Northern Illinois University

LTIC 591, LTIC 592: Workshop in Literacy Education titled Beyond the Common Core for ELs: Taking ALL Educators to the Head of the Class

Summer 2015

Department of Literacy and Elementary Education

Instructor
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COURSE STATEMENTS

This course ascribes to a conceptual framework for all courses offered by the College of Education and other programs at NIU that prepare professional educators. During the semester, you should be aware of what we do in this course that may reflect components of the following statement: **NIU Conceptual Framework:** The NIU community of learners builds on knowledge, practice, and reflection to produce exemplary educators. The community encompasses scholars, education professionals, and pre-service teachers in an interaction that develops the strengths that embody excellence in education. These strengths include creative and critical thinking, scholarship, and caring. Application of these strengths emerges through the collaborative efforts of a diverse community which supports lifelong learning.

**Academic Integrity:**
Academic integrity is expected of all students. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the “Faculty Guide to Academic Misconduct” issued by the University Judicial Office.

**Instructional Accommodations:**
NIU is committed to providing an accessible educational environment in collaboration with the Disability Resource Center (DRC). Any student requiring an academic accommodation due to a disability should let his or her faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DRC if they have not done so already. The DRC is located on the 4th floor of the University Health Services Building, and can be reached at 815-753-1303 or E-mail: drc@niu.edu; the website is:
COURSE DESCRIPTION

This course addresses the Illinois Learning Standards and the TESOL Standards for Teacher Professionals 1-5.

This course addresses the State of Illinois Standards of Professional Learning (Learning Forward). Conference presentations and tasks ensure participants increase their pedagogical and content knowledge. Conference activities specifically address the following:

1. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
7. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Course Expectations

I. Attend all sessions of the professional conference held at the NIU Naperville site on June 16, June 17, and June 18:

The conference schedule reads as follows:

June 16, 2015
Morning Sessions:
8:30 am Registration and Continental Breakfast
8:45 Welcome, Introductions, and Overview: Mayra C. Daniel

9:00 - 11:50 Session 1: Dr. Wayne Wright

12:00-12:45 Autograph Session and Lunch

Afternoon Sessions:
12:45 – 4:15 Session 2: Dr. Wayne Wright

4:30 - 5:00 Conversation with Teachers Enrolled in Course: Mayra C. Daniel

June 17, 2015

Morning Sessions:
8:30 am Registration and Continental Breakfast
8:45 Welcome, Introductions, and Overview: Mayra C. Daniel
9:00 - 10:30 Cheryl Urow and Karen Beeman: The Strategic Use of Language in the Bridge to Biliteracy
10:30 - 11:30 Dr. Denise Hatcher: Addressing the Literacy Needs of Hispanic ELs
11:30 - 12:15 Dr. Carolyn Riley: Literacy Focused Science Instruction

12:15-12:45 Lunch

Afternoon Sessions:
12:45-2:15 Barb Marler: Culturally and Linguistically Responsive Rti

Afternoon Breakout Sessions: 2:30 - 3:30:

Dr. Rodney Fitzgerald: Identifying and Addressing Effective Literacy Instruction for ELs with Special Needs
Dr. Chris Carger: Empowering ELs to High Levels of Academic Achievement
3:30 - 4:00 Teacher Panel: Kate Boyens, Lisette Jacobsen, Diane Klotz, Brigid Trimble

June 18, 2015

Morning Sessions:
8:30 am Registration and Continental Breakfast
8:45 Welcome, Introductions, and Overview: Mayra C. Daniel

9:00 - 11:50 Session 1: Dr. Ofelia Garcia

12:00 Autograph Session and Lunch

Afternoon Sessions:
12:45 – 4:15 Session 2: Dr. Ofelia Garcia
4:30 - 5:00 Conversation with Teachers Enrolled in Course: Mayra C. Daniel

II. Complete the following readings [on USB supplied by NIU]:

A. Read these three practice oriented articles:


**B. Read these two pieces:**


Norton, B. Identity, literacy, and English language teaching.

**C. Read Part II of this report, begins on p. 18:**

The 2015 Brown Center Report on American Education. How well are American students learning?

**D. Read two chapters in the attachment titled: Fox, D. L., & Short, K. G. Stories matter: The complexity of cultural authenticity in children’s literature.**


**III. Prepare a report in which you:**

a. Summarize [may use bullets] the key points in all the presentations. Do this as a separate summary for each presenter. Please refer to the schedule for the exact list of presenters. Remember that on June 17 at 2:30 there are two presentations at the same time and you will only be able to attend one.

b. Summarize [organize in sections/each with a title] how (1) the readings given to you on the USB relate to the presentations and, (2) provide you information to link research and practice. Explain what you will do differently in your work as a result of attending the conference and completing the readings.

c. Submit this report to Dr. Mayra Daniel's dropbox folder by **June 30, 2015.** **Note:** you will receive an invitation to join this folder so that you can upload your assignment.