

Roxie Sporleder, Ed.D.

1465 Eagle Lane
Marion, Indiana 46952

Phone: (765) 662-7612
E-mail: roxie.sporleder@indwes.edu

EDUCATION

Doctor of Education

Montana State University
Bozeman, Montana 59717
Major: Curriculum & Instruction
Minor: School Administration
Elementary emphasis

Master of Education

Northern Montana College
Havre, Montana 59501
Education, elementary

B. A., cum laude

Wheaton College
Wheaton, IL 60187
Christian Education

CERTIFICATION

Class I, Montana Elementary Teaching Certificate
Class 111, Montana Elementary Administrative Certificate

PROFESSIONAL EXPERIENCE

Faculty: Assistant Professor

School of Educational Leadership
Indiana Wesleyan University

February 2008 – Present

Professional Development Math Instructor, Elementary

Marion Community Schools

Spring 2009 – Present

Professional Development Literacy Instructor, Elementary and Middle School

Marion Community Schools
Oakhill United School Corporation

Spring 2007 – Present

Faculty; NCATE and Assessment Coordinator

Indiana Wesleyan University
Marion, IN 46953

February 2008 - 2009

Assistant Director of Graduate Electives and Rank I

Indiana Wesleyan University
Marion, IN 46953

December 2005 – Jan 2007

Reading Specialist

Bozeman, MT
Marion, IN

1998 - present

Reading Fellow

Reading Excellence Program
Office of Public Instruction
Helena, Montana

July 2002 to June 2004

Distance Education Facilitator Montana State University - Bozeman Indiana Wesleyan University	Spring 2001 to 2005 Fall 2003 to present
Adjunct Professor Montana State University - Bozeman University of Montana - Dillon	August 1998 to 2005 Summer 1999
Supervisor for Administrative Interns, Elementary and Secondary Montana State University - Bozeman	August 1998 to 2000
Student Teacher Supervisor, Elementary and Secondary Montana State University - Bozeman	2000 -2001
Paraprofessional Supervisor, elementary Montana State University - Bozeman	1995 - 1998
Instructor, Examiner Training for Standardized Testing Montana State University - Bozeman	February 1998
Graduate Teaching Assistant Montana State University - Bozeman	August 1995 - January 1997
College Teaching Internship, Reading and Language Arts Montana State University - Bozeman	Fall semester 1996
Committee Member, Program Strands Review for NCATE Montana State University - Bozeman	February 14 -March 15, 1996
Teacher In-Service/Seminar Instructor Heck Elementary School, Belgrade KW Bergan Elementary, Browning	August 1997, March/April 1998, August 1998 September/October 2002, February 2003 September 2003
Elementary Principal in Pre-K-8 Schools Lewistown, Montana 59576 Conrad, Montana 59425	1991-1994 1988-1990
Elementary Teacher, Taught Grades K, 1, 2, 3, 4, 5, 6, 7, 8 Lewistown, Montana 59576 Conrad, Montana 59425	1991-1994 1973-1990
Substitute Teacher, Elementary and Secondary Great Falls Public Schools, Great Falls, Montana Vaughn Public Schools, Vaughn, Montana	1990-1991
Educational Committee Chair/Member An educational leadership team composed of selected parents, teachers, and principal Conrad, Conrad, Montana 59425 Lewistown, Montana 59527	1977-1982, 1987-1990 1991-1994

PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS

Society for the Scientific Study of Reading

UMKC School of Education
5100 Rockhill Road, 319 ED
Kansas City, MO 64110

National Council of Teachers of Mathematics

NCTM Headquarters Office
1906 Association Drive
Reston, VA 20191-1502

PROFESSIONAL ASSIGNMENTS AND ACTIVITIES

CAPS Academic Affairs Committee Indiana Wesleyan University	2009- Current
NCATE Conceptual Framework Committee Indiana Wesleyan University	2009 – Current
NCATE Steering Committee Indiana Wesleyan University	2009
Graduate Assessment Task Force Indiana Wesleyan University	2008
Innovative Task Force Indiana Wesleyan University	2007 – 2008

PROFESSIONAL GROWTH ACTIVITIES

National Council of Teachers of Mathematics Conference Nashville, TN	Nov 18 – 20,
Society for the Scientific Study of Reading Conference Boston, MA	June 9 -12, 2009
Indianapolis Christian Writers Conference Indianapolis, IN	Nov 7-8, 2008 Nov 6,7, 2010
NCATE Web Seminar Online	Oct 1, 2008

NCATE Accreditation Accountability and Quality Conference Arlington, VA	Sept 27 – 30, 2007 Sept 18-20. 2008 April 1 – 4, 2009
Excel Pivotal Report Training Indiana Wesleyan University	June 2008
AACTE Conference New Orleans, LA	Feb 7 – 9, 2008
NCATE Accreditation Accountability and Quality Conference Arlington, VA	Sept 27-30. 2007
Midwest Scholars Conference Indianapolis, IN	Feb 2007
Society for the Scientific Study of Reading Annual Conference Vancouver, British Columbia	July 5 – 8, 2006
No Educator Left Behind National Assimilation for Developmental Education Indianapolis, IN	June 16, 2006
Workplace Conflict Management Indiana Wesleyan University	May 11, 2006
All Partners conference University of Indianapolis Indianapolis, IN	April 21, 2006
Midwest Scholars Conference Indianapolis, IN	Feb, 2006

SCHOLARSHIP

Papers and Presentations

“How to Develop a Rubric” No Educator Left Behind Indianapolis, IN	June 12, 2009
Innovative Conference Indiana Wesleyan University	July 31, 2009
“God the Constructivist” Adult Education Conference Indianapolis, IN	Feb 21, 2008

Research

My research for the past twelve years has focused on the skills necessary to learn to read. That has led to research on early spontaneous readers and the sequence of skills they use, the application of this information to beginning reading and remedial reading programs, the development of experimental curriculums that model this approach, and the construction of a screening test based on the research in developmental spelling. The following is a summary of the research I have already conducted.

Spontaneous Early Readers

December 1995

The first research project was a qualitative study conducted to identify factors that contribute to the spontaneous reading acquisition skills of young children. All children in the study progressed through the same general sequence in learning to read. It was found that these early readers spell before learning how to decode. Taking their information of letters, sounds of letters, and sounds of words, they built words before ever being able to read. These findings were in agreement with that of other researchers who have looked at early readers.

A Comparison of Approaches to Literacy Acquisition

April 1998

My dissertation research was a quasi-experimental study conducted in a local school district using all nine of the first-grade classrooms. This required the development of a curriculum that modeled spelling before reading, training the first-grade teachers in the school, and testing all of the students before and after the study. The purpose of the research was to determine if there was a difference in the reading achievement, spelling achievement, and phonemic awareness of students who were taught using one of three basic strategies in learning to read. It was found that children who spell before reading had significantly higher scores in both reading and spelling than those taught using a whole language basal alone or a traditional phonics program in addition to the basal.

Remedial Readers

August 2001 to present

The next step was to see if the principles of early reading acquisition could be successfully applied to the teaching of remedial readers, grades 2 - 12. This required the development of a forty-five lesson remedial reading curriculum. Sixty students were given pre and post tests using the Woodcock Reading Mastery Tests. Students showed gains of two to nine grade levels in Word Identification, Word Attack, and Paragraph Comprehension.

Phonemic Awareness Tests to Identify Struggling Readers

2002

Currently, there are tests that show letter/sound knowledge, phonemic awareness, word attack skills, word identification, and reading comprehension, but they do not give the breadth of information needed. In addition, they must be given individually and/or by trained test administrators. Two of the most common phonemic awareness tests are the Yopp-Singer Test of Segmentation which tests *only* segmentation skills and the Wagner-Torgenson Test which must be given by a trained administrator.

To remedy this problem, I developed a phonemic awareness test that I use to identify missing skills of struggling readers. It has two sections and can be administered individually or in a group by a classroom teacher. The first part of this test is used to determine if the student is able to segment words into phonemes. Struggling readers are usually unable to successfully complete this task. The second activity focuses on phoneme manipulation. Again, struggling readers usually are not able to manipulate sounds in words. In this second activity, students are asked to change, insert, and delete sounds in words. Both activities are not only used as assessments, but can also be incorporated into parts of the weekly lesson to develop these skills.

Developmental Spelling Test to Screen Struggling Readers

2000 - Present

Two researchers, Gentry and Morris & Perney, have developed a spelling test that can be used to predict reading growth in first-grade students. However, no one had developed such a test for grades 2 and up. Using the knowledge of words students need to know at each grade level, I developed lists of words for these grades to be used in the classroom to detect lack of phonemic awareness and poor reading skills. It has been used three times in entire schools as well as in several individual classrooms with accuracy. A teacher can administer this test to the whole class as a simple spelling test, although it is scored using a developmental spelling scale.

The first edition of this test was developed and administered to approximately 120 students, grades 3 - 12. Students scoring under 80% need extra help, those scoring between 80% and 89% have weak skills, and those scoring 90% or above have good skills. Without knowing student scores, teachers were asked to identify children whom they thought were struggling in reading. Of the students named by the teacher, 99.2% were identified using the test with scores under 80% on the test.

All students scoring below 80% were then tested using the Woodcock Reading Mastery Test, an individualized reading test that targets several reading skills. The Woodcock Reading Mastery Test verified that these students were struggling.

A revised test was developed and administered to approximately 120 students, grades 2 - 8. Again, the teachers were asked to identify children whom they thought were struggling. Again, 99.2% of the students who were struggling were identified with the test by scoring under 80% on the test and were verified using the Woodcock Reading Mastery Test.

Developmental Spelling Test

December 2006 -2007

750 students in two middle schools

Research on the correlation of this screening device to ISTEP and NWEA scores.

Publications

Word workshop C	Research-based and phoneme-based phonics lessons used for grades 2 – 12	2007
Word Workshop A	Research-based and phoneme-based phonics lesson for Kindergarten	2002
<i>Mini-Lessons: One Teacher's Success Story in Teaching</i>	<i>Beginning Reading</i> , Montana State Reading Journal	Spring 2000
<i>Word Workshop B</i>	First grade curriculum written and used for the dissertation research.	Fall 1997
<i>Teaching Multigrades: Handbook for Teachers</i>	Handbook developed for use in professional development workshops. Reproduced for use in teacher in-service.	Summer 1993
<i>Multigrade Classrooms</i>	Unpublished paper investigating the history and research on multigrade teaching. Written for background information to be used in workshops.	Summer 1992
<i>Teaching Multigrades</i>	Article published in the curriculum magazine of Alpha-Omega Publishing.	Fall 1987
<i>Teaching Multigrades</i>	Article published in The Teaching Home	Summer 1986
<i>Multigrade Record and Plan Book</i>	Manual reproduced and distributed to teachers of multigrade classrooms in small schools. Included a curriculum scope and sequence for grades 1-8, ideas for whole-group instruction, and guidelines for planning the curriculum. Printed for distribution.	1986

Grant Applications and Awards

Indiana Wesleyan University, \$900 for middle school reading research.
Indiana Wesleyan University, \$250 for elementary reading research

Collaborative projects

Marion community schools and Indiana Wesleyan University
Meeting the literacy needs of Middle School students 2006-2007

SERVICE

Developed and taught one to nine hour seminars for various conferences of educators and parents, locally, state-wide, and nationally 1982 - present

"The Teaching/Learning Process"	"Planning and Pacing Curriculum"
"Teacher/Student Relationships"	"Multigrade Teaching"
"Teaching Thinking Skills"	"Teaching Beginning Reading"
"Helping Your Child Become a Good Reader"	"Planning a High School Program"
"Developmental Characteristics of Children"	*Designing Powerful Lessons"
"Applying Cognitive Levels to Teaching and Learning"	

COURSES AT MASTERS/DOCTORAL LEVEL

READING/LANGUAGE ARTS:

Reading Materials in the Elem Classroom
Language Arts in the Elem Classroom
Advanced Problems in Reading
Remedial Reading
Content Reading
Instruction in Reading
Internship as instructor of undergraduate
Reading and Language Arts Methods

ELEMENTARY METHODS:(In addition to reading courses)

Elementary Social Studies
Elementary Math Activities
Math Labs in the Classroom
Science Activities in the Classroom
Introduction to Computers
Excellence in Teaching (Management)
Printmaking (Art)

EARLY CHILDHOOD EDUCATION:

Early Childhood Curriculum
Speech, Hearing, Language Development
Early Literacy

SPECIAL EDUCATION:

Ed. Psychology of the Exceptional Child
Learning Disabilities

COUNSELING/PSYCHOLOGY:

Group Dynamics
Advanced Classroom Psychology
Human Development
Alcohol & Drug Prevention
Introduction to Counseling
Counseling Children

GENERAL CURRICULUM:

Curriculum Construction
Construction of Curriculum
General School Curriculum
Elementary School Curriculum
Adult Learning
Advanced Teaching Strategies

SCHOOL ADMINISTRATION:

School Law
School Finance
Foundations of Administration
Elementary Sc. Organization & Admin.
Supervision of Instruction

RESEARCH AND ASSESSMENT:

Measurement and Statistics
Introduction to Research
Advanced Statistics
Evaluation and Measurement
Doctoral Research Design
Needs Assessment
Qualitative Research

FOUNDATIONS:

Foundations in Education
History and Philosophy of Education
Current Issues in Education