. to 3 p.m.  
C.E.S., 25 Oakview Drive,  
Trumbull

**Audience: Gr. K-5**

General and special educators and literacy/reading specialists

**Registration Fee:**

**\$100 per person** if you are a member of the CT Reading Association (use Promo code: CRA);  
**\$125 per person** for all others

Fee includes morning refreshments & lunch

**CEUs:** .5

**Registration Deadline:**

February 24, 2010

**Sharon Taberski** is a nationally recognized educator, author, and presenter. A teacher for 28 years, Sharon currently works in school districts throughout the country helping teachers set up reading and writing workshops, and think systematically about how to best accomplish their goals.

Sharon was a member of NCTE's editorial board and has served on the development committee for the Primary Literacy Standards (more commonly known as New Standards) by the National Center on Education and the Economy.

Sharon is author of the video series *A Close-Up Look at Teaching Reading: Focusing on Children and Our Goals* (Heinemann, 1996) and the classic, *On Solid Ground: Strategies for Teaching Reading K-3* (Heinemann, 2000). Her latest publication is a staff development DVD set, *"It's ALL About Comprehension,"* that explores the many facets of comprehension instruction and learning. Sharon is writing a new book for Heinemann on comprehension instruction in the elementary grades.

**To register, go to our website [www.ces.k12.ct.us](http://www.ces.k12.ct.us)  
and select Session ID #26351**

Any questions about the workshop, contact Laura Ponzio via email: [ponziol@ces.k12.ct.us](mailto:ponziol@ces.k12.ct.us) or by phone 203-365-8856

"It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program on account of their race, color, religious creed, age, marital or civil union status, national origin, ancestry, sex, mental retardation, physical

# CRA Calendar of Events

Date	Council	Title	Speaker	Time	Location
2/6/10	CRA & Local Councils	CT Loves to Read Day	A Variety of Celebrity Readers at each venue	See our Website <a href="http://www.ctreading.org">www.ctreading.org</a>	See our Website <a href="http://www.ctreading.org">www.ctreading.org</a>
2/25/10	GHAC	Catch a Falling Reader	Dr. Connie Hebert	4:30-7:00 p.m.	West Hartford, CT
3/25/10	CARR	Principles, Partnerships, & Possibilities for Studying the New Literacies of Online Reading Comprehension	Julie Corio	4:15-6:30 p.m.	CCSU New Britain, CT
3/27/10	Fairfield	The Reading Workshop: Ensuring High Quality Instruction Differentiation and Intervention	Sharon Taberski	9:00 a.m. – 3:00 p.m.	CES Trumbull, CT
4/10/10	GHAC	Saturday Institute	Kathy Collins	9:00 a.m.-12:00 p.m.	West Hartford, CT
4/13/10	Northwest	Classroom Libraries that Teach	Lynn Holcomb	4:30-6:00 p.m.	Hawley School Newtown, CT

## The Value of CRA Membership

Diana Sisson  
Co-Director of Membership Development

This year has highlighted the value of maintaining a CRA membership. With nearly 30 events across the state offered this year, there is always a workshop, lecture, or social near you. For a minimal fee of only \$20 a year, members also gain opportunities for remarkable professional development in a wide range of interests and topics. As the International Reading Association suggests, membership allows you to:

- ☉ Be inspired and recharged through new approaches to teaching literacy,
- ☉ Share your challenges and successes with people just like you, and
- ☉ Network and find literacy leaders in your area.

CRA is committed to providing only the best professional activities and continues to represent you in literacy advocacy efforts. So, for a minimal annual fee, members join a community of reading professionals who strive to perfect their own craft as well as impact educational policy at the national, state, and local level. Now, that's a value!

## CRA ELECTIONS FOR 2009 - 2010

We currently have two positions open on the CRA Board – Treasurer and Corresponding Secretary. There have been no nominations made for Treasurer; thus, we will continue to conduct a statewide search for possible candidates.

The position of CRA Corresponding Secretary, however, has one nomination. Dolores Hennessy, who already holds this role, has agreed to continue. Please take a minute and exercise your right to elect a CRA board member by either selecting the proposed nominee or writing in a candidate that you believe would have the qualifications and desire to fill this position.

After completing the voting process, please send your ballot to Betsy Sisson, 21132 Town Walk Drive, Hamden, CT 06518, postmarked no later than March 13<sup>th</sup>.



*Thank you for making your voice heard in CRA.*

### BALLOT

Corresponding Secretary (2010-2011)

Vote for One (1) Check the box to the left of the candidate that you select.

Dolores Hennessy

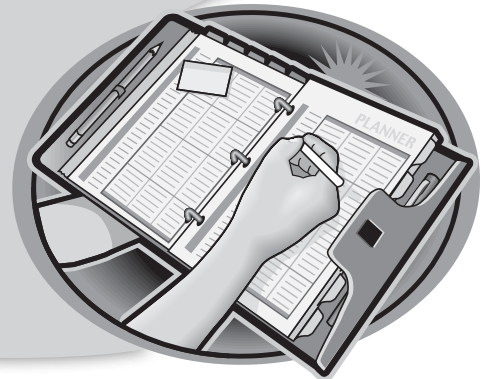
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# Save the Date!

## November 4<sup>th</sup> & 5<sup>th</sup>, 2010

## CRA Annual Conference



**KEYNOTE SPEAKERS**

★ Thursday, Nov. 4<sup>th</sup>  
**Chris Tovani**

★ Friday, Nov. 5<sup>th</sup>  
**Peter Johnston**

**Joined By**

★ Debbie Diller on Thursday and  
★ Ruth Culham on Friday

**And MUCH MORE!**



# CRA BOARD DIRECTORY 2009-2010

POSITION	NAME	HOME PHONE	WORK PHONE	EMAIL
President	Sandy Mangan	860.379.1916	860.489.2300 ext. 114	cra-07mangan@snet.net
President-elect	Nancy Souza	860.535.2670	860.536.4977	nsouza31@comcast.net nsouza@ledyard.net
Vice President	Jackie Greene	860.283.9519		greenej48@yahoo.com
Recording Secretary	Jo Ellen Belter	860.435.9547	860.824.5149 ext. 131	jebelter@gmail.com
Corresponding Sec.	Dolores Hennessy	860.355.3094		dmhennessy@earthlink.net
CRA Treasurer	Kathy Wollschlager	860.738.0339	860.489.2300 ext. 129	kwollschlager@snet.net
Business Manager	Elizabeth Tischio	860.349.3065		johntischio@prudentialct.com
Dir. of Membership	Dr. Jane Logie	203.268.9731	203.255.8320	jjlogie@optonline.net
Dir. of Membership	Diana Sisson	203.248.5268		dsisson@bridgeportedu.net
IRA Coordinator	Betsy Sisson	203.248.5268		bsisson@bridgeportedu.net
Greater Hrtfrd Pres.	Cheri Burke	860.413.9529 860.985.1180	860.233.8506	cheri_burke@whps.org
Eastern President	Susan Devokaitis	860.974.2364	860.455.9409	smdevo@wildblue.net
Northwest President	Lea Attanasio		203.426.7666	attanasio1@newtown.k12.ct.us
Nutmeg Co-Pres.	Susan Meaney	860.283.8439	203.574.8172	smeaney@waterbury.k12.ct.us
Nutmeg Co-Pres.	Catherine B. Mastrianna	203.271.7990	203.574.8174	wmastrianna@sbcglobal.net cmastrianna@waterbury.k12.ct.us
So. Fairfield Co-Pres.	Dr. Margaret Queenan	203.268.2454	203.576.4218	mqueenan@bridgeport.edu
So. Fairfield Co-Pres.	Joanne Schulman	203.563.9844		joanne208@aol.com
Southeastern Pres.	Andrea Sadler	860.443.7390		andrea.sadler@eastlymeschools.org
CARR President	Dr. Margaret Queenan	203.268.2454		mqueenan@bridgeport.edu
Honor Council	Dr. William Farr	860.649.4543		wfarr01@snet.net
Newspapers in Ed.	Irene Angiletta	860.349.9874		kangiletta@comcast.net
CT Loves to Read	Kerry Lurate			klurate@snet.net





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**MAKE YOUR VOICE HEARD**



**VOTE IN THE CRA ELECTIONS**

**See page 17  
for more information**