**California State University, San Marcos**

**FORM X (WHITE)**

- **Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies**

<table>
<thead>
<tr>
<th>Desired Term: Summer 2006</th>
<th>Year of implementation: 2006</th>
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<tr>
<th>Course abbreviation and Number: EDUC E1032</th>
<th>Abbreviated Title: Reading Strategies (No more than 25 characters, including spaces)</th>
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<tr>
<th>Number of Units: 1</th>
<th>Billing Units: 1</th>
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<th>Allowed Student Levels:</th>
<th>Normal (N) (Default is Letter Grade +/-), Students may request Credit/No Credit</th>
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<td>Normal Plus Report-in-Progress (NP) (As for normal; also allows Report-in-Progress)</td>
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<td>Credit/No Credit Only (C)</td>
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<td>Credit/No Credit or Report-in-Progress Only (CP)</td>
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<th>Grading Method:</th>
<th>Lecture</th>
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<th>Type of Instruction</th>
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<th>Instructional Mode (Course Classification Number)</th>
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<td>Lecture</td>
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<td>Lab</td>
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<tr>
<th>Attributes: Course Requires Consent for Enrollment?</th>
<th>Yes</th>
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<tr>
<td>Faculty</td>
<td>Credential Analyst</td>
<td>Dean</td>
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<th>Prerequisites:</th>
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| Does this course impact other discipline(s)? | If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature. | Yes | No |

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<tr>
<th>Disciplines</th>
<th>Signature</th>
<th>Date</th>
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**Important: Please Complete**

1. Instructor: Donna Gerardi

2. Please complete the Extension Course Proposal Form
   http://www.csusm.edu/academic_programs/Curriculum_Forms/index.html

**Signatures: (College Level)**

1. Program Director/Chair: N/A | Date: 5/8/06

2. College Dean (or Designee): 5/8/06

**UNIVERSITY LEVEL**

3. Dean of Extended Studies (or Designee): Date

4. Vice President for Academic Affairs (or Designee): Date
OFFICE OF EXTENDED STUDIES
EXTENSION COURSE PROPOSAL FORM

In planning the components of our Extended Studies program at Cal State San Marcos, this office consults closely with the academic colleges and departments to determine the suitability of course content, teaching methods and instructor qualifications. To assist us in evaluating your proposed course for credit, please submit this completed form to our office as soon as possible. Questions before you submit? Call me at (760)750-8713.

- **Course Title:** Reading Comprehension Strategies for Elementary Teachers

- **Course Description:**
  A child may be a great decoder, but that's only one step toward becoming a fluent reader. Reading implies thinking and understanding, and teachers can help children develop strategies for comprehension. Students need to know how to make connections and ask questions, how to visualize and infer, how to extract important ideas and to synthesize information if they are to become fluent readers. In this interactive, hands-on class you will learn how to focus on instruction that is responsive to kids' interests and learning needs. When readers use these strategies while reading, they enjoy a more complete, thoughtful reading experience. Engagement is the goal. After taking this class you will have kids who are engaged in their reading, thus enhancing their understanding, acquiring information, and remembering what they read. And best yet, they will want to read more!

- **Course Objectives:** *(Provide specific student learning outcomes and how they will be achieved.)*
  - To understand reading comprehension and what good readers do
  - To become familiar with, understand the benefits of, and practice using a variety of reading comprehension strategies

- **Evaluation:**
  - Class participation
  - Completing lesson plans
  - Online research and outside readings with reflective papers summarizing results

- **Course Length:** 18 hours

- **Proposed Date(s):** June 19 - 22, 2006

- **Location:** Oceanside Unified School District classrooms

- **Support Needs:** None (OUSD will provide any materials or supplies)

- **Comments:** This workshop is part of a Summer '06 Professional Development Opportunities Series developed and produced by Oceanside Unified School District for their certificated teaching staff. Extended Studies would like to offer extension credit on a contract basis to participating teachers.

*When completed, please return this form, along with an up-to-date resume (with teaching references) to: Catherine Boyle, Office of Extended Studies, Cal State San Marcos, 333 S. Twin Oaks Valley Rd., San Marcos, CA 92096; FAX: (760)750-3138; E-mail: cboyle@csusm.edu*
Course Title: Reading Comprehension Strategies for Elementary Teachers (OUUSD)

Instructor: Donna Gerardi and Robin Kuhn

Course Length: 18 contact hours

Course Description:
A child may be a great decoder, but that’s only one step toward becoming a fluent reader. Reading implies thinking and understanding, and teachers can help children develop strategies for comprehension. Students need to know how to make connections and ask questions, how to visualize and infer, how to extract important ideas and to synthesize information if they are to become fluent readers. In this interactive, hands-on class you will learn how to focus on instruction that is responsive to kids’ interests and learning needs. When readers use these strategies while reading, they enjoy a more complete, thoughtful reading experience. Engagement is the goal. After taking this class you will have kids who are engaged in their reading, thus enhancing their understanding, acquiring information, and remembering what they read. And best yet, they will want to read more!

Course Objective/Goals:
- To understand reading comprehension and what good readers do
- To become familiar with, understand the benefits of, and practice using a variety of reading comprehension strategies

Course Outline:
- The Reading Process/Introduction to Reading Comprehension
- Prior Knowledge: Connecting Strategies for Comprehending Text
- Content Area Reading Strategies
- Motivation, Independent Reading, Reading Conferences
- Poetry/Shared Reading

Method of Evaluating Student’s Performance:
- Class participation
- Lesson plans utilizing a variety of comprehension strategies before, during, and after reading of a grade-appropriate text (2-3 pgs)
- Investigation of on-line resources for reading comprehension; reflective paper on discoveries 2 pg.
- Outside reading with written reflection (Provided by instructors) 2 pg.

Textbooks and/or Other Materials:
See bibliography. No texts required for class. Handouts will be provided.

Bibliography:
Harvey, Stephanie, and Anne Goudvis. Strategies That Work. York, Maine: Stenhouse Publisher. 2000
Robb, Laura. Teaching Reading in the Middle School: A Strategic Approach to Reading That Improves Comprehension and Thinking. Scholastic. 2000.
Donna M. Gerardi
854 Covington Avenue
San Marcos, CA 92078
(760) 798-4198

Cell phone: (619) 892-2153
work e-mail: dgerardi@oside.k12.ca.us
home e-mail: mzjwadi@hotmail.com

Professional Strengths
- Expertise in curriculum development and instruction, specifically standards-based literacy
- Accomplished staff developer, teacher trainer, and literacy coach
- Expert knowledge of California English-Language Arts Content Standards & Framework
- Accomplished at developing standards-based writing assessments
- Skilled in using assessment data to guide instruction
- Ability to sensitively guide others toward positive change
- Committed to serving the needs of children and their teachers
- Dedicated to lifelong learning and scholarly pursuits

Educational Leadership Experience

College Instructor
2003 to present: UCSD Extended Studies, Education Department
Instructor for reading certificate program sponsored by the California Department of Education. Teach core course Making Meaning: Teaching Comprehension Strategies. Students range from kindergarten teachers to community college instructors. Teach a series of innovative writing courses covering all aspects of teaching writing effectively in elementary and middle school.

2005 Chapman University College, Summer Institute for K-12 Educators
Teach five courses: reading comprehension, vocabulary development, and three writing instruction classes for educators in San Diego County. Students are teachers in kindergarten to grade eight, from public and private schools.

Writing Coach & Staff Developer
2004 to present: Oceanside Unified School District, Nichols Elementary School
Help teachers in identifying their strengths and growing their capacities. Strengthen teacher’s abilities to make effective use of what they know and can do. Provide professional development on best writing instruction practice, and provide direct classroom support for improving practice. Model excellent instructional practices in classrooms. Assist whole staff in developing year-long writing curriculum. Advise principal and site leadership team on literacy related matters.

Language Arts Program Specialist & District Resource Teacher
Developed and presented professional development training for several hundred teachers each year in the areas of language arts, English Language development, standards-based instruction, and classroom management. Lead district Writing Task Force, formed under my innovation and guidance, in creating district-wide standards-based writing assessments for kindergarten through grade twelve. Used data driven decisions to support schools in meeting academic achievement goals. Oversaw use of state adopted language arts materials at all school sites. Assisted in preparing for district Coordinated Compliance Review. Coached preschool teachers from six State Preschool Program sites. Planned and implemented preschool self-review process. Represented school district at county State Preschool Director's network.

Professional Development Presentations
Planned and presented the following inservices and workshops for various audiences throughout the county:
- Trait-Based Writing Instruction, 2003-present
- Writer's Workshop, 1994-present
- Balanced Writing Instruction, 2002-present
- Reading Comprehension, 2002-present
- Vocabulary Development, 2002-present
- Heads Up/Early Steps to Reading Success, 2002-2004
- California English Language Development Test, 2001
- English Language Development Standards, 2000-2001
- Classroom Organization and Management, 1999-2004
- Using Morning Message with Young Children, 1999-present
- Writing in the Primary Grades, 1996-present
- Appropriate Kindergarten Phonics Instruction, summer 1996
- Shared Reading in the Primary Grades, 1995-present
- Balanced Language Arts Instruction for First Grade, 1994-95
- Language Arts Core Curriculum, K-6, 1994-1995
Donna M. Gerardi

Educational Leadership Experience—continued

Literacy Coach
Two years experience working with new and veteran teachers at four elementary schools to implement and improve balanced language arts instruction. Extensive classroom modeling and coaching on effective lessons. Created and chaired school literacy team to develop site literacy plan. Planned and implemented peer tutoring for at-risk readers. Initiated and led staff study groups. Ordered and organized guided reading materials. Member of Chapter One Task Force; parent involvement section. Chaired primary report card committee.

Early Childhood Mentor Teacher—District Level
Co-authored position paper defining appropriate educational practice for kindergarten and first grade students. Assisted with position paper approval process, including presentations for the Curriculum Advisory Council, District Leadership Team and the Board of Education. Developed and co-presented a four part workshop series for teams of kindergarten and first grade teachers from all 17 elementary schools. Developed materials and supply lists for kindergarten and first grade classrooms. Created and taught in an exemplary, model kindergarten classroom in which teachers and administrators visited to observe successful developmentally appropriate practices in action.

Classroom Teacher
Twelve years experience teaching kindergarten and first grade. Designed and implemented a successful balanced language arts program for all children. Effectively used authentic assessment and evaluation tools to drive instruction. Collaborated with grade level teams to create child-centered, developmentally appropriate educational programs in all curriculum areas. Member of Language Arts and Mathematics Leadership teams, Student Study Team, Program Quality Review team, and Parent Teacher Organization. Experience coordinating daily classroom volunteers.

Teaching Experience

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<th>Date</th>
<th>School/Location</th>
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<tr>
<td>9/87-</td>
<td>Oceanside Unified School District, Oceanside, CA</td>
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<tr>
<td></td>
<td>Writing Coach and Staff Developer—Nichols Elementary (9/04-present)</td>
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<td>Language Arts Program Specialist—Educational Support Services (9/01-6/04)</td>
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<td>District Resource Teacher—Educational Support Services (9/98-6/01)</td>
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<td>Kindergarten Teacher—Reynolds Elementary (9/97-6/98)</td>
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<td>Kindergarten Teacher—Santa Margarita Elementary (9/95-6/97)</td>
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<td>Literacy Coach—At four elementary schools (9/93-6/95)</td>
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<td>Kindergarten/First Grade—Reynolds Elementary (9/87-6/93)</td>
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8/86-6/87    The Carol Morgan School—First Grade, Santo Domingo, Dominican Republic
9/82-6/84    St. Patrick’s School—Kindergarten, Diocese of Sacramento, Sacramento, CA

Education

Master of Arts in Teaching and Learning: Curriculum Design, University Of California, San Diego, 2000
Multiple Subject Teaching Credential, University of San Diego, 1981
Bachelor of Arts in Recreation Administration: Emphasis in Youth and Family Organization Management, San Diego State University, 1980

References

Jeanne Iman, Principal Nichols Elementary, Oceanside Unified School District (760) 435-7400
jeanne.iman@oside.k12.ca.us
Kim Cooley, Director of Staff Development, Oceanside Unified School District (760) 757-2560 kcooley@oside.k12.ca.us
Luz Chung, Director of Education Programs, UCSD Extended Studies (858) 964-1064 lchung@ucsd.edu
Carol Horowitz, Chapman University College, Coordinator of K-12 Professional Education (619) 908-6037
horowitz@chapman.edu