

Carolyn M. Horton

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EDUCATIONAL BACKGROUND

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| Post-graduate | 1972-1985 |
| University of Iowa, Iowa City, IA
Elmhurst College, Elmhurst, IL
Eastern Tennessee University,
University of La Verne, La Verne, CA
University of Oklahoma, Norman, OK
Marycrest College, Davenport, IA | |
| Reading Endorsement: Iowa 91 Reading
and Iowa 38 Clinician | 1977 |
| M.A. Education with Emphasis in Reading
Murray State University, Murray, Kentucky | 1970 |
| B.A. Elementary Education
Wheaton College, Wheaton, Illinois | 1963 |

EXPERIENCE IN THE FIELD OF EDUCATION

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| <u>College Level Instructor</u> | 1984-present |
| University of Wisconsin-Stout – Menomonie, Wisconsin | 2006-present |
| Developmental Reading K-12
Students become acquainted with a comprehensive review of concepts, methods, research, and historical developments that form the conceptual foundations of teaching reading. Pedagogical considerations, including general conditions for learning to read and write; developmental phases of reading; principles of good reading instruction; development of a personal philosophy about teaching reading as a reflective practitioner will be studied. | |
| Instructional Techniques for Assisting Students with Reading Difficulties
Students become acquainted with an integration of psycholinguistic theory into an interactive strategic model of remedial interventions | |

based on the foundational research of literacy acquisition in a community environment. Integrating reading, writing and spelling into an effective and viable program for struggling readers and special populations including the learning disabled.

Luther College – Decorah, Iowa 2006-present

Supervision of Student Teachers

Mount Mercy College – Cedar Rapids, Iowa 1989-present

Treatment of Reading Dysfunctions 1989-2008

Students become acquainted with expository text structure, signal words, graphic organizers to facilitate comprehension, study skills, reading-writing connection, using trade books to enhance learning, vocabulary teaching methods, prereading strategies, and ways to deal with struggling readers.

Diagnostic Reading 1989-2008

Students become acquainted with formal and informal assessment of content learning. Prereading , during reading and post reading assessments are discussed.

Supervision of Student Teachers 2002-present

Morningside College – Sioux City, Iowa through Grant Wood Area Education Agency in Cedar Rapids, Iowa. Special education instructor. 2003-2007

Reading in the Content Area

This course was created to follow the Iowa and National standards. The course was written in three parts: (1) Teaching and Learning with Texts which includes overview of reading and literacy, using textbooks and trade books, authentic assessments (2) Instructional Strategies which include vocabulary/concepts, prereading strategies, text talk, writing to learn, study strategies/guides, struggling readers (3) professional development which includes purposes, needs and guidelines. Students were asked to use a textbook, journal articles, written response sheets, talking to learn techniques and exploring a research topic to facilitate their learning.

Marycrest College – Davenport, Iowa through Grant Wood Area Education
Agency in Cedar Rapids, Iowa. 1989—1992

Graduate level:
Supervisor for the graduate level students

Language Arts Consultant 2002-present

Cedar Rapids Community Schools Cedar Rapids, Iowa

Pierce Elementary School

Developed and presented in-service modules focusing on the implementation of the writing process in the classroom. Included the writing of a writing process guide, diagnostic writing testing guide, K-2 writing guide, and 4-6 writing guide.

Wright School

Collaborated with the principal to set up an educational plan for an at-risk student.

Benton Community Schools Benton County, Iowa

Consulted with district's Grade 3-5 teachers and:

- Collaborated with staff to develop strategies for using the basal in the classroom for all readers;
- Develop a writing process program;
- Facilitated the application of comprehension strategies;
- Facilitated discussions focusing on best practices in reading instruction and how to apply those principles within the classroom

Consulted with district's Grade K-5 teachers

Presented Think Aloud, Read Aloud, Talk Aloud strategies for literacy development.

Consulted with Grant Wood Area Education Agency to present district workshops

- Collaborated with GWAEA and BC administrators to coordinate and deliver reading language arts workshops in Guided Reading
- Mentored district reading cadre

Educator K-8

District Reading Facilitator – K-5 1999-2002
Cedar Rapids Community Schools, Cedar Rapids, Iowa.
K-5 Reading and Language Arts

Developed and facilitated presentations for Guided Reading. Demonstrated the Guided reading model in the classroom and supported teachers efforts using the model.

Facilitated the use of the basal reader in the classroom. Presented word wall activities to K-2 teachers. Wrote and presented multi-sensory activities that can be used to build a sight vocabulary.

Co-wrote a kindergarten dictionary. Assisted a group of teachers create a picture dictionary that can be used during the kindergarten year and then sent home for promote reading and writing during the summer.

Co-wrote K-5 standards, benchmarks and indicators for language arts. Aligned the basal reader to the standards.

Facilitated language conventions and spelling revisions. Assisted a group of teachers write curriculum that aligned with the Iowa Test of Basic Skills.

Co-facilitated cadre training in writing K-5. Assisted in identifying cadre members, securing a presenter and setting up the workshops.

Co-wrote a syllabus and presented workshops on comprehension strategies to be used in content area studies to all grade 3-5 teachers.

Prereading, during reading and post reading comprehension strategies were presented to the teachers using content area material from their grade level. The teachers compiled a notebook of strategies to take back and use immediately in their classroom.

Demonstrated the teaching of these strategies in various classrooms as a follow-up to these workshops.

Assisted the Middle School facilitator with content area reading workshops.

Consulted with the Middle School facilitator in writing and assembling the syllabus for the workshop. Presented portions of the workshop.

Ordered reading/language arts materials K-5.

Reading Specialist – Title 1 K-6 1970-1999
Cedar Rapids Community Schools, Cedar Rapids, Iowa

Elementary Classroom – 3rd grade 1965-1967
Cedar Rapids Community Schools, Cedar Rapids, Iowa

TECHNOLOGY/COMPUTER SKILLS (Selected)

Operating Systems:

Windows, Macintosh

Equipment:

Laptop computers, desktop computers, scanners, digital cameras, laser and inkjet printers, LCD projectors, videoconferencing equipment, CD player, DVD player, portable laptop lab

Software Applications:

Microsoft Office, Adobe Acrobat, Netscape Navigator/
Communicator, Internet Explorer, Outlook Mail, HTML, Kid Pix, Excel,
Inspiration, Kidspiration, Adobe – Dreamweaver CS3, Adobe -- Contribute, HP
Photoshop

PRESENTATIONS AND WORKSHOPS (Selected)

1981-present

Introduction to Guided Reading. Center Point-Urbana Schools. Center Point, IA (2007)

Introduction to Guided Reading. Benton Community Schools, Norway, Iowa (2008)

Teaching with Novels. Benton Community Schools, Norway, Iowa (2008)

Examining Professional Guided Reading Books and Children's Instructional Material.
Benton Community Schools, Norway, Iowa (2008)

Balanced Literacy. Grant Wood Area Education Agency sponsored Reading Initiative
Workshop, Cedar Rapids, IA (2001)

Guided Reading Workshop. Marion Community Schools In-service Session, Marion, IA
(1998)

What's New in Children's Literature Maquoketa Reading Association, Maquoketa, IA.
(Annually 1990-2000)

Running Record: A Method of Assessment in a Whole Language Classroom. Grant
Wood Area Education Agency Whole Language Umbrella Group. Cedar Rapids,
IA (1990)

Evaluation in the Whole Language Classroom. Hoover Elementary, West Branch
Community Schools, West Branch, IA (1989)

1989-What's New in Children's Literature Maquoketa Reading Association, Maquoketa, IA. (1989)

Whole Language and Children's Literature. Crawfordsville Reading Association, Crawfordsville, IA (1989)

Constructing Thematic Units. Linn-Mar Community Schools In-service Session. Marion, IA (1989)

Building Novel Units. Belle Plaine Community Schools In-service Session. Belle Plaine, IA (1989)

Strategies to Teach Vocabulary in the Content Areas. Belle Plaine Community Schools In-service Session. Belle Plaine, IA (1989)

Motivating Children to Read. Iowa Reading Association Conference, Des Moines, IA (1987)

Using Trade Literature to Teach Reading Skills. 15th Plains Regional Reading Conference of the International Reading Association, Des Moines, IA (1987)

Promoting Reading. Iowa Reading Association Conference, Des Moines, IA (1986)

Using Trade Literature in Chapter I to Teach Reading Skills. 14th Plains Regional Reading Conference of the International Reading Association, Rapid City, SD (1986)

Make and Take Workshop. Iowa Reading Association Conference, Des Moines, IA (1985)

Make and Take Workshop. 12th Plains Regional Reading Conference of the International Reading Association, St. Louis, MO. (1984)

Increasing Reading Comprehension. Great River Area Education Agency Conference. Fort Madison, IA (1982)

Professional Development Course Instructor

1984-2007

With graduate credit available through Drake University, Des Moines, Iowa and Marycrest College, Davenport, Iowa.

Courses offered for grades K-9 teachers

- Supplementing the Basal Reading Program
- Increasing Reading Comprehension (K-9)
- Exploring the Reading-Writing Connection
- Reading Strategies: Motivation (3-9)
- Student Achievement Through Recreational Reading
- Reading Seminar: Authors and Read-Alouds
- Enhancing Reading Instruction
- Using the Computer to Teach Reading and Language Arts
- Celebrate Reading
- Reading Instruction: Theory & Practice
- Whole Language: Theory and Uses
- Language Based Classroom: Materials and Methods
- Increasing Student Comprehension in Content Area Studies
- Promoting Comprehension Through Written Response
- Remediating Problem Readers: Update

- Reading Diagnosis in Language-Based Classroom
- Assessment in Whole Language
- Creating a Literate Environment in a Whole Language Classroom
- Authors and Reading Comprehension in the Whole Language Classroom
- Integrating Reading, Writing, Speaking, Listening through Literature Study
- Promoting Self-selection of Literature
- Creating Authors in the Classroom
- Whole Language Update
- Alternative Activities and Assessment
- Reading Connections
- Reader's Workshop—Strategies and Literature
- Using Literature in the Content Area
- Reading/Language Arts in the K-2 Classroom
- Integrating Reading/Language Arts and Content Area Reading
- Building and Using Portfolios
- A Powerhouse of Study Skills for the Literate Learner
- Partnership for Learning
- Reading/Language Arts Update
- Guided Reading: First Teaching For All Children K-2
- Strategies to Increase Reading Success K-5
- Principles of Balanced Literacy: Guided Reading level 2
- Using Instructional Strategies to Develop Reading Comprehension
- What Teachers Can Do When Students Have Difficulty Reading and Writing

PUBLICATIONS/CURRICULUM WRITING

- Horton, Carolyn. *Guided Reading-Level 2*. (2002) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Remediation Techniques in Word Attack*. (2002) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Remediation Techniques in Comprehension*. (2002) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Successful Writing Curriculum*. (2001) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Accelerated Curriculum for K-2*. (2000) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Techniques to Teach Alphabet Knowledge*. (1999) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Early Reading Books for Guided Reading*. (1999) Cedar Rapids, IA: Cedar Rapids Community Schools.
- White, Nancy: contributing editors, Carolyn Horton, et.al. *The Iowa Connection*. (1994) Ames, IA: Iowa Reading Association.

- McElmeel, Sharron L.: contributing editors, Carolyn Horton, et.al. *Iowa: A Place to Read*. (1990) Ames, IA: Iowa Reading Association.
- Horton, Carolyn. *Adjusting and Rewriting Basal Tests to Reflect the Whole Language Philosophy of Evaluation*. (1989) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, et.al. *Writing Rhyme, Rhythm, and Repetition Schemes for the Teaching of Macmillan Basal Reading Vocabulary*. (1989) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, et. al. *Compiling and Annotating a Bibliography of Novels for Below Grade Level Readers*. (1989) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn. *Compiling Research in Whole Language Evaluation Strategies*. (1989) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, and Sharron McElmeel. *Choice Books and Authors*. (1987) Cedar Rapids, IA: Reading Trove.
- Horton, Carolyn, and Sharron McElmeel. *Award Books and Authors*. (1987) Cedar Rapids, IA: Reading Trove.
- Horton, Carolyn, et al. *Chapter I (Title I) Reading Skills Objective and Diagnostic Tests, Revision III*. (1989) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, and Sharron McElmeel. *Teen Reading Extenders*. (1986) Cedar Rapids, IA: Reading Trove.
- Horton, Carolyn, and Sharron McElmeel. *Choice Reading Extenders*. (1986) Cedar Rapids, IA: Reading Trove.
- Horton, Carolyn, and Sharron McElmeel. *Choice Activities*. (1985) Cedar Rapids, IA: Reading Trove.
- Horton, Carolyn, and Sharron McElmeel. *Choices for Teens*. (1985) Cedar Rapids, IA: Reading Trove.
- Horton, Carolyn, et al. *Pupil Supplementary Reading Books to Accompany the Macmillan Reading Series*. (1983) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, et al. *Chapter I (Title I) Materials Guide to Correlate with the Reading Skills Objective and Diagnostics Test Manual*. (1981) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, et al. *Chapter I (Title I) Reading Skills Objective and Diagnostic Tests, Revision II*. (1980) Cedar Rapids, IA: Cedar Rapids Community Schools.
- Horton, Carolyn, et al. *Chapter I (Title I) Reading Skills Objective and Diagnostic Tests, Revision I*. (1979) Cedar Rapids, IA: Cedar Rapids Community Schools.

PROFESSIONAL HONORS & ACTIVITIES

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| Recipient of Reading Service Award
Cedar Rapids Area Reading Council of the International Reading Association | 2003 |
| Recipient of Celebrate Literacy Award
Cedar Rapids Area Reading Council of the International Reading Association | 1989 |

Recipient of Award for Outstanding Contribution
to the Staff Development Program 1989
Grant Wood Area Education Association, Cedar Rapids, IA

Recipient of Advisor to Career Opportunities Program 1973
Kirkwood Community College, Cedar Rapids, Iowa

PROFESSIONAL ORGANIZATIONS/MEMBERSHIPS

International Reading Association, member 1970-present
Iowa Reading Association, member 1970-present
Cedar Rapids Area Reading Council, member 1970-present
National Education Association, member 1970-2002
Iowa Education Association, member 1970-2002
Cedar Rapids Education Association, member 1970-2002; building representative
1989, 1993; served as secretary, chair of nominating committee, vice-president,
membership co-chair.

PROFESSIONAL REFERENCES

Janet Rohner, Ph. D., Professor, Mount Mercy College
1330 Elmhurst Drive NE Cedar Rapids, Iowa 52402-4797
(319-363-8213) jrohner@mtmercy.edu

Tom Micek, Ph. D., Superintendent Missouri Valley Schools, Missouri Valley, Iowa
109 East Michigan Street, Missouri Valley, Iowa. 51555-1543 (712) 642-2706.
tmicek@movalley.k12.ia.us . Formerly Asst. Superintendent of Cedar Rapids
Community of Schools.