Resolution #19

TO: PRESIDENT ALBERT W. BROWN
FROM: THE FACULTY SENATE

RE: I. Formal Resolution (Act of Determination)
     II. Recommendation (Urging the Fitness of)
     III. Other (Notice, Request, Report, etc.)

SUBJECT: Competency Based Education Program leading to Provisional Certification as a Reading Teacher and also to a degree of Master of Science in Education: Reading

[see attached]

Received Only one copy of full proposal forwarded to President Brown contained with letter of 5/25/78

Signed: __________________________ Date Sent: __________

For the Senate

[Signature]

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

a. Accepted. Effective Date: 5/25/78 (letter attached)
b. Deferred for discussion with the Faculty Senate on __________c. Unacceptable for the reasons contained in the attached explanation

II. III. a. Received and acknowledged
    b. Comment:

DISTRIBUTION: Vice Presidents:

Others as identified:

Distribution Date: __________________________

Signed: __________________________ (President of the College)

Date Received by the Senate: __________________________
May 25, 1978

Dr. Harold Greenstein, President
Faculty Senate
Administration Building
Campus

Dear Harold:

Since the May 4 Administrative Council meeting, Faculty Senate action #20, "Competency Based Education Program Leading to Provisional Certification as a Reading Teacher and Also to a Degree of Science in Education: Reading," has been reviewed again by appropriate parties and I have now been assured that it meets all the necessary guidelines.

Therefore, as of this date, I have accepted the action, and am returning it to you.

I assume that the appropriate letters of transmittal and copies will be prepared shortly by the Vice President for Instruction and Curriculum.

Cordially,

[Signature]

Albert W. Brown
President

AWB/1r

xc: Dr. Ribble
    Dr. Farris
    Dr. Miller
    Dr. Nolan
STATE UNIVERSITY COLLEGE
BROCKPORT, NEW YORK

Competency Based Education Program

leading to

Provisional Certification

as a

Reading Teacher

and also to a degree of

Master of Science in Education: Reading

Developed in cooperation with professional staff and administrators from the Albion Central School District and the Medina Central School District with assistance from local professional reading organizations.

November, 1977

Anticipated date of program implementation: September, 1980

Anticipated date of program completion by initial entrants: August, 1981

Dr. Albert W. Brown, President
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SECTION B - PROGRAM

1. Conceptualization of the Role of a Reading Teacher

Past roles of reading teachers too frequently have been dictated, and thereby limited, by the exigencies within school systems employing them. The potential effectiveness of specialized reading personnel can only be realized by recognition and acceptance of responsibilities delegated to them with confidence that they possess and demonstrate necessary competencies.

A reading teacher has a primary pedagogical responsibility to students. In addition, the reading teacher should serve as a leader and catalyst to peers and parents in remediation and prevention of reading problems and in improving school-wide reading instruction.

The complex nature of the reading process necessitates a comprehensive and in-depth understanding of the theoretical constructs of varied reading models. The rapidly expanding body of research in reading and related areas demands ability to analyze, critique, select and implement findings into instructional activities. The plethora of published materials and programs, many of which are considered panaceas, requires judicious selection. To complement the aforementioned knowledges and skills, a reading teacher must display positive attitudes toward his/her constituents and demonstrate ability to communicate effectively with them in the course of fulfilling his/her responsibilities.

The Reading Education faculty at SUNY Brockport has, in collaboration with SUNY colleagues, past and presently enrolled graduate students and public school systems, identified the following competencies:
1. Assist in planning and developing a comprehensive school-wide program that reflects the cognitive, perceptual and affective aspects of reading growth

2. Consult and collaborate with other school personnel in acquiring understanding of children, their problems, and in implementing more effective instruction whether remedial or enrichment

3. Select students who require specialized or modified instruction based on diagnosis, analysis and interpretation of their needs and plan remedial and/or enrichment programs for them

4. Provide specialized and appropriate reading instruction to students who are having difficulties

5. Select methods and materials which are appropriate to individual and small group needs

6. Provide opportunity for students' participation in program development, implementation and evaluation

7. Evaluate and report progress of students receiving specialized help

8. Keep abreast and critically analyze current research and published materials and communicate findings to staff associates

9. Serve as a reading resource person to classroom teachers by evaluating instructional programs, interpreting test results, demonstrating pedagogical techniques and providing in-service education

10. Consult with and interpret for parents, the needs and plans for individuals

11. Interpret school's total reading program to the public.
The proposed program for Master of Science in Education: Reading reflects the philosophy of the graduate reading faculty at SUNY Brockport. The competencies of a reading teacher as described above are consonant with the philosophy of the graduate reading faculty of SUNY Brockport.

A graduate program to prepare certified reading teachers must:

1. Have a strong theoretical and research base
2. Familiarize students with both classic and current research
3. Provide the opportunity to demonstrate applied knowledge of research techniques
4. Build upon prior competencies
5. Integrate knowledge from related academic fields
6. Reflect collaboration with public school personnel in developing and modifying desired goals and competencies
7. Provide opportunities throughout the training program for field experiences
8. Incorporate knowledge and experiential activities that include understanding of reading development at elementary, secondary and continuing educational levels
9. Provide guidance and support to foster the students' development of personal affective characteristics.

Since 1968 SUNY Brockport has offered a Master of Science in Education: Reading. The initial program conformed to guidelines specified by the International Reading Association. Subsequent program course revisions incorporated suggestions of graduate students enrolled in the program and reflected modifications which do more adequately serve the needs of the program's clientele.
The proposed revisions of the program for Master of Science in Education: Reading, described in detail in the following sections of this proposal, conform to New York State certification requirements that the program courses be competency based and developed on a parity basis. While retaining the twelve hour sequential reading core, additional elective course work in reading content is now required. This allows greater flexibility in meeting the needs for the expanding role of the reading teacher. These proposed revisions should affect and effect increased integration of practical and theoretical understandings, competencies and attitudes.

2. Program Entrance Requirements

A. Prerequisite Course Work in Reading

Evidence of successful completion of basic course work in reading.

Developmental Reading Instruction or equivalent 3 credit hours
Diagnostic Reading Instruction or equivalent 3 credit hours

B. Requirements for Matriculation

Admission to graduate study leading to a Master of Science in Education: Reading, requires satisfaction of the following:

1. completion of all requirements stipulated by the Graduate Policies Committee of the Department of Curriculum and Instruction of the State University at Brockport for matriculation into a degree program including the baccalaureate or higher degree from a regionally accredited institution
2. Acceptance by the departmental graduate reading faculty
   based on student's undergraduate grade point average, scores
   on the aptitude portion of the Graduate Record Examination,
   and score on the Miller Analogies Test.

3. Approval of planned program by the graduate reading faculty,
   and chairperson of the Department of Curriculum and Instruction,
   and the chairperson of the departmental graduate policies
   committee.

C. Degree Program Requirements

1. Satisfactory completion of all requirements for graduation
   stipulated by the Department of Curriculum and Instruction
   and the College at Brockport for the degree Master of
   Science in Education: Reading.

2. Attainment of a minimum grade of "B" in each of the
   professional courses in reading.

3. Completion of a thesis approved by two readers from the
   graduate faculty and the chairperson of the departmental
   graduate policies committee.

3. Expected Skills, Knowledges, and Attitudes

   The goals of the Master of Science in Education: Reading have
   been developed by analyzing and amalgamating the thinking of the
   International Reading Association, the Regents of the State of
   New York, the College at Brockport, and the graduate reading faculty.
   Specific behavioral objectives for each individual core course are
   listed in Section B-4, Assessment.
The reading education program focuses on three areas: development of the teacher, the profession, and the child/learner.

In keeping with the program goals, a graduate of the master's program:

-- is highly cognizant of learning theory
-- is capable of analyzing research findings and utilizing the results in the school setting
-- recognizes the differences among children and adapts his/her thinking and teaching accordingly
-- appreciates the interdependence of the cognitive and affective domains
-- is competent in bringing about staff development in the area of reading
-- can conduct on-going research within the school setting
-- shares new insights with the school; local, state, and national reading associations
-- recognizes that his/her knowledges and skills are in a state of flux and continued professional growth is an active process.

Program Description

The Master of Science in Education: Reading is a competency based program. The competencies for the reading courses are identified at the beginning of each course and provision made throughout the course for continuous refinement.

Six credit hours of course work or the completion of the 'competency set' are required as prerequisites for matriculation into the master's program.
The four courses in the Reading Core of the master's program, EDI 731 Current Reading Research; EDI 732 Reading: Clinical Diagnosis; EDI 733 Reading Practicum; EDI 735 Seminar in Reading Instruction, are sequential.

Provision is made for students with different experiential backgrounds and career goals to select six hours of additional course work in reading. The elective courses in reading are selected in consultation with an advisor after analysis of individual student needs.

Throughout the reading program, provision is made for required and optional experiences with children such as planning, tutoring, and test administration and interpretation. For those students who are especially interested in continuing or developmental education, opportunity for diagnostic teaching at the College Learning Skills Center is provided. Graduate assistantships are available each year for an intensive experience in the Center. Additional field experiences are available through the Adult Basic Literacy Program, the Migrant Program, and the Bilingual Program.

The Reading Practicum is a culminating field experience during which candidates conduct diagnoses and provide remedial instruction on an individual and small group basis.

The final requirement of the program is the completion of a thesis which may be in the form of descriptive research, an empirical study, or a colloquial paper. The completed thesis becomes a part of the permanent collection of the college library as a reference for graduate students and area teachers.
Prerequisites

Developmental Reading Instruction or equivalent 3 credit hours
Diagnostic Reading Instruction or equivalent 3 credit hours
Total: 6 credit hours

Master of Science in Reading Education

1. Professional Courses in Reading 18 credit hours
   Reading Core: (12 credit hours)
   EDI 731 Current Reading Research
   EDI 732 Reading: Clinical Diagnosis
   EDI 733 Reading Practicum
   EDI 795 Seminar in Reading Instruction
   Reading Electives (6 credit hours by advisement)
   EDI 539 Reading and Study Skills in Content Area
   EDI 650 Problems in Teaching Reading
   EDI 653 Teaching Reading in the Secondary School
   EDI 654 Diagnostic Reading Instruction II
   EDI 655 Reading for the Bilingual Child

2. Liberal Arts and Related Professional Support courses 9 credit hours
   (9 hours by advisement)

3. Research Methodology 3 credit hours
Total: 30 credit hours

The above program may be modified to meet the unique needs and background of the candidate upon advisement and approval of the chairperson of the departmental graduate policies committee.
Competencies for Knowledge, Skills and Attitudes for Each Reading Course

A. Prerequisites

1. EDI 437/537 Developmental Reading Instruction

437.01 Identify physiological, perceptual, cognitive, linguistic, psychological and social-cultural elements involved in the reading process.

437.02 Analyze instructional strategies and materials in relation to elements of the reading process as listed in 437.01.

437.03 Identify major factors in readiness for beginning reading and indicate their interrelationships.

437.04 Assess a child's readiness for beginning reading on basis of readiness skills.

437.05 Describe basic word recognition techniques: sight vocabulary, phonemic analysis, structural analysis, context clues, dictionary skills, linguistic constraints, and show synthesizing relationships among various skills.

437.06 Devise materials, such as games and charts, for teaching and reinforcing the basic word recognition techniques.

437.07 Describe various models of reading comprehension.

437.08 Correctly classify sample comprehension questions according to Barrett's Taxonomy or a similar comprehension classification schema.

437.09 Write comprehension questions/activities using Barrett's Taxonomy or a similar comprehension classification schema.

437.10 Select appropriate teaching strategies for content areas.

437.11 Identify the major alternative approaches to reading instruction.

437.12 Compare and contrast two sets of published reading materials.

437.13 Enumerate specific motivational approaches for a number of real or hypothetical children about whom background information is provided.
A. Prerequisites (Continued)

2. EDI 438/538 Diagnostic Reading Instruction

438.01 Apply standard readability formulas to materials.
438.02 Estimate children's reading potential and degree of reading retardation by utilizing a reading expectancy formula.
438.03 Compare and evaluate standardized reading survey tests.
438.04 Select, administer, and interpret a standardized diagnostic reading test.
438.05 Administer and interpret an informal reading inventory including an appropriate word list.
438.06 Prepare, administer, and interpret results of a criterion referenced test and/or a cloze activity.
438.07 Identify affective factors influencing success in reading by interpreting and/or administering interest inventories, modality tests, attitude scales or making observations of emotional characteristics that are associated with reading behavior.
438.08 Determine instructional groups and needs given group test results of standardized reading achievement tests.
438.09 Prepare series of hierarchical lesson objectives and activities to remediate specific skill deficiencies.
438.10 Interpret, synthesize, and prescribe remedial strategies in a written hypothetical case study report given relevant data.

For those students who have not completed the above competencies in a CBIU Format assessment will be made by one of the following procedures:

-- satisfactory completion of the College Proficiency Examination in Reading Instruction in the Elementary School

-- an oral interview with at least two members of the reading faculty during which assessment of the competencies will be made.
B. Reading Core and Reading Electives

Reading Core

1. EDI 731 Current Reading Research

731.01 Identify current trends in reading research and instruction.
731.02 Critique research studies.
731.03 Compare various models of the reading process.
731.04 Describe psycholinguistic applications to the reading process and to the teaching of reading.
731.05 Identify research topic, search the literature, synthesize findings, and present report to class.

2. EDI 732 Reading: Clinical Diagnosis

732.01 S will identify areas which might affect reading achievement.
732.02 S will develop a sample intake information form; one for parents and another for school personnel.
732.03 S will use the Buros Mental Measurement Yearbook to compare and evaluate two different diagnostic instruments.
732.04 Given a symptom the S will list several possible causes and explain the procedure for reaching a differential diagnosis.
732.05 S will individually or with one other class participant map out their operational procedures and materials for setting up a private reading clinic.
732.06 Given pertinent information from past case studies, the S will write a report listing: strengths and problem areas; suggestions for further testing; general areas of remediation; a specific lesson plan for one of these general areas.
732.07 S will administer, interpret and write a case study report utilizing a diagnostic reading test as the basic assessment tool. Recent research findings and innovative practices will be incorporated into the prescriptive program. Testing will include a projective technique.
8. Reading Core and Reading Electives (Continued)

Reading Core

3. EDI 733 Reading Practicum

733.01 Select, administer, and interpret formal and informal diagnostic instruments.

733.02 Plan and implement a program for individual remediation.

733.03 Conduct an interview with parent and/or teacher of client being tutored.

733.04 Write a case study report on the individual who has been tutored.

733.05 Share diagnostic and remedial experiences with fellow clinicians.

733.06 Plan and carry out small group lessons.

4. EDI 795 Seminar in Reading Instruction

795.01 S will prepare a written prospectus of the thesis.

795.02 S will write critiques of other class participants' prospecti.

795.03 Upon final approval of the prospectus the S conducts the research, analyzes the data, and writes the thesis.

795.04 S will prepare and present an inservice session utilizing a basic lesson plan format.

Reading Electives

1. EDI 539 Reading and Study Skills in Content Areas

539.01 Analyze the relationship of the reading process and the content areas of the curriculum.

539.02 Prepare materials for the development of vocabulary skills in content area reading.

539.03 Prepare materials for the development of comprehension skills in the content area.
B. Reading Core and Reading Electives (Continued)

Reading Electives

1. EDI 539 (Continued)
   539.04 Determine appropriate study strategies for the various content areas.
   539.05 Construct evaluation measures for reading in the content areas.

2. EDI 630 Problems in Teaching Reading
   630.01 Delineate, describe, and analyze a reading problem having high prioritied significance to him/her for improved instruction.
   630.02 Determine developmental sequence and characteristics of normal growth in chosen area.
   630.03 Compare and evaluate conclusions of 'experts' and suggested principles and procedures to solve problem.
   630.04 Critique research findings and adapt findings to potentially valuable strategies for his/her own classroom.
   630.05 Integrate findings derived from study and discussion into a summary paper.

3. EDI 633 Teaching Reading in the Secondary School
   633.01 Demonstrate understanding of the nature of the adolescent reader.
   633.02 Evaluate materials specifically designed for secondary reading instruction and others which may be utilized for instruction.
   633.03 Develop lesson plans appropriate for the teaching of reading in secondary schools.
   633.04 Demonstrate knowledge of reading skills and strategies identified with particular content areas.
   633.05 Analyze and critique both group and individually administered tests available for evaluation of reading in secondary school.
B. Reading Core and Reading Electives (Continued)

Reading Electives

3. EDI 633 (Continued)

633.06 Demonstrate understanding of approaches which might foster positive habits and attitudes toward reading.

633.07 Devise alternative organizational plans for implementing reading instruction at the secondary school level.

4. EDI 634 Diagnostic Reading Instruction II

634.01 Identify characteristics of children with special needs which interfere with normal reading development.

634.02 Select formal and informal diagnostic instruments used with children with special needs designed to provide data relevant to reading achievement.

634.03 Analyze and interpret relevant data from diagnostic instruments.

634.04 Identify instructional strategies appropriate for children with special needs.

634.05 Evaluate materials specifically designed to facilitate the reading development of exceptional children.

634.06 Devise and/or adapt materials appropriate for particular needs.

634.07 Plan a modified reading program for children with special needs, incorporating the knowledge, skills and attitudes referred to in competencies 1-6.

5. EDI 635 Reading for the Bilingual Child

635.01 Identify sequence of language development of children (listening, speaking, reading, and writing skills).

635.02 Compare and contrast the role of reading in Bilingual Maintenance, Bilingual Transition and E.S.L. (English as a Second Language) Programs.

635.03 Compare and contrast developmental reading skills in the Spanish or other non-English languages with skills in the English language with particular reference to language interference. The following skills areas are included:
B. Reading Core and Reading Electives (Continued)

Reading Electives

5. EDI 635 (Continued)
   a. vocabulary acquisition
   b. word analysis (emphasizing contrastive phonology)
   c. comprehension
   d. oral reading
   e. study skills

635.04 Examine selected published materials and develop teacher-made materials for some of the Spanish or other non-English languages and/or English reading skills [listed in 635.03].

635.05 Select, administer, and interpret formal and/or informal instruments for assessing dominant language.

635.06 Select, administer, and interpret formal and informal diagnostic reading tests to assess reading skill development.

Suggested Liberal Arts and Related Professional Support Course

Department chairpersons were asked to submit courses considered relevant for the reading program. The following list is representative of courses students may select by advisement. Changes in the listing will be made as needed.

Anthropology
   ANT 512 Issues in Cultural Anthropology
   ANT 522 Language and Culture
   ANT 574 Culture and Personality
   ANT 586 Educational Anthropology

Computer Science
   CSC 535 Computer-Based Research Models

Counselor Education
   EDC 512 Interpersonal Relationship
   EDC 517 Conferencing Skills for Teachers
Suggested Liberal Arts and Related Professional Support Courses (Continued)

English
ENL 551 Linguistics: Structural and Transformational
ENL 552 American Language
ENL 553 History of the English Language
ENL 581 English Grammar
ENL 582 Children's Literature
ENL 583 Literature for the Adolescent
ENL 667 Modern English/American Grammar
ENL 668 Current American Usage
ENL 669 Sociolinguistics

Physical Education
PHE 681 Remediating Developmental Disabilities
PHE 623 Perceptual-Motor Development

Psychology
PSH 525 Human Learning and Memory
PSH 583 Behavior Modification
PSH 584 Adolescent Psychology
PSH 585 Language Development
PSH 682 Psychopathology of Childhood
PSH 683 Advanced Studies in Human Development
PSH 715 Advanced Educational/Developmental Psychology
PSH 725 Seminar in Educational/Developmental Psychology

Speech
SPH 561 Applied Phonetics
SPH 571 General Semantics: Communication and Rhetoric
SPH 662 Diagnosis of Speech and Language Disorders in Children
SPH 667 Disorders of Speech, Language and Hearing
SPH 698 Seminar in Speech Communication Education
Suggested Liberal Arts and Related Professional Support Course (Continued)

Sociology
- SOC 506 Sociology of Knowledge
- SOC 515 Social Change
- SOC 516 Modern Organization
- SOC 593 Mass Communication
- SOC 594 Sociology of Education

Research Methodology Courses
- EDI 605 Educational Measurement and Evaluation
- EDI 685 Educational Statistics
- EDI 691 Techniques of Educational Research
- EDI 543 Elementary Statistics

4. Assessment

This section provides the provisional certification program competencies. The first column lists the specific skills, knowledges and attitudes. The second column indicates the assessment procedures and the third suggests the assessment conditions. The fourth column indicates the assessment standards and/or criteria for each competency. Some of the competencies, especially in attitudes and intent, do not have quantitative criteria. In such cases, assessment is made upon instructor's judgment of student's professional growth.
5. Student Guidance

Advisement constitutes an integral part of the master's program. Each student is assigned a program advisor from the graduate faculty in reading education. The student plans a course of study based on programmatic requirements, undergraduate major and course work, past educational experiences, and future professional goals. The advisor is responsible for explaining the requirements for the master's degree. During the period from matriculation to graduation the student is encouraged to meet frequently with the advisor. A block of time is set aside each week for the purpose of graduate advisement.

Competency completion folders for each matriculated student are kept in a central file. The instructor responsible for each course registers competency completion for students enrolled in that course. Students have open access to their individual files and are regularly counseled utilizing this information. In addition, the reading faculty in consort discuss and evaluate the progress of individual students.

The advisors keep the students informed concerning professional aspects such as role definitions, or local, state or rational trends in reading education. The student is also given any assistance necessary to aid in a mid-career change if the need arises. Notices of reading positions, available to the faculty through many sources, are kept on display. If appropriate, contact is made with the individual student through the advisor.
When the student is ready to plan the thesis, he/she may select a thesis advisor who may or may not be the program advisor. The advisor and a second reader are in constant contact with the student, directing the investigation and the writing of the thesis.

The advisement component also assists the students who wish to study beyond the master's level. For those students interested in pursuing a doctoral program, the graduate faculty attempts to match a university with that student's particular interest within the field of reading.

6. Program Evaluation and Management

Several approaches will be used to evaluate the program's effectiveness and to assess the applicability of required skills, knowledges, and attitudes to a school setting. The first of these approaches will be the systematic use of a questionnaire directed to each graduate of Brockport's master's program in reading. The questionnaire will elicit information about the relevance of the program to the present reading related teaching duties of the graduates. This questionnaire will be circulated at regular intervals with items revised as needed.

A second questionnaire will be sent to school districts employing graduates of Brockport's master's program in reading. This questionnaire will request information about the effectiveness of the graduates in specific aspects of their roles as reading teachers.

The site committee representing cooperating school districts will have a prominent role in program evaluation. The program currently being submitted for approval reflects the suggestions of
teachers and administrators from two school districts (see Section C). Periodic site meetings will be held to elicit on-going evaluation from the cooperating districts.

The students presently matriculated in the program will be a further source of evaluation. At the conclusion of each reading course, students will critique the competencies which they were required to fulfill within that course.

A committee of the full time reading faculty, working with a research assistant, will collect and analyze the information received from the sources mentioned above. At regular intervals, a comprehensive review of this information will be undertaken. In consort with the collaborating agencies, program modifications will be made in a manner consistent with the policies of the State Education Department.
SECTION C - INVOLVEMENT OF PERTINENT AGENCIES

The Department of Curriculum and Instruction has established a consortium for the purpose of developing and evaluating the proposed program. The consortium included representatives from the following areas:

1. School District Administrators
2. School District Professional Staff
3. Professional Reading Associations
4. Matriculated Graduate Students
5. Graduate Reading Faculty (SUCB)

Additionally, other interested personnel from various school districts were invited and attended many of the work sessions. A detailed description of the role and responsibilities of each of the elements of the consortium follows. Participants were apprised of these prior to the first meeting.

Listed herein are the letters of involvement signed by the appropriate personnel with any reservations they may have relative to the program.