

Literary Summit
2011-2012

Plymouth State University of the University System of NH

Graduate Credit is earned through Plymouth State University in Plymouth, NH. It is an accredited institution offering both a Masters Degree and Advanced Degrees in Education.

Title: Literacy Summit

Graduate Credits: 2.0

Semester: Winter 2011-2012

Professor: Brenda L. Needham

Course Description:

The NELMS 2-day Professional Development events are designed for practicing middle level educators who want to develop tools and new skills to more effectively assist young adolescents to learn. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful and appropriate learning practices are the foundations of the course.

Evaluation:

Two Credits - Course requirements (total of 36 points)

- Attend both days of the workshop (**18 points**)
- Keep a personal journal of the conference (**9 points**)
- Develop an annotated bibliography of required readings (**9 points**)

JOURNAL: Write a journal in which you share your thoughts, observations, questions, and reflections that emerge from the two day experience. Include observations and/or reflections that you developed through professional connections and collegiality. (**3 points**) Specifically identify the central message(s) of the topic and presenter (**3 points**). Please reflect on the Professional Development experiences as a whole and make commitments to yourself regarding your practice in the upcoming months (**3 points**). These thoughts, questions, and reflections are part of the formal evaluation. They should be evidence of your “new” learning and opportunity for professional growth.

ANNOTATED BIBLIOGRAPHY: Complete an *annotated* bibliography of required readings (**9 points**)

- **Readings (2 points):** It must be clear from the content of the paper that you understand and have completed all of your required readings.
- **Annotated Bibliography (7 points):** Complete an *annotated* bibliography of required and a minimum of five additional readings. The additional readings must be related to your project.
- **Journal (8 points):** Write a journal in which you share your thoughts, observations, questions, and reflections that emerge before and from the Institute experience. Reflect on each activity and include the topic and the central messages of the presentation (**2 points**). Include the professional conversations and relations that you develop during the three days (**2 points**).

Reflect on your Institute experiences and indicate how you will put what you have learned into practice in your own educational work in the month to come (**4 points**). Your thoughts, questions, and reflections are part of the formal evaluation.

- **Writing** should be consistent with and will be assessed using Plymouth State University Graduate Studies Writing Assessment Rubric

Course Objectives: Active Learning Classrooms: Everyone's Invited Institute

Design for the Creation of Active, Hands-On Relevant Learning

We will explore all aspects of developing an instructional plan from accessing and building prior knowledge to making connections across the curriculum. The focus of our exploration will be designing strategies that engage each student in the processes of learning. *Objectives include:*

- Be able to recognize the power of research-based practices in increasing learning and achievement
- Have the ability to Infuse Multiple Intelligence and Learning Styles considerations into our instructional plans
- Be able to develop higher order thinking skills in an intentional manner
- Learn how to increase the use of literacy strategies across the curriculum
- Learn how to incorporate information literacy and Web 2.0 tools in everyday learning
- Learn why rehearsing for success enables students to develop both academic competence and confidence

NMSA Standards

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
9. Understand and analyze the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).
10. Know how to select and develop formal, informal, and performance assessment techniques based on their advantages and limitations.

Required Texts:

- Either *Meet Me In The Middle...* (Wormeli, Stenhouse) **OR** *Reaching and Teaching Middle School Learners*, (Bishop, Corwin Press)
- *Meeting the Challenge of Adolescent Literacy*: Irving, Meltzer, Mickler, Phillips and Dean (International Reading Assoc.)
- *The Key Vocabulary Routine*: Joan Sedita, (Keys to Literacy)
- *The Key Comprehension Routine*: Joan Sedita, (Keys to Literacy)

Grading Scale:

94 – 100	A	80 – 82.9	B-
90 – 93.9	A-	77 – 79.9	C+
87 – 89.9	B+	73 – 76.9	F
83 – 86.9	B		

DEADLINES: All course requirements must be fulfilled by February 29, 2012 for an April 2012 posting or by June 1, 2012 for an August 2012 posting.

Cost information: Graduate credits are offered at a rate of \$165 per credit plus a \$25 administrative fee. Graduate credits are available only to NELMS professional development attendees.

Registration: Please return the PSU registration form with your full tuition payment along with a copy of your conference receipt from NELMS for enrollment for graduate credits.

Mail graduate registration, payment and receipt to:

Plymouth State University

College of Graduate Studies – MSC 11
ATTN: NELMS Registrations
17 High Street
Plymouth, NH 03264-1595

If you have any questions, please contact Suzanne Gallagher at (978) 557-9311
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