

9th Georgia Conference ON TEACHING WRITING AND READING



Dodge Learning Resources

9th Georgia Conference on Teaching Writing and Reading
June 5 & 6, 2012

Course Information		PLU(s)	1
Course ID	BE762D-6CA2		
Presentation	Classroom		
Category	Conferences English Reading Writing	Content	Elementary Middle Grades Secondary Generic Administrative

Course Description

Highly regarded, well-known experts in teaching writing and reading, Jimmy Baca, Jan Chappuis, Linda Hoyt, Pat Johnson, Katie Keier, Steven Layne, Carol Lee, ReLeah Lent, Stephanie Parsons, Susan Piazza, Matt Tavares, Shane Templeton, and Jeff Wilhelm will conduct workshops and keynote speeches throughout this two-day professional learning event. At least 10 hours of contact with these great leaders in K-12 instruction are available for participants seeking 1 PLU credit. Presenters are either professors of education, master teachers or authors of literature recognized and used by educators.

Vendor Information

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Addendum

Program

The Ninth Georgia Conference on Teaching Writing and Reading offers an opportunity to earn one Professional Learning Unit (PLU). There will be more than ten contact hours available over two days. Participants have many choices of presentations and workshops all led by today's top experts in teaching and learning. This conference is held at the Georgia National Fairgrounds and Agri-Center in Perry, Georgia, easily accessible from Interstate 75, exit 135. Past conferences have attracted participants from all over North America.

Concurrent workshops are planned for each grade range of K-2, 3-5, and 6-12 in four time periods. Some smaller, informal discussions will be conducted by special arrangement. There will also be an informative and inspiring keynote each day.

Goals Addressed

Participants will:

- Improve their knowledge and understanding of current research in teaching reading and writing.
- Revise and refine their classroom methods and organization toward more effective teaching.
- Develop and improve their understanding of the writing craft and writing process.

Improvement Practices

This course will help all teachers, including new ones, in the teaching of writing and reading. Participants will gain insight into planning and conducting classroom workshops for either writing or reading or both writing and reading in combination. They will learn about teaching the craft of writing and how to engage resistant students in all aspects of learning English Language Arts through new classroom management, organization, and differentiated instruction strategies.

Competencies

Participants will be able to:

- A) Organize and maintain classroom activities that strongly engage students in writing and literacy learning.
- B) Improve their teaching of writing as a craft, including writing traits and other conventions of written language.
- C) Demonstrate superior writing practices and be able to model strategies for students to gain proficiency in phonemic awareness, phonics, comprehension, fluency and vocabulary development.

Performance Indicator

As a result of this course, participants will be more comfortable and confident in their teaching of writing. They will be able to select and demonstrate through literature chosen for its use in modeling the aspects of writing that students will need for improving their own writing. Participants will demonstrate that they have reinforced their understanding of the connection between students' reading and writing development and will employ classroom strategies that capitalize on this interconnection. They will organize engaging classroom activities for learning to read, write and study English Language Arts.

Preparation Phase

Instruction time for this course will be a minimum of 10 clock hours (1 PLU), excluding time allocated for meals. These hours of instruction will be held on June 5 & 6, 2012 at the Georgia National Fairgrounds and Agri-center from 8:00 am to 4:00 pm, both days. Instruction strategies include workshops, lectures, keynote speeches and informal discussion groups with presenters. Participants can choose among 40 concurrent sessions. There will also be two keynotes. All together these sessions produce as many as 12 hours of contact with presenters over the two conference days.

The presenters and their qualifications follow. More complete and current information can be found at the conference web site:

www.dodgelearning.com .

Jimmy Baca:

Born in New Mexico of Indio-Mexican descent, Jimmy Santiago Baca was raised first by his grandmother and later sent to an orphanage. A runaway at age 13, it was after Baca was sentenced to five years in a maximum security prison that he began to turn his life around: he learned to read and write and unearthed a voracious passion for poetry. Instead of becoming a hardened criminal, he emerged from prison a writer. Baca sent three of his poems to Denise Levertov, the poetry editor of *Mother Jones*. The poems were published and became part of *Immigrants in Our Own Land*, published in 1979, the year he was released from prison. He earned his GED later that same year.

Baca has devoted his post-prison life to writing and teaching others who are overcoming hardship. His themes include American Southwest barrios, addiction, injustice, education, community, love and beyond. He has conducted hundreds of writing workshops in prisons, community centers, libraries, and universities throughout the country. In 2005 he created Cedar Tree Inc., a nonprofit foundation that works to give people of all walks of life the opportunity to become educated and improve their lives. Cedar Tree provides free instruction, books, writing material and scholarships. Baca is the recipient of many honors including the Pushcart Prize, the American Book Award, the Hispanic Heritage Award, and for his memoir *A Place to Stand*, the prestigious International Award.

Current published works:

Stories from the Edge (Heinemann, 2010)

Adolescents on the Edge: Stories and Lessons to Transform Learning (Heinemann, 2010)

A Glass of Water (Grove Press, 2009)

A Place to Stand (Grove Press, 2002)

KEYNOTE: The Power of Language (K-12)

Award-winning poet, author and educator Jimmy Santiago Baca will forever change your perspective about education as he describes how language, as power, is often denied to students, especially those at risk. Put aside your assumptions about what it means to learn as you take a journey with a man whose life was transformed, one word at a time, from an incarcerated teen to a celebrated writer.

ReLeah Lent:

ReLeah Cossett Lent was a teacher for more than twenty years before becoming a founding member of a statewide literacy project at the University of Central Florida. She is now a consultant, writing and speaking about adolescent literacy

issues. Her three most recent books include *Literacy for Real: Reading, Thinking and Learning in the Content Areas* (Teachers College Press), *Engaging Adolescent Learners: A Guide for Content-Area Teachers* (Heinemann) and *Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools* (Heinemann).

ReLeah's first two books, coauthored with Gloria Pipkin and published by Heinemann, *At the School Gate: Lessons in Intellectual Freedom* and *Silent No More: Stories of Courage in American Schools* won the American Library Association's Intellectual Freedom Award and the NCTE/Slate Intellectual Freedom Award. Her latest project with Jimmy Santiago Baca is a new teaching resource for reaching at-risk adolescents.

Current published works:

Adolescents on the Edge: Stories and Lessons to Transform Learning (Heinemann, 2010)

Literacy for Real: Reading, Thinking, and Learning in the Content Areas (Language & Literacy Practitioners Bookshelf) (Teachers College Press, 2009)

Literacy Learning Communities: A Guide for Creating Sustainable Change in Secondary Schools (Heinemann, 2007)

Engaging Adolescent Learners: A Guide for Content-Area Teachers (Heinemann, 2006)

Silent No More: Voices of Courage in American Schools (Heinemann, 2003)

Jimmy Baca and ReLeah Lent:

From Test Prep to Authentic Learning (6-12)

Textbooks and programs can only take you so far! Relevant and engaging reading, writing, and discussion are the silver bullets for student achievement in all subject areas. Join authors Jimmy Santiago Baca and ReLeah Cossett Lent in this lively session about how to transform classrooms into communities where intrinsic motivation infuses the curriculum—and leaves test prep in the dust. Leave with a copy of a story from their book *Adolescents on the Edge: Lessons and Stories to Transform Learning*.

Engagement: The Key to Learning (6-12)

It's a refrain we hear all too often in classrooms: "This is boring." Why are students bored with learning, why is the drop-out rate so high and—more to the point--what can we do about it? Learn about the latest research on how to engage *all* students in reading, writing, and critical thinking. Leave the session with handouts as well as activities you can use immediately to renew your students' enthusiasm for learning.

Jan Chappuis:

Prior to joining the Assessment Training Institute (ATI) at Pearson, Jan Chappuis was a curriculum and assessment specialist responsible for professional development and school improvement. Her background as an elementary and secondary teacher, combined with her assessment expertise and professional development experience, enables Jan to provide teachers and school leaders with practical solutions for motivating students and involving them in their own academic success. Her most recent publication, *Seven Strategies of Assessment for Learning*, helps teachers adopt formative assessment practices shown to improve learning.

Current published works:

Seven Strategies of Assessment for Learning (Allyn & Bacon, 2009)

Learning Team Facilitator Handbook (Educational Testing Service, 2007)

Creating & Recognizing Quality Rubrics (Prentice Hall, 2006)

Assessment for Student Learning: Doing It Right—Using It Well (Prentice Hall, 2005)

Assessment for Learning: An Action Guide for School Leaders, 2nd ed. (Assessment Training Institute, 2005)

Understanding School Assessment: A Parent and Community Guide to Helping Students Learn (Assessment Training Institute, 2002)

Making Writing Rubrics Clear to Students (K-12)

Effective revision requires that students have a clear picture of the elements of quality writing. In this session we will follow a series of protocols that you can use with writing rubrics to help students develop and clarify their vision of quality.

Using Writing Rubrics to Offer Effective Feedback (K-12)

Offering feedback is an important part of the writing process. In this session we will examine the characteristics of feedback that students can and will use to improve their writing. We will also explore strategies for minimizing the time it takes to provide good feedback

Linda Hoyt:

Linda Hoyt has many years of experience as a classroom teacher, reading specialist, Title I teacher, Title I Coordinator, staff developer and curriculum developer. Her special love is creating environments where fiction and nonfiction literacy thrive and children are empowered as readers, thinkers and decision makers. She is currently working as a full time author/consulting teacher supporting staff development in districts across the country where she has the opportunity to support teachers, readers and writers at work in their own classrooms.

Current published works:

Crafting Nonfiction: Lessons on Writing Process, Traits, and Craft (Grades K-2) (Firsthand, 2011)

Interactive Read-Alouds: Grades 6 – 7 (Heinemann, 2009)

Revisit, Reflect, Retell: Time-Tested Strategies for Teaching Reading Comprehension (Heinemann, 2008)

Mastering the Mechanics: Grades K-1: Ready-to-Use Lessons for Modeled, Guided, and Independent Editing (Scholastic Teaching Resources, 2008)

Mastering the Mechanics: Grades 2-3: Ready-to-Use Lessons for Modeled, Guided and Independent Editing (Scholastic Teaching Resources, 2008)

Interactive Read-Alouds: Linking Standards, Fluency, and Comprehension Grades 4-5 (Heinemann, 2007)

Crafting Nonfiction: Mentors plus Modeling - Powerful Writing (K-6)

Nonfiction writing should not sound like an encyclopedia! Instead, nonfiction writing can and should be filled with interesting, jaw-dropping descriptors, craft elements, and interesting sentence structures. With the help of well-crafted mentor texts and explicit teacher modeling, your students will learn how to craft nonfiction writing that sparkles with rich language and imagery. This session will power you up with lessons that you can implement tomorrow.

Reaching New Heights with Nonfiction Writing (K-8)

Nonfiction is an amazing genre filled with diverse text types, language structures, and visual features that are completely different from those of fiction. Our challenge is to expose writers to the full range of informational text types--to teach them to approach informational writing experiences as a researcher and a communicator. Persuasion, description, explanation, response to learning, poetry, informational narratives and visual texts create a rich tapestry of possibility to entice and engage writers. Join this session and gather an array of ready-to-use ways to reach the Common Core State Standards.

Pat Johnson:

Though semi-retired from working as a reading specialist for elementary schools (20 years) and middle schools (4 years), Pat Johnson still works as a literacy consultant. Pat says: "There are so many teachers out there who are doing an incredible job, but are still stumped by a few students who are just not making it as readers. My current mission is to help teachers, veteran or brand new ones, learn the most effective ways to support children who are struggling with the process of learning to read and write."

Published Works:

Catching Readers Before They Fall (Stenhouse, 2010)

One Child at a Time (Stenhouse, 2006)

Teaching for Independent Strategic Action (2-6)

How do we teach so that students will take on strategies and use them independently to solve problems and make meaning from texts? Specific focus will be placed on observing readers in order to plan instruction that best meets their needs. Support your struggling readers as they become active participants in building their network of strategies.

Supporting English Language Learners with Literacy Acquisition (K-3)

Many primary students who are having difficulty learning to read and write are also learning English at the same time. Pat relies on her many years of experience working in highly diverse schools to share ways to support these learners. Specific attention will be paid to observing and assessing needs, small group work, book introductions, and communication between resource and classroom teachers.

Katie Keier:

Katie Keier has been a teacher for 18 years – teaching, learning and playing with children in grades 1-8 – all thanks to her high school French teacher. “I wanted to be just like her. I’ve always loved reading and books, and I wanted to help kids learn to read and learn to love learning just like I do,” Katie says. Her expertise and interests lie in early literacy instruction and how children learn through multiple modalities. She is also interested in arts integration, critical literacy, creating a strong classroom community and children’s literature.

Current published works:

Catching Readers Before They Fall (Stenhouse, 2010)

Merging the Old with the New: Literacy Teaching in the 21st Century (PK-3)

Digital literacies are changing the way we teach and learn, as well as how we write and communicate in the world. Alongside SMARTboards, iPads, Twitter and blogs, we still need big books, chart paper and writing journals for our 21st century readers and writers. Katie will show how teachers embrace new literacy possibilities without giving up the tried and true methods of a comprehensive literacy approach.

Writing and Reading Joyfully Together (1-5)

Fostering writer’s workshops where children make books and write for real world purposes not only encourages writers, but accelerates reading as well. Writing is a key piece of early childhood education along with reading instruction. Katie will explore how teachers in an urban Title I school with a high population of English Language Learners teach writing and reading hand in hand in joyful workshops.

Steven Layne:

Dr. Steven L. Layne serves as a full time faculty member at Judson University in Elgin, IL, where he teaches courses in children’s literature and directs the University’s Master of Education in Literacy Program. Steve is a respected literacy consultant, keynote speaker and featured author throughout the world, and his work as an educator, researcher and writer of books for children and young adults has garnered critical acclaim from organizations such as USA Today Newspaper, The Milken Family Foundation, the National Council of Teachers of English and the International Reading Association. Steve is the author of 21 books.

Current published works:

Igniting a Passion for Reading (Stenhouse, 2009)

Life’s Literacy Lessons (IRA, 2002)

Share with Brother (Pelican, 2011) NEW!

Paradise Lost (Pelican, 2011) NEW!

W is for Windy City: A Chicago Alphabet Book (Pelican, 2010)

KEYNOTE: Balcony People (K-12)

Can you identify the people whose contributions to your life have altered your direction, smothered the path ahead, or guided you across treacherous ground? Those who have helped us become all that we are – our personal cheerleaders – deserve to be remembered. These are our balcony people, and Steven Layne reminds us that teachers reserve a tremendous number of balcony seats in the lives of their students. This energizing and poignant keynote speech has been acclaimed by teachers internationally as one of Steve’s finest addresses.

Successful Strategies for Building Lifetime Readers: Great Ideas You Can Put in Place Tomorrow! (K-8)

Energetic author and educator Steven L. Layne promises a presentation to delight, empower, and motivate every teacher of literacy in grades K-8. How do teachers ignite a passion for reading in kids who live in a world that offers them a hundred choices and ways to spend their time? This fast-paced workshop offers five practical ideas for the classroom that will keep kids reading and loving books. Great titles – old and new – will be highlighted.

Using Children's and Young Adult Books to Excite Young Writers (K-8)

Teachers are always in need of a good response to kids who say, "I can't think of anything to write about." After this energizing presentation, you'll have *several* great answers! Join award-winning author Steven Layne as he uses a wide-range of children's picture books and middle grade novels to introduce five key arenas from which authors draw story ideas. Come and discover how easily this information translates into practice in any K-8 classroom where literacy development is a top priority. It's time to get your students' pencils moving with excitement!

Carol Lee:

Professor Lee has been on the faculty at Northwestern University's School of Education and Social Policy since 1991. Her research interest centers on urban education, cultural supports for literacy, classroom discourse and instructional design. She has developed a design framework, cultural modeling that draws on prior knowledge that underserved students, particularly African American and other students of color, bring to classrooms.

Professor Lee is active in the school reform movement in the Chicago Public Schools. Before assuming her university career, she worked as a teacher in both public and private schools. She is a founder and former director of an African-centered independent school in Chicago that is 28 years old, the New Concept School. She is also a founder of an established African-centered charter school, the Betty Shabazz International Charter School, with three campuses. She engages in professional development activity for teachers both locally and nationally. Among her professional activities, Professor Lee has served as president of the National Conference on Research in Language and Literacy. She is a former trustee of the NCTE Research Foundation and a former co-chair of the NCTE Assembly on Research.

Current published work:

Culture, Literacy, and Learning: Taking bloom in the Midst of the Whirlwind (Teachers College Press, 2007)

Re-Visiting the Problem of Text Complexity in the Teaching of Literature in Middle and High School: Re-Thinking the Common Core (6-12)

The Common Core Standards raise the importance of considering problems of text complexity in the teaching of literature. However, the standards are somewhat vague in terms of articulating clear criteria that teachers can use in assessing text complexity in literary texts. Based on current research in the IES funded Project READi (Reading, Evidence and Argumentation in Disciplinary Instruction), Dr. Lee offers an explicit framework for evaluating sources of complexity in literary texts and implications of the framework for the design of instruction. The focus is the application of the framework for teaching and learning in schools serving ethnically diverse students from low-income communities.

Cultural Modeling and the Teaching of the English Language Arts: Standards, Rigor, and the Achievement Gap (6-12)

Cultural Modeling is a framework for the design of discipline specific instruction that scaffolds the everyday knowledge of youth, especially youth from ethnically diverse communities. This presentation introduces the multiple dimensions of the framework that address the cognitive, social and motivational demands of complex learning in the teaching of reading and comprehension in middle and high school. Data is offered illustrating its use in real classrooms.

Stephanie Parsons:

Stephanie Parsons knows the big goals we have for students – and the joy and pride we feel when they reach them. As a literacy consultant, a former staff developer with Lucy Calkins and the Teachers College Reading and Writing Project, and a former teacher, she loves working alongside teachers and children to discover new ways of teaching. She hopes you will feel the power of transformative teaching along with your students. In addition to her own published books, Stephanie coauthored with Lucy Calkins of *Units of Study for Primary Writing*, classroom materials from Firsthand. She is now a reading and writing staff developer working with elementary schools in New York City and across the country.

Current published works:

First Grade Readers (Heinemann, 2010)

Second Grade Writers (Heinemann, 2007)

First Grade Writers (Heinemann, 2005)

Units of Study for Primary Writing (from *Firsthand*, a division of Heinemann, 2003)

Teaching Written Conventions in Ways That Stick (1-5)

We teach children the rules of spelling, grammar, and punctuation. We see that they can follow these rules in isolation. When it's time to write independently, many of these conventions seem to disappear from children's memory! This session for teachers of grades 1-5 will outline ways to transfer our teaching of conventions into children's independent writing.

Getting Better at Conferring (1-5)

Conferring is probably the hardest part of teaching within Independent Reading and Writing Workshops. This workshop will outline some of the most common mishaps and offer strategies for avoiding them. Participants will learn possible structures for conferences, note-taking strategies, and ways to get the most meaningful instruction out of a short period of time.

Susan Piazza:

Susan V. Piazza is an Assistant Professor of Literacy Studies in the Department of Special Education and Literacy Studies at Western Michigan University. She also serves as Director of the Dorothy J. McGinnis Reading Center and Clinic in the College of Education. Piazza teaches undergraduate and graduate courses in K – 12 reading/language arts using socio-cultural and critical perspectives. Piazza's teaching and research interests focus on diversity and equity in relation to literacy learning, readers' transactions with texts in and out of school, critical literacy and pre-service and in-service teacher development. Much of her research activity is tied to interests in serving the needs of diverse learners who have been traditionally marginalized. She engages in professional development with school districts in Ontario and Michigan and is a member of many local, state and international professional organizations and journal editorial boards.

How to Identify and Implement Engaging Literacy Instruction for Learners Considered At-Risk (6-12)

This session focuses on how researchers explored engagement levels of two adolescent black males in an after-school tutoring program.

Teachers will discuss ways to identify and implement effective literacy practices with learners who are considered at-risk due to various sociocultural, linguistic, and economic issues found in many urban settings. Research and theory will be connected to how middle-class teachers often struggle to meet the needs of learners in challenging environments.

Workshop on Urban Literacy Instruction: Practical Ideas for the Classroom (6-12)

This workshop will engage participants in an examination of theoretical perspectives that guide many teaching practices in urban settings. The audience will take part in small group discussions and activities to critique and explore how various perspectives inform practice. Teachers will leave

the session with practical applications that fit with their own beliefs and individual needs.

Matt Tavares:

Matt wrote and illustrated his first picture book, *Sebastian's Ball*, as his senior thesis at Bates College. Three years later, after much revision, *Sebastian's Ball* became *Zachary's Ball*, his first published picture book. *Zachary's Ball* went on to win an Oppenheim Gold Seal Award, a Massachusetts Book Award Honor, and was named one of *Yankee Magazine's* 40 Classic New England Children's Books.

Since then, Matt has published nine more books: His books have won several awards, including three Parents' Choice Gold Awards, a Parents' Choice Silver Honor, three Oppenheim Gold Seal Awards and an International Reading Association Children's Book Award. He has also received starred reviews in *Publisher's Weekly*, *The Horn Book Magazine*, *School Library Journal*, *Booklist* and *Kirkus Reviews*. His illustrations have been exhibited at the Museum of American Illustration at the Society of Illustrators, and at the Brandywine River Museum.

Current published works:

Henry Aaron's Dream (Candlewick, 2010)

Mudball (Candlewick, 2005)

Oliver's Game (Candlewick, 2004)

Jack's Path of Courage: The Life of John F. Kennedy written by Doreen Rappaport (Hyperion Book CH, 2010)

The Gingerbread Pirates written by Kristin Kladstrup (Candlewick, 2009)

Lady Liberty: A Biography written by Doreen Rappaport (Candlewick, 2008)

Illustrating Nonfiction (K-12)

A powerpoint presentation about my process of illustrating nonfiction picture books; from research, to rough sketches, to final art. Learn about how the process is different from illustrating other types of picture books, and see the behind-the-scenes work that goes into making a book that (hopefully) brings history to life for young readers.

Baseball, History, and Picture Books (K-12)

A discussion about my baseball-themed picture books, and how they can be used in classrooms to help not only with reading and writing, but also to help introduce young readers to different aspects of American history. From the civil war to the civil rights movement, baseball has played a role in American life. I wasn't a big reader when I was a kid, but I'd read anything if it was about baseball. Baseball stories can be a wonderful way to get reluctant readers (especially boys) hooked on books.

Shane Templeton:

Shane Templeton is Foundation Professor of Curriculum and Instruction at the University of Nevada, Reno, where he is also Program Coordinator of Literacy Studies. A former classroom teacher at the primary and secondary levels, Shane's research has focused on developmental word knowledge in elementary, middle and high school students. Since 1987, Shane has been a member of the Usage Panel of the *American Heritage Dictionary*. He is educational consultant on *The American Heritage Children's Dictionary* and wrote the foreword to the recently-published *Curious George's Dictionary*.

Current published works:

Words Their Way with Struggling Readers, Grades 4-12 (Prentice Hall, 2010)

Vocabulary Their Way: Word Study for Middle and Secondary Students (Prentice Hall, 2009)

Words Their Way with English Learners (Prentice Hall, 2006)

Teaching the Integrated Language Arts (Wadsworth Publishing, 1996)

Children's Literacy: Contexts for Meaningful Learning (Houghton Mifflin College Div, 1995)

Building the Foundations of Literacy: The Importance of Vocabulary and Spelling Development. – research study co-authored with John J. Pikulski

Effective and Engaging Phonics, Spelling, and Vocabulary Instruction (K-5)

Through the examination of developmental phonics, spelling, and vocabulary learning and instruction, we will explore the ways in which we can engage primary and intermediate students in effective and motivating word learning experiences. In particular, we will explore how vocabulary knowledge can be significantly advanced, and how students can develop an appreciation for the logic of spelling at the levels of both sound *and* meaning. Connections will be made throughout to the *Common Core State Standards*.

Revolutionizing Vocabulary Instruction with Middle and Secondary Students: Learning Words and Learning about Words (6-12)

This session presents guidelines for teaching basic and advanced academic vocabulary in the sciences, mathematics, history/social studies, and English. We will address

- How to select which words to teach
- How to teach specific words and concepts for deep understanding

- How to teach word-formation processes involving Greek and Latin word parts within each content area so that students can apply this understanding to learning new concepts
- How instruction interfaces with the *Common Core State Standards*

Jeff Wilhelm:

Jeffrey Wilhelm, Ph.D., is an internationally-known teacher, author, and presenter. His interests include team teaching, co-constructing inquiry-driven curriculum with students and pursuing teacher research. His recent research agenda includes studying how student reading, writing and thinking can be supported through the use of art, drama and technology. Most recently, he studied adolescent boys and their reading, attitudes, aspirations and the school opportunities available to them for actualizing and performing different ways of being literate. He is particularly interested in supporting the learning of students who are often considered to be reluctant or resistant.

A classroom teacher for fifteen years, Jeffrey Wilhelm is currently Professor of English Education at Boise State University, where he teaches courses in middle and secondary level literacy. He works in local schools as part of the Professional Development Site Network and teaches middle and high school students each spring. He is the founding director of the Maine Writing Project and the Boise State Writing Project. Jeff enjoys speaking, presenting and working with students and teachers.

Current published works:

Teaching Literacy for Love and Wisdom: Being the Book and Being the Change (Teachers College Press, 2008)

Teaching Literature to Adolescents (Lawrence Erlbaum Associates, 2006)

Reading Don't Fix No Chevys (Heinemann, 2002)

You Gotta BE the Book: Teaching Engaged and Reflective Reading with Adolescents (Teachers College Press, 1996)

Teaching the Reading and Writing of Argument - to Meet and Exceed the CCSS (4-12)

This interactive workshop will explore the contexts and processes for teaching the five kinds of knowledge and the five kinds of composing necessary to successfully reading or writing anything. This model will be applied directly to the teaching of argument, both in general, and in specific cases like arguments of judgment, policy and literary analysis. Special attention will be given to how this model will help students meet and exceed the CCSS standards for reading and writing argument texts.

Teaching the Reading and Writing of Informational/Explanatory Texts - to Meet and Exceed the CCSS (4-12)

This interactive workshop will explore the contexts and processes for teaching the five kinds of knowledge and the five kinds of composing necessary to successfully reading or writing anything. This model will be applied directly to the teaching of informational/explanatory texts, both in general, and in specific cases like comparing/contrasting, extended definition and classification. Special attention will be given to how this model will help students meet and exceed the CCSS standards for reading and writing argument text.

Verification Phase/On-the-Job Assessment

The participant's on-the-job assessment will be documented through the participant's written, one-page description of the teaching methods learned through this course. The participant will also be observed by a designated professional learning authority, such as a school principal, assistant principal, instructional leader, curriculum coordinator or other professional learning authority in his/her school and have that person sign the one-page description after the observation is made. This will document the participant's improvement. Once signed by the professional learning authority, the one-page description should be mailed or faxed to Attn: Allen Dodge, Dodge Learning Resources, P. O. Box 1150, Tyrone, GA, 30290 (FAX 678-216-0599). Mr. Dodge will conduct the final assessment of the participant's improvement from the document thus submitted. The participant's document will then be attached to the participant's (previously submitted) Prior Approval Form and a Course Completion Certificate will be issued.

MASTERY VERIFICATION

Mastery verification will be completed through a more extensive description of the participant's improved teaching methods. In the case of mastery verification, the participant will submit a written description of the method(s) which are improved through a paper of at least two pages in length.

Mastery verification should be employed only for cases in which the participant has no current working relationship with a school principal, instructional leader or professional learning authority.

Participants will have until December 21, 2012 to submit their written descriptions of on-the-job assessments and mastery verification for course completion.