

Reading Conference: Preparing Teachers to Teach Older Readers and Writers



Friday, October 10, 2003
Radisson Hotel at Los Angeles Airport

*Sponsored by the Bank of America Foundation,
the CSU Office of the Chancellor, and
the CSU Center for the Advancement of Reading*

Conference Agenda

8:00–9:00 a.m. Registration and Coffee

9:00–10:15 a.m. General Session
(International Ballroom DEF, 2nd Floor)

Welcome and Opening Remarks

Nancy Brynelson and MaryEllen Vogt, Co-Directors
Center for the Advancement of Reading
California State University, Office of the Chancellor

Beverly Young, Assistant Vice Chancellor
Teacher Education and Public School Programs
California State University, Office of the Chancellor

David Spence, Executive Vice Chancellor and Chief Academic Officer
California State University, Office of the Chancellor

Keynote Presentation

Everyday Youth Literacies: Implications for Content Area Teaching and Learning

Elizabeth Birr Moje, University of Michigan
In this talk, Dr. Moje will use findings from her research on how young people use literacy outside of school to suggest implications for content literacy teaching, learning, and teacher education. Although the examples focus primarily on implications for literacy learning in English-language arts and science classrooms, Dr. Moje will make suggestions for application of the findings to a variety of content areas.

10:15–10:30 a.m. Break



The California State University wishes to thank the Bank of America Foundation for providing funding for this conference. Thanks also to the Conference Planning Committee: Nancy Brynelson, CSU Center for the Advancement of Reading; Sandra Hollingsworth, San Jose State University; Sue Robb, CSU Chancellor's Office; Hallie Yopp Slowik, CSU Fullerton; MaryEllen Vogt, CSU Center for the Advancement of Reading/CSU Long Beach; and Beverly Young, CSU Chancellor's Office.

10:30 a.m.–11:45 a.m. Concurrent Sessions

School/University Partnerships in Literacy *(International Ballroom C, 2nd Floor)*

School reform is increasingly viewed through the lens of teacher development via innovative partnerships. This session will discuss the work with three urban Professional Development Schools that are a part of the City Heights Educational Collaborative, a partnership between San Diego Unified School District, San Diego State University, Price Charities, and the San Diego Education Association. Participants will view video clips of the project and discuss implications for their own partnership efforts.

Doug Fisher, San Diego State University

Nancy Frey, San Diego State University

After Beginning Reading: Preparing Multiple Subject Candidates to Teach Older Readers *(Laguna, 1st Floor)*

In this interactive session, the speakers will share how they prepare Multiple Subject candidates to support the literacy development of fourth through eighth grade students. Participants will discuss their own teaching activities and assignments, concerns, and insights.

Hallie Yopp Slowik, California State University, Fullerton

Ruth Yopp-Edwards, California State University, Fullerton

Teaching Reading at the Secondary Level: Issues in Preparing Cross-Content Area Candidates to Teach Reading in the Subject Areas *(Malibu, 1st Floor)*

This session will explore multiple considerations that should be addressed in delivering content-area reading instruction to secondary teachers across the academic disciplines. The session will include a discussion of creating a value for reading instruction in cross-content area teachers; assessing reading with content-related materials; and making reading instruction a complementary process rather than an additive one. The presenters will offer suggestions on organizing a cross-content reading instruction course and facilitate a discussion of the salient issues to consider in teaching reading courses in a credential preparation program.

John Davis, California State University, Dominguez Hills

Cid Gunston-Parks, California State University, Sacramento

Michelle Mullen, California State University, San Marcos

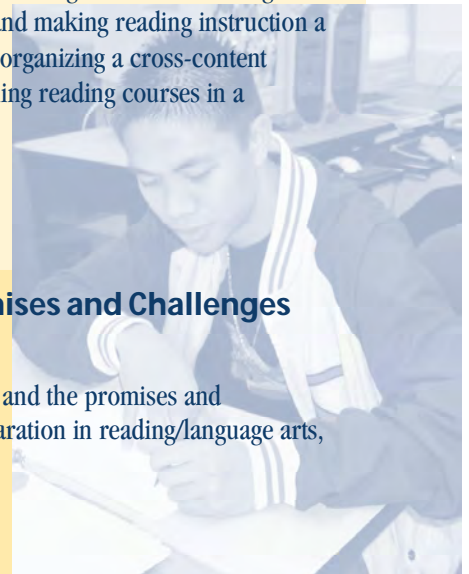
Reading/Language Arts Specialist and Graduate Programs: Promises and Challenges for Intermediate and Secondary Levels *(Newport, 1st Floor)*

This session will highlight two different California State University graduate reading programs and the promises and challenges of each. Participants will share some of their own issues related to advanced preparation in reading/language arts, and an array of possible solutions will be developed.

Valerie Helgren-Lempesis, California State University, Hayward

Darlene Michener, California State University, Los Angeles

Sharon H. Ulanoff, California State University, Los Angeles



Promoting Secondary Literacy: Strategies for Teaching Narrative and Expository Reading Comprehension to Struggling Readers *(California C, 2nd Floor)*

Special education teachers should be taught that the research and methodology of reading instruction for students with disabilities builds on a solid foundation in reading instruction for normally achieving students. This session will outline how this is accomplished through the reading/language arts coursework at California State University, Fullerton and San José State University. The presenters will also provide the participants with state-of-the-art techniques for teaching narrative literature and content area texts to struggling readers, especially those with learning disabilities.

Barbara Glaeser, California State University, Fullerton

Angela Rickford, San José State University

11:45 a.m.–12:45 p.m. Literacy Luncheon *(International Ballroom DEF)*

The luncheon tables will be organized by literacy topics. We encourage you to select a topic of interest and sit with others who are interested in networking and discussing the topic.

12:45–2:00 p.m. Concurrent Sessions

Don't Read the Text for Them! Use Text Sets with a Critical Literacy Hook *(Malibu, 1st Floor)*

This session addresses two problems for secondary readers: limited reading ability and lack of motivation. Drawing from research on comprehension and critical theory, the speaker will outline how “text sets” can get students interested and able to read informational materials.

Sandra Hollingsworth, San José State University

Learning the Language of Academic Disciplines: Teachers' and Students' Roles *(Laguna, 1st Floor)*

The presenters will briefly explain why academic language and vocabulary represent critical components in older students' learning of academic content, and will present research on the effects of the Vocabulary Self-Collection Strategy (VSS) on seventh- and eighth-grade, at-risk students' vocabulary learning. They will suggest how this research supports important understandings about vocabulary learning and consider ways these topics and related instructional strategies can be presented to preservice and inservice teachers. Participant interaction will be encouraged.

Martha Rapp Ruddell, Sonoma State University

John Shefelbine, California State University, Sacramento

Systematic, Differentiated Intervention for the Intermediate and Secondary Struggling Reader *(California C, 2nd Floor)*

Implementing effective school-wide reading intervention is critical to increasing student achievement and success. Developing knowledgeable staff and providing them with the necessary resources and tools for intervention are only some of the many challenges that face schools as they begin to systematically deal with this issue. This session will focus on the issues that must be addressed when providing educators with the knowledge and tools for implementing scientifically-based interventions for struggling readers at the intermediate and secondary level.

Leslie McPeak, Stanislaus County Office of Education

Improving the Achievement of English Learners through Effective Teacher Preparation *(International Ballroom C, 2nd Floor)*

Participants will be given an overview of the Sheltered Instruction Observation Protocol (SIOP), an instructional model for developing English learners' language and content knowledge. Teachers' effective use of the model will be discussed, and videotaped examples of implementation will be shared.

Jana Echevarria, California State University, Long Beach

Reading Institutes for Academic Preparation *(Newport, 1st Floor)*

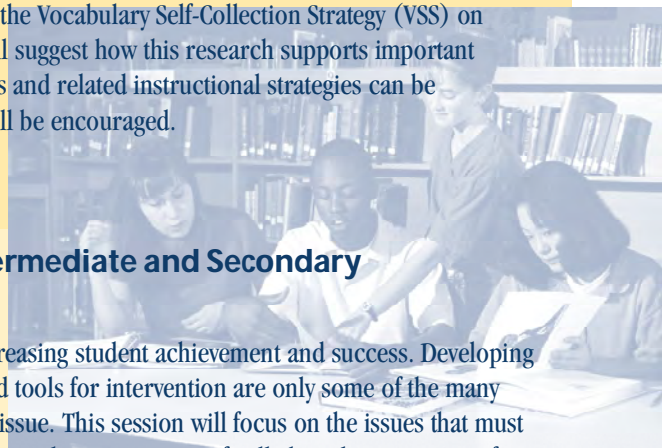
Participants will be given an overview of the Reading Institutes for Academic Preparation, a professional development initiative sponsored by the California State University, Office of the Chancellor. Cross-content high school teachers and CSU faculty participate in the institutes, the goal of which is to improve the academic literacy of students entering the California State University. Examples of the literacy resources and strategies presented in the institutes will be provided, and opportunities for local participation will be discussed.

Nancy Brynelson, CSU Center for the Advancement of Reading

Linda Clinard, University of California, Irvine

2:00–2:15 p.m. Break and Refreshments *(International Ballroom DEF)*

2:15–3:30 p.m. Concurrent Sessions *(The sessions presented 12:45-2:00 p.m. are repeated.)*



The CSU Center for the Advancement of Reading (CAR)

Council of Faculty Representatives

The CAR Council of Faculty Representatives consists of one literacy faculty member from each of the 22 CSU campuses that prepares teachers and reading specialists. The representatives serve as liaisons to their campuses and assist in carrying out the mission of the Center.

CSU Bakersfield, **Mary Wolfersberger**
CSU Channel Islands, **Joan Karp**
CSU Chico, **James Richmond**
CSU Dominguez Hills, **Lisa Hutton**
CSU Fresno, **Adrienne Herrell**
CSU Fullerton, **Hallie Yopp Slowik**
CSU Hayward, **Valerie Helgren-Lempesis**
Humboldt State University, **Larry Rice**
CSU Long Beach, **Joan Theurer**
CSU Los Angeles, **Darlene Michener**
CSU Monterey Bay, **Irene Nares-Guzicki**
CSU Northridge, **Marilyn Joshua-Shearer**
Cal Poly Pomona, **Dennis Jacobsen**
CSU Sacramento, **Marcy Merrill**
CSU San Bernardino, **Ina Katz**
San Diego State University, **Dana Grisham**
San Francisco State University, **Jamal Cooks**
San José State University, **Sandra Hollingsworth**
Cal Poly San Luis Obispo and CalStateTEACH, **Lisbeth Ceaser**
CSU San Marcos, **Zulmara Cline**
Sonoma State University, **Jayne DeLawter**
CSU Stanislaus, **Susan Neufeld**

Advisory Board

The CAR Advisory Board represents both CSU literacy faculty and representatives from educational stakeholders and the public. Their work assists the Center in fulfilling its mission and determining the policies and direction of CAR.

Association of California School Administrators, **Kathleen McCreery**
Bank of America Foundation
California Department of Education, **Sue Stickel**
California Reading Association, **Debbi Pitta**
CSU Chico, **James Richmond**
CSU Fullerton, **Hallie Yopp Slowik**
CSU Hayward, **Valerie Helgren-Lempesis**
CSU Los Angeles, **Darlene Michener**
San Diego State University, **Dana Grisham**
San José State University, **Sandra Hollingsworth**
California State PTA, **Jo Loss**
California County Superintendents Edu. Services Assoc., **Joyce Wright**