




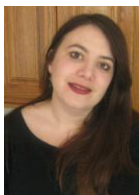
College of Education Reading Endorsement Program

Western Oregon University’s Reading Endorsement program focuses on preparing K-12 teachers who want to be reading specialists or who want to improve their knowledge and skills in teaching reading. This 24-credit graduate program focuses on reading theory, curriculum, assessment, and strategies to enhance and broaden both reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher, and reading specialist. The program leads to an add-on endorsement to an Oregon teaching license. Students may complete the Reading program by itself or in conjunction with a graduate degree program. Dr. Tracy Smiles is the Reading Program Coordinator.

Admission to the program

- To be admitted to the Reading program you must be admitted to WOU through the Graduate Office. Complete the application, include a \$50 fee and official transcripts and submit to Deb Charlton in the Graduate Admissions Office. Phone: 503-838-8597 or email: charltod@wou.edu
Graduate Office website: <http://www.wou.edu/provost/graduate/gradproc.php#adm>
- All students must meet in person with their Reading advisor to complete and sign a Reading Endorsement Contract. Graduate students must file a copy of their contracts with the WOU Graduate Office.

Program Advisors

Students with surnames A-M	Students with surname N-Z
<p>Dr. Tracy Smiles 503-838-8526 COE-ED 202 smilest@wou.edu</p> 	<p>Dr. Marie LeJeune 503-838-8450 COE – ED 162 lejeunem@wou.edu</p> 

Requirements for completing the Reading endorsement include:

- Meet with an Advisor to confirm practicum experience. The International Reading Association Standards for Reading Professionals (IRA), must be met by the completion of practicum experience. List of IRA standards from ReadOregon website:
<http://readoregon.org/IRAstandards.htm>
- Completion of the 18 credits (ED 655, ED 684 or 667, ED 668, ED 672, ED 689 or other course approved by advisor, ED 537 or other course approved by advisor) and ED 609. Course descriptions are attached.
- Passing score on the Reading PRAXIS exam (20300) – information from website:
<http://www.ets.org/praxis>

The Reading Practicum begins in the fall, meeting once month throughout the school year. The courses are listed in the order in which they should be taken. Teachers Standards and Practices Commission (TSPC) now requires all students who are pursuing a reading endorsement must take all the required courses and pass the PRAXIS Reading Specialist test (#20300).

<http://www.wou.edu/readingendorsement>

Western Oregon University - College of Education
345 N. Monmouth Ave.
Monmouth, OR 97361
503-838-8471 Fax: 503-838-8228 education@wou.edu

Course Schedule - Reading Endorsement Program

READING Schedule of Classes 2009-2010

Fall	Winter	Spring	Summer
ED 655 Foundations of Literacy	ED 667 Language Development in Reading	ED 640 Literacy: Inquiry, Theory, and Informed Practice	ED 655 Foundations of Literacy
	ED 668 Assessment and Instruction in Reading	ED 689 Contemporary Issues in literature	ED 667 Language Development in Reading
** ED 672 Leadership in the School Reading Program: Practicum I	**ED 609 Practicum in Reading II	**ED 609 Practicum in Reading III	ED 668 Assessment and Instruction in Reading
**The Practicum experience spans one year. Reading students should begin with the ED 672 during fall term, Then ED 609 Practicum II, and finally ED 609 Practicum III.			ED 689 Contemporary Issues in literature
			ED 640 Literacy: Inquiry, Theory, and Informed Practice

Course Descriptions – Reading Endorsement Program

The following courses are the core curriculum of 24 hours and are applicable to the Reading Specialist endorsement program. Faculty advisor strongly recommends completing a minimum of two classes in a face-to-face classroom setting.

ED 655 Foundations of Literacy, K-Adult 3 cr., Foundations of Literacy is a study of concepts and processes related to developmental instruction in elementary, middle, secondary, and adult education. This course will explore literacy and the variables and procedures related to the process of literacy learning. RECOMMEND course to be taken in the first two quarters of beginning of the reading endorsement.

ED 667 Language Development and Reading 3 cr. This course is an introduction to the concept that language development as a continuous, sequential process of learning at every level from pre-K through adulthood. Starting with the premise that language development is the basis for learning about and making sense of the world, students will explore theories of language acquisitions, functions of language, and the role of culture in developing language

ED 668 Assessment and Reading Instruction 3 cr. This course will examine how to evaluate teaching and students' learning for the purpose of connecting meaningful instruction determined from assessments and standards. In addition, we will explore the political and ethical issues related to assessment, accountability, and testing their effects on the teaching profession. PREREQ: Six-nine hours of reading instruction or consent of instructor.

ED 640 Literacy: Inquiry, Theory and Informed Practice 3 cr. This course focuses on moving theory and research into practice through examining a range of literacy curricula and creating curricular frameworks that fit each participant's distinctive context and beliefs.

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom 3 cr. This graduate course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language. Topics in educational linguistics include concepts in phonology, morphology, syntax, semantics and pragmatics, with a focus on classroom applications. Projects encourage participants to become reflective practitioners, as they critique and analyze their own beliefs and teaching practices, and plan their professional growth.

ED 689 Contemporary Issues in Literature 3 cr. Participants will be invited to read, discuss, and engage with a wide range of current, excellent books for children and adolescents. Emphasis will be on how to use literature effectively and authentically in the classroom.



The Practicum experience spans one year. Reading students should begin with the ED 672 during fall term, then ED 609 Practicum II, and finally ED 609 Practicum III.

ED 672 Leadership in the School Reading Program: Practicum I 3 cr. This course will examine the multiple roles of a reading specialist, such as: mentoring, coaching, effectively supporting struggling readers, and providing resources to classroom teachers.

ED 609 Practicum in Reading II 3 cr. This is part one of the final course (ED 609) in the reading endorsement program. Students will design a cumulative project to demonstrate proficiencies outlined in the International Reading Association Standards for a reading specialist.

ED 609 Practicum in Reading III 3 cr. This is final course in the reading endorsement program.

**** Pre-Req: It is recommended that students in the MSSED program must have taken one or both research classes with the MSSED program ED 633 Research and Writing and ED 635 Action Research.**

Read Oregon

COLLABORATIVE FOR THE IMPROVEMENT OF LITERACY

Formerly known as CREADE

Collaborative Reading Education And Distance Education

Website for Read Oregon: www.readoregon.org

WOU Reading Courses	ReadOregon Courses
ED 655 Foundations of Literacy, K-Adult 3 cr.	READ 512 Foundations of Literacy, ECE/ELEM (3) READ 513 Foundations of Literacy, MID/HS (3) READ 515: ECE Found. Literacy Development (3) READ 560: Found. of Literacy learning (2) READ 561: Emergent Literacy (3) READ 562: Literacy in ELEM. Grades (3) READ 581: Literacy in Middle/High Schools (3)
ED 667 Language Development and Reading 3 cr. OR ED 684 First and Second Language Acquisition in the Bilingual/ESL Program 3 cr.	READ 514: Linguistics for Teachers, K-12 (3) READ 514: Linguistics for Teachers, ECE/elem (3) READ 519: Language study for Teachers, K-12 (1) READ 554/CI 510: Literacy Instruction Strategies with ELL Students, K-12 (3) READ 556: Literacy and Cultural Competence, K-12 (3)
ED 668 Assessment and Reading Instruction 3 cr.	READ 565: Literacy Assessment Techniques for classrm tchrs READ 570: Classroom Assessment & Reading Instruc. (3) READ 571: Principles/Methods of Diagnosis/Assmt (3) READ 572: Reading assessment ECE/Elem (3) READ 574: Reading Assessment: Middle/High (3) READ 582: Techniques of Diag/Inst for Reading Specialists (3)

ED 672 Leadership in the School Reading Program 3 cr.	READ 580: Leadership in School Reading Program (3) READ 581: Action Research in Leadership in Reading (3) READ 582: Reading Leadership in Middle & High Schools (3) ED 568: School Reading Programs (3)
Course	READ OREGON Courses
ED 689 Contemporary Issues in Literature 3 cr.	READ 590: Children's Literature, PK-5 (3) READ 591: Young Adult Literature (3) READ 594: Young Adult Literature (3) READ 595: Multicultural Literature, K-12 (3) READ 596: Using Books other Countries K-12 (1) READ 589: Oregon Standards thorough Literature (1)
ED 640 Literacy: Inquiry, Theory and Informed Practice 3cr.	See Advisor to confirm class substitution
ED 609 Reading Practicum 6 cr.	READ 609 Practicum (3)
PRAXIS II Reading Specialist Test #20300 Online test prep	READ 542 Reading Specialist Praxis Prep (1) <i>Optional but recommended!</i>

What is READ OREGON?

Through a grant from the U.S. Department of Education's [Fund for the Improvement of Postsecondary Education](#) (FIPSE), five of Oregon's public university teacher education programs developed more than 40 new, primarily online, literacy courses and modules. This grant began as CREAD (Collaborative Reading Education And Distance Education), and evolved into the Read Oregon Program. The Read Oregon program is unique in that the universities used statewide course numbers, established a common curriculum of shared courses from participating universities, offered the courses through distance education so that teachers throughout the state can participate, and allowed enrollees to take courses meeting their professional development needs from any of the participating universities in an effort to better qualify teachers in the area of reading and literacy.

Registration and information for Read Oregon courses is available through Western Oregon University Division of Extended Programs (DEP) office:

Division of Extended Programs

Western Oregon University
503-838-8483 V/TTY
Or email: extend@wou.edu

<http://www.wou.edu/provost/extprogram/readoregon.php>

WESTERN OREGON UNIVERSITY

College of Education
Reading Endorsement Contract

V#: _____ () MSED or () MAT Student () Reading Endorsement only

Name: _____ Email: _____

Address: _____
Street City St Zip

Home Phone: _____ Work Phone: _____

BA/BS granted or expected from (institution): _____

Major: _____ Date granted/expected: _____

Teaching License/endorsements held/expected: _____

Program Advisors

Students with surnames A-M

Dr. Tracy Smiles
503-838-8526
COE –ED 202
Email: smilest@wou.edu

Students with surnames N –Z

Dr. Marie LeJeune
503-838-8450
COE – ED 162
Email: lejeunem@wou.edu

CORE COURSES – Reading Endorsement

		Term	Grade	Done	To Do
ED 655	Foundations of Literacy				3
ED 667	Language Development in Reading OR				3
ED 684	Language Acquisition & Educational Linguistics in the ESOL/Bilingual Classroom				
ED 668	Assessment and Instruction in Reading				3
ED 672	Practicum I: Leadership in the School Reading Program				3
ED 689	Contemporary Issues in Literature OR other course substitutions approved by advisor				3
ED 640	Literacy: Inquiry, Theory, and Informed Practice OR other course substitutions approved by advisor				3
ED 609	Practicum in Reading II				3
ED 609	Practicum in Reading III				3
ED 609	Practicum in Reading <i>** ED 633 and ED 635 are suggested pre-requisite for MSED students.**</i>				

TOTAL QUARTER HOURS 24

Expected Term of Practicum in Reading (ED 609): _____

Passed Reading Content Test: Advisor's initials _____ Date: _____

Advisor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

***** **For Graduate Office Use Only** *****

APPROVED: Director of Graduate Programs

Date: _____

COMPLETION DATE: _____