



Thursday, May 11, 2006

Keynote Address

Issue: Adolescent Literacy

Title: “Principled Practices for Teaching Adolescents: A Research Base for Change”

Speaker: **Donna Alvermann, Ph.D.**, University of Georgia



Abstract: According to Michael Fullan, a well-known U.S. educator, school change follows what he calls the “25/75 rule” where 25% of the solution is having good directional ideas and the other 75% is figuring out how to get there. I use this “rule” to forefront principled practices in adolescent literacy instruction that research supports—the good directional ideas—and to outline some strategies for figuring out how to implement those ideas. I suggest that it is in working through various tensions created by national, state, and local priorities that we gain insight into how the research on adolescent literacy instruction can move us forward in effecting school change. Examples will be drawn from my own work, from that of colleagues in the field of adolescent literacy, and from personal experiences gleaned in working with policy groups at the national and state levels.

Donna E. Alvermann, Ph.D. is a Distinguished Research Professor of Language and Literacy Education at the University of Georgia. Formerly a classroom teacher in Texas and New York, her research focuses on content area reading instruction and adolescents’ multiple literacies in and out of school. From 1992 to 1997 she co-directed the National Reading Research Center, funded by the U.S. Department of Education. Her co-authored and co-edited books include *Content Reading and Literacy: Succeeding in Today’s Diverse Classrooms* (5th ed.), *Reconceptualizing the Literacies in Adolescents’ Lives* (2nd ed.); *Bridging the Literacy Achievement Gap, Grades 4-12*, and *Adolescents and Literacies in a Digital World*. A past president of the National Reading Conference (NRC), co-chair of the International Reading Association’s Commission on Adolescent Literacy (1997-2000), and member of the 2009 NAEP Reading Framework, she currently edits *Reading Research Quarterly* and serves on the Adolescent Literacy Advisory Group of the Alliance for Excellent Education. She was elected to the Reading Hall of Fame in 1999, and is the recipient of NRC’s Oscar Causey Award for Outstanding Contributions to Reading Research.

Thursday May 11, 2006 (cont.)



Keynote Address

Issue: *Adolescent Literacy*
Title: “Literacy Learning Across the Content Areas in Secondary Schools: Perspectives from Research and Strategies for Practice”
Speaker: **Elizabeth Moje, Ph.D.**, University of Michigan

Abstract: *Many secondary school students may be able to read words but appear to have limited comprehension of the complex texts demanded in the content areas of secondary schools. Moje will report on literacy teaching and learning strategies to support and enhance student learning in the secondary school content areas. She will provide an overview of the general research literature with work from her own research and development and will suggest implications for teaching, administrative, and after-school program practices that encourage deep learning and development of youth across the multiple contexts of secondary schools and communities. In particular, she will focus on the importance of knowing and understanding the youth we teach; knowing and understanding the texts we want them to read and produce; and knowing and understanding the contexts in which they live, learn, and grow.*

Elizabeth Moje, Ph.D. is an Arthur F. Thurnau Professor in Educational Studies at the University of Michigan. She teaches courses in the Literacy, Language, and Culture unit and the Joint Program in English and Education. Moje’s research includes the study of literacy as a tool for learning in academic disciplines and, more recently, research on the unsanctioned literacy and other social practices of "marginalized" adolescents in and out of school. In 2004 she was awarded a grant from NICHD/OSERS/OVAE to examine the Social and Cultural Influences on Adolescent Literacy Motivation and Development. Moje’s “Making Makin’ It Possible” project, funded by the William T. Grant Foundation, examines how young people’s literacy learning and practices are situated in social, physical, cultural, and political spaces of a predominantly Latino/a community.

Breakout Sessions

Issue: *Adolescent Literacy*
Speakers: **Donna Alvermann**, University of Georgia
Elizabeth Moje, University of Michigan

Thursday May 11, 2006 (cont.)

Keynote Address

Issue: Closing the Achievement Gap
Title: TBA
Speaker: **Carol D. Lee, Ph.D.**, Northwestern University



Carol D. Lee, Ph.D is currently a professor in the Learning Sciences and African American Studies departments at Northwestern University. She also serves as the co-director of the SESP Spencer Research Training Program, which is dedicated to training doctoral students to research and report on best practices education. Carol D. Lee's past research resulted in the development of a theory of cultural modeling that provides a framework for the design and enactment of curriculum that draws on forms of prior knowledge that traditionally underserved students bring to classrooms. In alignment with this model, Lee recently completed a research project in a Chicago inner city high school that involved restructuring the English Language Arts curriculum, including assessment, in ways that build on social and cultural strengths that students bring from their home and community experiences. Lee is past president of the National Conference on Research in Language and Literacy and the chair of the standing committee on research of the National Council of Teachers of English. She is a former trustee of the Research Foundation of the National Council of Teachers of English and former co-chair of the NCTE Assembly on Research. She has been an active member of AERA, serving as a program chair for one of the sections of Division G and as a member of the AERA book award committee.

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Thursday May 11, 2006 (cont.)



Keynote Address

Issue: Closing the Achievement Gap
Title: TBA
Speakers: **Alfred Tatum, Ph.D.**, Northern Illinois University

Abstract: *The session will focus on the need to reconceptualize the literacy development of African American adolescent males. Attention will be given to a more comprehensive framework for literacy teaching and implications this framework has for research, teaching, and professional development that aims to advance the literacy development of these young men in schools and society.*

Alfred Tatum, Ph.D. is an assistant professor in the Department of Literacy Education at Northern Illinois University. Currently, he serves on the National Advisory Reading Committee of the National Assessment of Educational Progress. He provides professional development support to schools across the nation interested in addressing the literacy needs of students characterized as vulnerable, particularly African American adolescent males. He has published in nine journals including Reading Research Quarterly, The Reading Teacher, Journal of Adolescent & Adult Literacy, Educational Leadership, the Journal of College Reading and Learning, and Principal Leadership. Alfred Tatum began his career as an eighth-grade teacher in Chicago, later becoming a reading specialist. His research interests are the literacy development of African American adolescent males and teacher professional development in urban middle and high schools. He earned his Ph.D. from the University of Illinois-Chicago.

Breakout Sessions

Issue: Closing the Achievement Gap
Speakers: **Carol D. Lee**, Northwestern University
Alfred Tatum, Ph.D., Northern Illinois University

Friday May 12, 2006

Keynote Address

Issue: Comprehension
Topic: TBA
Speaker: **Donald Leu, Ph.D.**, University of Connecticut



Donald J. Leu is the John and Maria Neag Endowed Chair in Literacy and Technology and holds a joint appointment in Curriculum and Instruction and Educational Psychology at the University of Connecticut. He directs the New Literacies Research Lab at the University of Connecticut and is President of the National Reading Conference. A graduate of Michigan State, Harvard, and Berkeley, Don's work focuses on the new skills and strategies required to read, write, and learn with Internet technologies and the best instructional practices that prepare students for these new literacies. He has more than 100 research publications and sixteen books and he has given keynote addresses in Europe, Australia, Asia, South America, and North America. He is currently a Principal Investigator on a number of federal research grants (CTELL, The New Literacies of Online Reading Comprehension, and NAEP Secondary Reanalysis) and is editing the Handbook of Research on New Literacies (Erlbaum) with Julie Coiro, Michele Knobel, and Colin Lankshear.



Keynote Address

Issue: Comprehension
Topic: "Teaching Students to Think about Text in K-5"
Speaker: **Scott Paris, Ph.D.**, University of Michigan

Abstract: *I'll summarize the key findings of 20 years of research on reading strategies and describe when it works and when it does not. Then I describe productive pedagogies that invite deeper learning.*

Scott Paris, Ph.D is a Professor of Psychology and Education at the University of Michigan where he is currently the Chair of the Graduate Program in Psychology. He was a Principal Investigator in the Center for the Improvement of Early Reading Achievement (CIERA) and a member of the Board of Directors of the National Reading Conference. Dr. Paris' research has focused on reading comprehension and assessment, metacognition, and self-regulated learning. He has created educational materials to help children acquire reading and learning strategies and has worked extensively with teachers to design instruction and assessment that promote literacy learning. Professor Paris has published

ten books and written more than 120 book chapters and research articles. Professor Paris twice received the Dean's Award for Outstanding Undergraduate teaching and in 1995 he was one of two faculty on campus to receive the University of Michigan Amoco Foundation Faculty award for Distinguished Teaching.

Breakout Sessions

Issue: *Comprehension*

Speakers: **Donald Leu, Ph. D.** , University of Connecticut
 Scott Paris, Ph.D., University of Michigan