Summer Literacy Institute Objectives

The following objectives for the Summer Literacy Institute are based on the Adelphi University Ruth S. Ammon School of Education Conceptual Framework:

**Scholarship**

Pursue knowledge of literacy by participating in the activities at the Literacy Institute: Communicate with colleagues and the wider community through participation in professional development presentations and workshops. Produce a journal that demonstrates synthesis of learning.

**Reflective Practice**

Reflect on one’s own teaching strengths and needs in order to improve instruction and better engage learners. Communicate with allied professionals and paraprofessionals regarding ways of engaging students in school literacy practices. Develop a plan for engaging learners with colleagues, policy-makers, the media, parents, and the community.

**Social Justice**

Promote development of a classroom environment that fosters engagement, interest, and growth in all aspects of literacy for all learners. Create, improve, and support literacy programs that address the strengths and needs of individual learners. Advocate for students, teachers, and the profession.

**Inclusive Community**

Develop knowledge of policy and social resources to engage all students in developing strong literacy practices. Promote literacy and learner engagement with parents, administrators, and community stakeholders.

**Wellness**

Develop a holistic view of literacy and integrate literacy into all aspects of a healthy lifestyle. Communicate with colleagues and students about their strengths, interests, and needs. Encourage and provide multiple ways to foster engagement in literacy learning for all.

**Creativity and the Arts**

Engage in creative experiences and activities that incorporate the arts in literacy teaching. Develop ideas about engaging learners through the use of nontraditional, visual, aural, and movement texts, demonstrating the power of creative arts to foster cognitive and affective development.
Multimodal Methods for Engaging Learners

Keynote: Rosalie Fink
“Improving Reading Success: Interest and Motivation in an Age of High-Stakes Testing”

Rosalie Fink is Professor of Literacy at Lesley University, Cambridge, Massachusetts. She carried her PhD at the Harvard Graduate School of Education. Her book, Why Law and John Caskie—Read—and How They Lived, was an Altamonters. Fink’s latest book, Keying Reading Success: Interest and Motivation in an Age of High-Stakes Testing, is an IRA Book Club selection. The presentations will focus on the question of how individuals with severe reading problems reading matter and succeed in their life purpose. Professor Fink will propose a model that motivates reading in all learners.

Monday, August 11, 2008
Strand: Techniques for Gateway to Literacy

Workshops
• High interest reading leaves no child behind
  Educational intervention: Enhancing self-regard and academic success
• Teaching the Tricky (Dyslexic) Learner
  Starting with a story: Creating organic curricula
• Aesthetic education as a tool to re-engage and increase literacy learning for all learners
  Environmental science, math, and photography for diverse learners (field experience)
• Using environmental texts in the math and science classroom
  Multicultural classroom: Teaching biographically and culturally diverse students
• Engaging curricular and extra-curricular elements
  Emergent literacy: Teaching through learning by their strengths

Tuesday, August 12, 2008
Strand: Telling Our Stories

Keynote: Shelly Huang-Yu
“Using Popular Culture Texts to Engage Students in Meaningful Literacy Learning”

Professor Shelly Huang-Yu is Professor of Literacy at California State University, Long Beach. Her research interests and publications have focused on integrating popular culture texts into literacy teaching. Her book, Tying Kids in Lace: Popular Culture Texts and Literacy Learning at Grade 9, discusses how students can be engaged in meaningful learning through popular culture; a style that is the opposite practice to traditional and more common teaching style. In the book, Professor Huang-Yu will present the findings of integrating popular culture texts into literacy curriculum and ways of using these texts to engage students.

Workshops
• Using popular culture texts to engage students in meaningful literacy practices
  Personal narratives—Shinnecock Nation panel
• Expanding possibilities using drama in the classroom
  Using hip hop culture as a tool for student engagement and critical thinking
• Engaging learners with poetry writing across the content areas
  Getting to know you-poetry workshop

Wednesday, August 13, 2008
Strand: Techniques for Gateway to Literacy

Keynote: Steven Goodman
“Teaching Critical Literacy Through Video Production: Transforming Struggling Learners into Active Producers”

Steven Goodman is the founding Executive Director of the Educational Video Center. Trained as a journalist, he has produced independent documentaries, taught high school, and is author of Teaching Young People to Make Media. He has taught at Harvard, the University of California, Los Angeles, and the University of Southern California. His recent international work includes facilitating professional development groups for media teachers in London and leading documentary workshops for youth in Belfast, Northern Ireland, and South Africa. Goodman will discuss the practices, principles, and transformative power of student-centered video production as a tool for unpacking critical literacy to struggling learners. He will describe successful literacy strategies for building students’ skills and new identities as writers, researchers, interviewers, editors, creators, audiences, and terrorists.

Workshops
• Engaging students through community documentary production (full-day program including field component)
• Brain Gym
• Environmental science, math, and photography for diverse learners (field experience)
• Social justice curricula and technology
  Family literacy night
• Podcasting for classroom applications
  Stress management in the classroom
• Yoga for the classroom

Thursday, August 14, 2008
Strand: Social-Emotional Learning

Keynote: Dr. Devin Thornburg
“The Pendulum Swings Back: Social Emotional Learning and Literacy”

Dr. Devin Thornburg is a full professor in Adelphi University’s Department of Curriculum and Instruction. An educator and psychologist, he has been writing and teaching about the social and emotional issues related to literacy for 20 years. Dr. Thornburg will address current efforts to create a social-emotional framework for curriculum in schools, reviewing recent literacy-related research, policy and practice that support alternative perspectives. As a strong advocate for the social-emotional emphasis on cognitive-academic outcomes in No Child Left Behind and related legislation, this framework has gained momentum nationally and locally and offers great potential to recognize the “whole child” within literacy education.

Workshops
• SEL: Community-Based Practices (K–6)
• SEL: Adolescent dilemmas in literature (grades 6–8)
• SEL: It’s elementary: Approaches and practices (K–6)
• SEL: Brain Gym
• Early emotional and social development
  Storytelling in early childhood education
• SEL: Linking learning and thinking
  Learning social skills and metacognition
• SEL: Storytelling and learning
  From now on,” she explained, “you will be required to write one sentence every week.
• SEL: Linking learning and thinking
  A Classroom of Collaborative Learners

Friday, August 15, 2008
Strand: Social-Emotional Learning

Keynote: Neil Waldman
“From now on,” she explained, “you will be required to write one sentence every week.

Dr. Neil Waldman has written and illustrated more than 50 books for children. As a young boy in the Bronx, his first-grade teacher handed out composition books to every kid in class.

Waldman: It might be about a birthday party where you had a terrific time, an ice cream cone that tasted delicious, or something that made you feel bad. It doesn’t matter what it is, as long as it really happened.”

1:30 p.m.-2:30 p.m.: for all participants:
Weaving it all together: Summations, projects, and thought

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