2006 Reading Conference

Differentiating Literacy Instruction:
Perspectives on Policy, Research, and Practice

Friday, October 27, 2006
Westin Hotel at Los Angeles Airport

Sponsored by Washington Mutual, the CSU Office of the Chancellor, and the CSU Center for the Advancement of Reading
The California State University wishes to thank Washington Mutual for providing funding for this conference. Thanks also to the Conference Planning Committee: Douglas Fisher and Nancy Brynelson, Center for the Advancement of Reading; Marcy Merrill, CSU Sacramento; Irene Nares-Guzicki, CSU Monterey Bay; Joan Fingon, CSU Los Angeles; Marilyn Joshua, CSU Northridge; Patricia Irvine, San Francisco State University; Glenn DeVooogd, CSU Fresno; Paul Crowley, Sonoma State University; and Valerie Helgren-Lempesis, CSU East Bay.

**Conference Agenda**

**9:00 a.m. – 9:45 a.m.**
Registration and Coffee
Concourse Ballroom Foyer

**9:45 a.m. – 11:00 a.m.**
Opening General Session
Concourse Ballroom

**Welcome and Opening Remarks**

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

Beverly Young, Assistant Vice Chancellor, Academic Affairs, California State University, Office of the Chancellor

Wayne Bradshaw, Western Regional President
Washington Mutual

**Keynote Presentation**

Implementing Differentiated Instruction

Diane Barone, University of Nevada, Reno
This session considers differentiated instruction within a 90-minute literacy block and additional intervention blocks. It targets student achievement as a result of such instruction and provides a glimpse inside classrooms in which differentiated literacy instruction is occurring.

**11:00 a.m. – 11:45 a.m.**
Break

**11:45 a.m. – 12:30 p.m.**
Morning Concurrent Sessions

The morning concurrent sessions focus on ideas, strategies and approaches to differentiating instruction. The essential question guiding all of the morning concurrent sessions is: How can we contribute to the success of all students, including English language learners, students with disabilities, struggling readers, and those who are gifted and talented?

**Different Perspectives on Critical Literacy (O’Hare)**

After examining critical literacy principles, approaches, and student responses, participants in this session will explore ways to help students understand and give voice to a range of perspectives.

Glenn DeVooogd, California State University, Fresno

**Differentiating Content Area Instruction with Foldables (Orly)**

Deep comprehension includes awareness of how to support one’s learning, plan, and execute those strategies. Learn how to use interactive graphic organizers to differentiate and foster comprehension in K-16+ classrooms.

Nancy Frey, San Diego State University

**Differentiating Instruction for English Learners and Students with Learning Disabilities (Sea-Tac)**

This session will focus on ways to help teachers (pre-service and in-service) understand how to provide ELLs and students with disabilities with appropriate support to negotiate grade level content and language.

Alice M.L. Quiocho, California State University, San Marcos

**Assessment that Informs Interventions and Differentiated Instruction (National)**

This session offers suggestions for helping classroom teachers determine (a) why certain students are failing benchmark measures of reading comprehension, (b) what kinds of interventions and differentiated instruction are needed, and (c) when subgroups may need to be formed.

John Shefelbine, California State University, Sacramento

**The Scaffolding of Reading for English Learners (Midway)**

How can secondary teachers effectively scaffold literacy instruction for English learners who are at intermediate and advanced levels of English proficiency? This session provides both a theoretical foundation and practical strategies that promote Quality Teaching for English Learners.

Steven Weiss, Quality Teaching for English Learners, WestEd
The afternoon concurrent sessions focus on CSU-wide initiatives and provide participants an opportunity to provide feedback and get involved. The essential question guiding all of the afternoon concurrent sessions is: What can the CSU do to assist teachers in differentiating teaching and learning, thereby contributing to the literacy learning of all students?

**Revisiting the CSU Reading Document (OHare)**

In this work session, CSU faculty will revisit the document, Preparing Teachers to Teach Reading Effectively, that was prepared several years ago and discuss possible updates.

Hallie Yopp Slowik, California State University, Fullerton
Gail Tompkins, California State University, Fresno

**Partners in Reading and Writing: CSU, CDE, County Offices and the EAP (Orly)**

This session demonstrates the Expository Reading and Writing Course material developed for high school students participating in the Early Assessment Program, the result of a three-year collaboration between the California State University, the California Department of Education, and the California County Offices of Education.

Kim Flachmann, California State University, Bakersfield
Marcy Merrill, California State University, Sacramento

**The Single Subject Reading Task Force (SSRTF): Academic and Content Literacy (National)**

This session will describe and provide information on improvement of the CSU’s secondary content reading courses, including the task force’s response to the challenge and recent work on reading across the content areas.

Denise Fleming, California State University, East Bay
Dana L. Grisham, California State University, East Bay

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**Keynote Presentation**

**The Role of Texts in Differentiated Teaching and Learning**

Beverly Ann Chin, University of Montana

By using diverse texts, teachers at different grade levels can differentiate teaching and learning. We will explore how teachers can use texts to increase students’ engagement and understanding of compelling topics.

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**A Collaborative Response to the Needs of Students with Disabilities in General Education Classrooms (Midway)**

This session reports on the efforts of a group of general and special education faculty to design material about students with disabilities for infusion into general education methods classes. Opportunities to provide feedback and to get involved in this initiative are also discussed.

Nancy Hunt, California State University, Northridge
Beverly Young, California State University Office of the Chancellor

**Reading Institutes for Academic Preparation: Improving Academic Literacies Through Professional Development (Sea-Tac)**

This program for teachers in grades 9-12 (English and content areas) is one of three initiatives established by the Chancellor’s Office to promote academic literacies and college readiness for freshmen entering the CSU. This session will provide participants with information on the initiative and solicit feedback on the initiative, as well as present opportunities to get involved with RIAP.

Kathleen Rowlands, California State University, Northridge
Nancy Brynelson, California State University, Center for the Advancement of Reading
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, plus a representative from CalStateTEACH. The representatives serve as liaisons to their campuses and assist in carrying out the mission of the Center. The Center website may be accessed at http://www.calstate.edu/car/.

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**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 directions of CAR.

| Association of California School Administrators | Linda Wisher |
| California County Superintendents Educational Services Association | Joyce Wright |
| California Department of Education | Sue Stickel |
| California Reading Association | Rosemary Rankin |
| California School Boards Association | Holly Jacobson |
| California State PTA | Kathy Steinberg |
| CSU Chico | James Richmond |
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| CSU Fullerton | Hallie Yopp Slowik |
| San Diego State University | Barbara Moss |
| Cal Poly San Luis Obispo | Lisbeth Ceaser |
| CSU San Marcos | Zulmara “Zee” Cline |