



Techniques for Excellence in Reading Proficiency (TERP)

SUMMER READING INSTITUTE

Sharing Best Practices in Literacy Instruction



**SCHOOL OF EDUCATION
Florida Memorial University
15800 N.W. 42nd Avenue
Miami, FL 33054**

June 12-14, 2012



SCHOOL OF EDUCATION

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SCHOOL OF EDUCATION

SCHEDULE AT A GLANCE

DAY 1 (Tuesday, June 12th 2012)

- 8:00 am – 8:40 am Continental Breakfast & Sign-In.....Smith Conference Center
- 8:45 am – 9:00 am Meditation, Welcome, Introduction:
Dr. M. Berry, Dean SOE
Dr. M. Abdullah, Provost & Vice President, Academic Affairs
Dr. Y. Campbell, Summer Institute Director/Coordinator
- 9:00 am – 9:30 am Keynote Speaker: Dr. Pauline Ward
Miami-Dade County Public Schools District Supervisor, Reading/Language Art
- 9:35 am – 10:30 amConcurrent Session A
- 10:35 am – 11:30 amConcurrent Session B
- 11:35 am – 12:30 pmConcurrent Session C
- 12:35 pm – 1:30 pmConcurrent Session D
- 1:30 pmSign-Out (FMU/FIU Breezeway)

DAY 2 (Wednesday, June 13th 2012)

- 7:30am – 7:55amSign -In (FMU/FIU 2nd Floor)
- 8:00 am - 9:00 amAcaletics Workshop (FMU Auditorium)
- 9:05 am – 10:00 amConcurrent Session A
- 10:05 am – 11:00 amConcurrent Session B
- 11:05 am – 12:00 pmConcurrent Session C
- 12:05pm – 1:00 pmConcurrent Session D
- 1:00 pm.....Sign Out (FMU/FIU Breezeway)

DAY 3 (Thursday, June 14th 2012)

- 8:00 am – 8:25 amSign –In: (FMU/FIU 2nd Floor)
- 8:30 am - 9:25 amConcurrent Session A
- 9:30 am – 10:25 amConcurrent Session B
- 10:30 am – 11:25 amConcurrent Session C
- 11:30 am – 12:25 pm.....Pearson Workshop, FMU Auditorium

CLOSURE: Certificates of Attendance, Gifts & PrizesFMU Auditorium



School of Education

Dr. Makola M. Abdulla
Provost & Vice President, Academic Affairs

June 12, 2012

Dear Attendees,

It is my pleasure to welcome you to our School of Education's Summer Reading Institute, one of the many endeavors of our School of Education.

Florida Memorial University continues to be responsive to the needs of K-12 educators in our surrounding community. Our Summer Reading Institute is designed for educators who are committed to foster higher-level thinking and enhance reading comprehension of all students in the context of the K-12 curriculum. We trust that presenters and attendees will cooperate over the course of three days to advance excellent teaching and learning.

I honor and applaud you as educators who positively influence our children, the future of our nation, and the future of the world and I am confident that you will find this Summer Reading Institute stimulating and invigorating for your calling. I also believe that you will draw inspiration from it as you strive to achieve even greater heights in your calling to shape the life of each and every child you teach.

Sincerely,

Makola M. Abdulla, Ph.D.
Provost and Vice President for Academic Affairs

MMA/yc



Mildred E. Berry



School of Education

Yvonne C. Campbell, Ph.D.
Assistant Professor of Reading
Reading Graduate Program Coordinator

June 12, 2012

Dear Attendees,

Welcome to our first Summer Reading Institute. The School of Education at Florida Memorial University is honored to provide this service to you, our fellow educators.

Teachers are facing trying times and have to do more with the same or less resources. One of the goals of our Summer Reading Institute is to express our gratitude for the many sacrifices you make in your endeavor to positively change the course of our children's lives. We trust that you will find the sessions intellectually stimulating and that the sessions will enhance your instructional practices.

Sincerely,

Yvonne C. Campbell, Ph.D.

Assistant Professor of Reading
Reading Graduate Program Coordinator
Summer Reading Institute Director/Coordinator

KEYNOTE SPEAKER

Sharing Best Practices in Literacy Instruction

Dr. Pauline Ward

Dr. Ward is a native Miamian and a product of Miami-Dade County Public Schools. Dr. Ward attended Florida International University receiving undergraduate and graduate degrees in Elementary Education, Educational Leadership and Reading. She received her Doctor of Education in Instructional Leadership from Nova South-Eastern University.

For over 29 years, Dr. Ward has served Miami-Dade County Public Schools as a classroom teacher, Instructional Specialist, Supervisor and Director. She is currently responsible for supervising reading programs in elementary schools across the county.

Dr. Ward provides professional development to teachers, reading coaches and administrators on effective reading and writing instruction. She has presented at local, state and national conferences. She is also an adjunct professor in Barry University's Masters of Reading Program.

Reflections on Reading

Reading is a basic tool in the living of a good life

Mortimer J. Adler

The book to read is not the one which thinks for you, but the one which makes you think.

James McCosh

Reading is to the mind what exercise is to the body.

Richard Steele

If we encounter a man of rare intellect, we should ask him what books he reads.

Ralph Waldo Emerson

CONCURRENT PRESENTATION SCHEDULE - TUESDAY, JUNE 12, 2012

Presenter(s) & Title	Presentation	9:35 am – 10:30 am	10:35 am – 11:30 am	11:35 am – 12:30 pm	12:35 pm – 1:30 pm
Dr. I. Abdoulaye <i>Using miscue analysis to inform instructional decision-making.</i>	The Reading Miscue Inventory (RMI) as an informal assessment tool provides an in-depth look at reader's use of language and reading strategies. The procedure examines separately each miscue a reader makes while simultaneously evaluating the influence of the reader's knowledge in relation to the context of the miscues. It also examines the reader's use of the language systems and reading strategies while reading orally (Goodman, Watson, & Burke, 1987). Analysis of miscues, or unexpected responses to the text, helps to show how the reader is comprehending as he or she reads. This session will showcase how through miscue analysis teachers can extend their understanding of struggling readers' strength and weaknesses. This data could serve as the basis for planning instruction for students with reading problems.		Room No. 110	Room No. 110	
Dr. M. Berry <i>HELP! I am a science teacher, why must I also be a reading teacher?</i>	Having spent many years of my life trying to develop the knowledge, skills and dispositions to become an outstanding science educator, someone has moved my cheese. Oh yes, I did teach vocabulary and text comprehension, but no longer is that sufficient. I must address the other areas of reading instruction. So how do I make this transition to improving the reading skills of students in science class? Although I am speaking about science, you could probably substitute the word science with any other content discipline. This presentation will begin with asking the right questions to deal with the issues from vocabulary, to detailed concepts and relationships to multi-step processes and cycles. Get ready to ride the science reading rocket!				Room No. 110
Dr. J. Bonenfant <i>The integration of the Sheltered Instruction Observation Protocol (SIOP) Model to teach English Language Learners.</i>	This presentation focuses on the application of Sheltered Instruction Observation Protocol (SIOP) Model for English language learners (ELL) teachers. It clearly defines and gives a brief synopsis of this teaching model that can not only provide English language learners (ELL) instructors with a concrete, systematic way to make learning activities and interaction with their learners understandable and effective, but also use this second language teaching and learning approach to increase English language learners' (ELL) reading skills in their second language, English.			Room No. 120	Room No. 120
Mr. A. Campbell <i>Mathematics vocabulary: What reading teachers should teach.</i>	Nationwide student achievement on standardized reading and mathematics tests persists below the world mean. Paivio's (1971) dual coding theory of cognition proposes learning is expanded when vocabulary is associated with concept images. Mapping students' prior knowledge onto math concepts and vocabulary, specifically in solving word problems, will result in expanded math vocabulary and word problem-solving skills. While not a novel idea, expanding math vocabulary through well-established reading strategies seems to have little traction in current classroom practices. Students struggle through word problems as they would when reading in a foreign language. This presenter suggests that overlaying Paivio's dual coding theory onto dual vocabulary-concept expansion will increase math learning and problem-solving skills.	Room 115			

CONCURRENT PRESENTATION SCHEDULE - TUESDAY, JUNE 12, 2012

Presenter(s) & Title	Presentation	9:35 am – 10:30 am	10:35 am – 11:30 am	11:35 am – 12:30 pm	12:35 pm – 1:30 pm
Ms. K Disla <i>Writing Right: Strategies for the transformation of students' writing skills from basic blah to extraordinary, exemplary, and exuberance.</i>	The 'Writing Right' plan of radical, but radiant writing instruction consists of six 'tried and true' strategies of: Dedicated time to writing, modeling of writing through reading, the fostering of students' enjoyment and motivation to write, the teaching of basic (and beyond) writing skills to mastery, and ongoing progress monitoring to gauge students' progress and needs for evolving instruction. The essential components for a 'writing right' classroom will be revealed with a concentration of the incorporating of figurative language, and the writing process ('Sipping through Writing') with attentiveness to reflective revising. The finest techniques of our twenty-first century gurus of writing will be shared, to create meaningful lessons for all students. This session will provide teachers with strategies to help prepare their students for the increased rigor of the writing components of standardized assessments and 'real life' communication through writing as they prepare for successful academic accomplishments and careers.	Room No. 203			
Dr. S. Fernandez <i>RTI² - Relationships to improve instruction.</i>	This study examined the role of teachers' emotional intelligence (EI) and sense of humor (SH) and its impact on students' academic achievement. Reading teachers in grades 2-8 of a K-8 public school in MDCPS completed self-reporting EI and SH survey instruments. Students of the teachers participated in baseline (pre) and interim (post) benchmarked reading assessments to determine academic growth. The findings of this research demonstrated that there are significant and positive relationships between all variables of the study. Emotional intelligence, in comparison to sense of humor, was found to have a stronger relationship to academic achievement. This study has significant impact on the teacher-practitioners. The results have the possibility of changing: the focus of professional development activities toward the affective domain, curriculums of teacher preparation programs, and the relationships among school stakeholders. Positive uses of humor may also be embraced as an instructional tool and a means of effective communication to enhance academics.	Room No. 150	Room No. 150	Room No. 150	Room No. 150
Dr. A Jerome-Raja <i>Are Your Students Right for the Wrong Reasons? - An Analysis of Faulty Stimulus in Instructional Materials.</i>	Instructional materials form a major part of teaching in today's classrooms, and particularly in the context of preparing students to take the standardized tests. Instructional materials in the form of practice sheets are often not scrutinized for possible stimulus that gives away the answers without emphasizing the skills being taught and tested. These faulty stimuli often make students seem successful when indeed they are not. This interactive presentation will throw light on the stimuli that control the instructional materials, Ways to identify the faulty stimuli and methods to modify the materials will also be presented.		Room No. 120	Room 115	

CONCURRENT PRESENTATION SCHEDULE - TUESDAY, JUNE 12, 2012

Presenter(s) & Title	Presentation	9:35 am – 10:30 am	10:35 am – 11:30 am	11:35 am – 12:30 pm	12:35 pm – 1:30 pm
Ms. I. Louis <i>Differentiated Reading Instruction/Centers.</i>	Differentiated Reading Instruction is one method that can be implemented in a classroom with students who have different learning styles or needs regarding their level of reading competency. The purpose of this study is to determine the effects of Differentiated Reading Centers on 5 th Grade Students who scored at Level 1s, 2s, 3s and 4s on the Florida Comprehensive Assessment Test in March of 2011. Convenient sampling was used to select students from Benjamin Franklin Elementary School. Students were assigned to treatment and control groups. It is hypothesized that (a) fifth-grade elementary students who are exposed to effective Differentiated Reading Centers that are targeting the students' need will have positive effects on their reading achievement and (b) fifth-grade elementary students who are exposed to effective Differentiated Reading Instruction (DRI) that targets the students' need will progress at a faster rate than students who are not exposed to DRI.	Room 110			
Dr. S. Massey & Ms. P. Fernandez <i>The effect of orthographic pattern instruction on oral reading fluency.</i>	This research explores the effect of individual instruction on targeted orthographic patterns on student gains in oral reading fluency in second and third grade students in an elementary school with a high population of Title I students. Participants included 6 preservice teachers and 18 at-risk second and third grade students. Measurement tools consisted of pre and posttests: Developmental Word Inventory (Ganske, 2000) and curriculum-based measurements (Deno, 1985). This group increased the rate of fluency to match fluency norms (Hasbrouk & Tindal, 2006) equal to peers who are not considered to be at-risk. Many participants increased rates that surpassed the control group. Instruction plays a critical role in influencing student reading proficiency (Foorman, Fletcher & Francis, 1997); therefore, it teachers should implement research-based skills that promote student learning. This study supports the research that direct instruction in decoding skills which emphasize the alphabetic code and orthographic patterns assists students with reading fluency (Ehri, 2000).	Room 165	Room 165	Room 165	Room 165
Dr. Alda Noronha-Nimmo <i>A common-sense approach to teaching reading comprehension in the classroom.</i>	The teaching of reading comprehension skills to reluctant readers must be authenticated by real-life applications. This presentation will address how to connect real-life scenarios to the discussion and teaching of reading comprehension skills. Reading/Language-arts/English Middle and high-school teachers as well as instructors who teach developmental reading at the college level would benefit from the common-sense approach and best practices of a practitioner's long-term experience of teaching remedial reading to struggling readers.		Room 203	Room 203	

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Presenter(s) & Title	Presentation	9:35 am – 10:30 am	10:35 am – 11:30 am	11:35 am – 12:30 pm	12:35 pm – 1:30 pm
Ms. A Rodriguez The effects of <i>Reading Plus</i> on the fluency of 9 th graders.	Participants of this study consisted of 4 students (1 male, 3 females) placed in an Intensive Reading Classroom in a Miami Dade County Charter School. Placement of students was determined, based on their reading level results on the FCAT for the 2010-2011 academic school year. The results demonstrated that the 9 th grade intensive reading students who used the <i>Reading Plus</i> program as part of their weekly instruction, exhibited significantly higher fluency achievement. Teachers who attend this session will benefit from learning how <i>Reading Plus</i> can facilitate different forms of interventions (like silent reading practices) and how <i>Reading Plus</i> can enhance individual student learning and fluency in reading, ultimately resulting in higher reading comprehension..	Room 120			Room 203
Ms. E. M. Toledo & Dr. N. Strange-Martin <i>The CAFÉ Book & incorporating technology into the classroom.</i>	In <i>The CAFÉ Book</i> , Gail Boushey and Joan Moser present a practical, simple way to integrate assessment into daily reading and classroom discussion. The CAFÉ system, based on research into the habits of proficient readers, is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary. The system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small-group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs. Teachers will learn a practical and simple way to integrate assessment into daily reading and classroom discussion.		Room 115		Room 115

WEDNESDAY, June 13, 2012

8:00 am - 9:00 am

Acaletics Workshop (FMUFIU Auditorium)



CONCURRENT PRESENTATION SCHEDULE - WEDNESDAY, JUNE 13, 2012

Presenter(s) & Title	Presentation	9:35 am – 10:30 am	10:35 am – 11:30 am	11:35 am – 12:30 pm	12:35 pm – 1:30 pm
Dr. M. Berry <i>HELP! I am a science teacher, why must I also be a reading teacher?</i>	Having spent many years of my life trying to develop the knowledge, skills and dispositions to become an outstanding science educator, someone has moved my cheese. Oh yes, I did teach vocabulary and text comprehension, but no longer is that sufficient. I must address the other areas of reading instruction. So how do I make this transition to improving the reading skills of students in science class? Although I am speaking about science, you could probably substitute the word science with any other content discipline. This presentation will begin with asking the right questions to deal with the issues from vocabulary, to detailed concepts and relationships to multi-step processes and cycles. Get ready to ride the science reading rocket!				Room 120
Mr. A. Campbell <i>Mathematics vocabulary: What every reading teacher should know how to teach.</i>	Nationwide student achievement on standardized reading and mathematics tests persists below the world mean. Paivio's (1971) dual coding theory of cognition proposes learning is expanded when vocabulary is associated with concept images. Mapping students' prior knowledge onto math concepts and vocabulary, specifically in solving word problems, will result in expanded math vocabulary and word problem-solving skills. While not a novel idea, expanding math vocabulary through well-established reading strategies seems to have little traction in current classroom practices. Students struggle through word problems as they would when reading in a foreign language. This presenter suggests that overlaying Paivio's dual coding theory onto dual vocabulary-concept expansion will increase math learning and problem-solving skills.		Room 120		
Ms. K Disla <i>Writing Right: Strategies for the transformation of students' writing skills from basic blah to extraordinary, exemplary, and exuberance.</i>	The 'Writing Right' plan of radical, but radiant writing instruction consists of six 'tried and true' strategies of: Dedicated time to writing, modeling of writing through reading, the fostering of students' enjoyment and motivation to write, the teaching of basic (and beyond) writing skills to mastery, and ongoing progress monitoring to gauge students' progress and needs for evolving instruction. The essential components for a 'writing right' classroom will be revealed with a concentration of the incorporating of figurative language, and the writing process ('Slipping through Writing') with attentiveness to reflective revising. The finest techniques of our twenty-first century gurus of writing will be shared, to create meaningful lessons for all students. This session will provide teachers with strategies to help prepare their students for the increased rigor of the writing components of standardized assessments and 'real life' communication through writing as they prepare for successful academic accomplishments and careers.	Room No. 203			

CONCURRENT PRESENTATION SCHEDULE - WEDNESDAY, JUNE 13, 2012

Presenter(s) & Title	Presentation	9:05 am – 10:00 am	10:05 am – 11:00 am	11:05 am – 12:00 pm	12:05 pm – 1:00 pm
Ms. C. Holmes & Ms. D. Neilly-Johnson <i>Using graphic organizers across the curriculum.</i>	Graphic organizers illustrate the relationships between concepts, facts, and or ideas within learning tasks and are powerful learning tools that offer students an additional level of organization and sophistication. This presentation will share with educators, the ways graphic organizers can be used to enhance students' literacy while simultaneously addressing the individual needs of English Language Learners, gifted students, and students at-risk of academic failure. Educators will be exposed to a variety of ways that incorporate graphic organizers can be incorporated across the curriculum with students in grades K-12. Incorporating graphic organizers within the learning environment will empower students to practice effective reading skills at school, at home, in the library, and via the web and will ultimately improve their reading their overall reading and comprehension abilities.	Room 120		Room 203	
Ms. I. Louis <i>Differentiated Reading Instruction/Centers.</i>	Differentiated Reading Instruction is one method that can be implemented in a classroom with students who have different learning styles or needs regarding their level of reading competency. The purpose of this study is to determine the effects of Differentiated Reading Centers on 5th Grade Students who scored at Level 1s, 2s, 3s and 4s on the Florida Comprehensive Assessment Test in March of 2011. Convenient sampling was used to select students from Benjamin Franklin Elementary School. Students were assigned to treatment and control groups. It is hypothesized that (a) fifth-grade elementary students who are exposed to effective Differentiated Reading Centers that are targeting the students' need will have positive effects on their reading achievement and (b) fifth-grade elementary students who are exposed to effective Differentiated Reading Instruction (DRI) that targets the students' need will progress at a faster rate than students who are not exposed to DRI.	Room 165			
Ms. A McKinney <i>Building academic language of English Language Learners (ELLs).</i>	Students in today's classrooms are socially, culturally, economically, academically and linguistically diverse. The linguistic needs of English Language Learners (ELLs) are particularly challenging. ELLs have to master two additional languages: social language and academic language. Each content subject area has its own academic language and teachers need to be able to accommodate ELLs in their classrooms. This presentation will discuss how to build the academic language of English Language Learners (ELLs) in content area classrooms.		Room 203		

CONCURRENT PRESENTATION SCHEDULE - WEDNESDAY, JUNE 13, 2012

Presenter(s) & Title	Presentation	9:05 am – 10:00 am	10:05 am – 11:00 am	11:05 am – 12:00 pm	12:05 pm – 1:00 pm
Ms. M. Miller <i>Using collaborative strategies to engage students in creative and critical thinking skills (with a focus on rigor).</i>	Collaborative learning involves grouping or pairing students in order to master a learning task. With collaborative learning, students are active participants of the learning process who work together and use collaborative strategies to master learning tasks. Collaborative learning fosters student engagement, allows for guided-practice and provides the opportunity for students to learn from their peers. Research indicates that students' learning is enhanced when they actively participate in the learning process. Students who work collaboratively also retain information longer and are more content with their classes than students who work independently (Klinger 2002, Schumm 1996). This presentation will provide teachers with collaborative strategies that engage students in creative and critical thinking skills with a focus on rigor!!!	Room 150			Room 165
Ms. D. Perkins <i>Teaching for comprehending or testing for comprehension.</i>	The presentation will explain the dynamics of teaching for Comprehending and Fluency, K-8. Emphasis is placed on understanding the Reading Process components of comprehension and fluency, which convey the active nature of reading as well as the ease that is essential for understanding and enjoyment. Comprehending is an ongoing process and students focus on strategic actions to process written text: (1) Thinking Within the Text (solving words, monitoring and correcting, searching for and using information, summarizing, maintaining fluency, and adjusting (2) Thinking Beyond the Text (predicting, making, connections, inferring, and synthesizing) and (3) Thinking About the Text (analyzing and critiquing). The purpose of this presentation is to inform teachers on how they can support their students as they actively process written text by engaging them in thinking, talking and writing about reading.		Room 150	Room 150	
Dr. J Ricketts-Duncan <i>Igniting students' passion for writing through children's literature.</i>	Hough, Hixson, Decker, Bradley-Johnson (2012) believe that insufficient writing skill is a major contributor to lack of success at any levels of the school system and colleges. Recently, the Florida State Department of Education lowered the passing grade in the FCAT writing sections to facilitate an increase in the number of students who passed the exam (see National Weekly, May 17, 2012, for article). Writing is a complex set of skills and strategies that are best developed through frequent practice and real-life applications (Elish-Piper, 2012). Research has shown the power of literature in enriching children's oral and written language experiences (Cox, 2008; Dix & Amore, 2010; Tompkins, 2009). As students delve into quality literature they develop an awareness of how authors' craft their writing for various audiences and subsequently increase their communicative and interactive skills (Ricketts-Duncan, 2012). This presentation will equip teachers with multiple strategies to motivate and engage their students into becoming better writers.		Room 165		

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Ms. D. Smith <i>Literacy and learning styles: Differentiating classroom instruction.</i>	Students' learning is enhanced when teachers vary their instruction and materials according to the individual needs of their students as oppose to using the same methods with all students. This presentation will focus on differentiated instruction and hands-on teaching experiences in the classroom that will improve the reading comprehension of struggling readers.	Room 110	Room 110	Room 110	
Dr. J. Swain <i>Improving Language Skills for Difficult Learners.</i>	In elementary school settings, we give great attention to students' ability to acquire language skills, assuming that within a short time, they learn everything they need to know. By middle school, we assume they will use those skills to acquire knowledge and concentrate less of the act of knowledge acquisition; however, that is not true in all cases. Students who demonstrate difficulty in learning need more time and more innovative pedagogical practices to prepare them for the classroom. This presentation will identify how problems in language acquisition impacts secondary learners through primary, secondary, and college years and what innovative practices can be used to better prepare the students no one wants to teach.	Room 115	Room 165		Room 110
Ms. E. Toledo & Dr. N. Strange-Martin <i>The CAFÉ Book & Incorporating Technology into the Classroom.</i>	In <i>The CAFÉ Book</i> , Gail Boushey and Joan Moser present a practical, simple way to integrate assessment into daily reading and classroom discussion. The CAFÉ system, based on research into the habits of proficient readers, is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary. The system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small-group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs.		Room 115	Room 115	Room 115

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Mr. D. Watson & Ms. J. Studstill <i>"To read or not to read? ... To READ, of course." Let your student's get in touch with their inner Shakespeare, as they enter the theatre of readers.</i>	Reader's theatre is the oral presentation of literature that involves two or more performers and a narrator reading from a script. In this session, you will learn how to take the words in a book and give them life by allowing students to study, rehearse, and perform a script that help build their confidence, stimulate their interest in reading and increase their creativity. The reader's theatre strategy can also be used as an assessment tool to monitor students' understanding of the reading. It is also great strategy for self-conscious struggling readers and can help students read with proper intonation and expression.	Room 203			Room 203

CONCURRENT PRESENTATION SCHEDULE - THURSDAY JUNE 14, 2012

Presenter(s) & Title	Presentation	8:30 am – 9:25 am	9:30 am – 10:25 am	10:30 am – 11:25 pm	
Dr. M. Berry <i>HELP! I am a science teacher, why must I also be a reading teacher?</i>	Having spent many years of my life trying to develop the knowledge, skills and dispositions to become an outstanding science educator, someone has moved my cheese. Oh yes, I did teach vocabulary and text comprehension, but no longer is that sufficient. I must address the other areas of reading instruction. So how do I make this transition to improving the reading skills of students in science class? Although I am speaking about science, you could probably substitute the word science with any other content discipline. This presentation will begin with asking the right questions to deal with the issues from vocabulary, to detailed concepts and relationships to multi-step processes and cycles. Get ready to ride the science reading rocket!	Room 201	Room 201		
Dr. J. Bonenfant <i>The integration of the Sheltered Instruction Observation Protocol (SIOP) Model to teach English Language Learners.</i>	This presentation focuses on the application of Sheltered Instruction Observation Protocol (SIOP) Model for English language learners (ELL) teachers. It clearly defines and gives a brief synopsis of this teaching model that can not only provide English language learners (ELL) instructors with a concrete, systematic way to make learning activities and interaction with their learners understandable and effective, but also use this second language teaching and learning approach to increase English language learners' (ELL) reading skills in their second language, English.		Room 165	Room 165	

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Presenter(s) & Title	Presentation	8:30 am – 9:25 am	9:30 am – 10:25 am	10:30 am – 11:25 pm
Ms. K Disla <i>Writing Right: Strategies for the transformation of students' writing skills from basic to extraordinary, and exuberance.</i>	The 'Writing Right' plan of radical, but radiant writing instruction consists of six 'tried and true' strategies of: Dedicated time to writing, modeling of writing through reading, the fostering of students' enjoyment and motivation to write, the teaching of basic (and beyond) writing skills to mastery, and ongoing progress monitoring to gauge students' progress and needs for evolving instruction. The essential components for a 'writing right' classroom will be revealed with a concentration of the incorporating of figurative language, and the writing process ('Sipping through Writing') with attentiveness to reflective revising. The finest techniques of our twenty-first century gurus of writing will be shared, to create meaningful lessons for all students. This session will provide teachers with strategies to help prepare their students for the increased rigor of the writing components of standardized assessments and 'real life' communication through writing as they prepare for successful academic accomplishments and careers.	Room No. 203		
Ms. R. Evans-Tomlin & Dr. N. Strange-Martin <i>Activating background knowledge: An essential teaching component</i>	It is imperative that teachers activate students' background knowledge prior to introducing new concepts. In an attempt to share the vital contributions of famous African Americans with teachers and staff, this strategy was presented to them. This strategy was also presented to my students at the onset of African American History Month. It was well perceived by both groups and produced excellent outcomes. This presentation will share with teachers, the value of generating background knowledge prior to introducing new concepts in the classroom.	Room 115		
Dr. S. Fernandez <i>RTI² - Relationships to improve instruction.</i>	This study examined the role of teachers' emotional intelligence (EI) and sense of humor (SH) and its impact on students' academic achievement. Reading teachers in grades 2-8 of a K-8 public school in MDCPS completed self-reporting EI and SH survey instruments. Students of the teachers participated in baseline (pre) and interim (post) benchmarked reading assessments to determine academic growth. The findings of this research demonstrated that there are significant and positive relationships between all variables of the study. Emotional intelligence, in comparison to sense of humor, was found to have a stronger relationship to academic achievement. This study has significant impact on the teacher-practitioners. The results have the possibility of changing: the focus of professional development activities toward the affective domain, curricula of teacher preparation programs, and the relationships among school stakeholders. Positive uses of humor may also be embraced as an instructional tool and a means of	Room 115		

CONCURRENT PRESENTATION SCHEDULE - THURSDAY JUNE 14, 2012

Presenter(s) & Title	Presentation	8:30 am – 9:25 am	9:30 am – 10:25 am	10:30 am – 11:25 pm
Dr. A Jerome-Raja <i>Are Your Students Right for the Wrong Reasons?-An Analysis of Faulty Stimulus in Instructional Materials.</i>	Instructional materials form a major part of teaching in today's classrooms, and particularly in the context of preparing students to take the standardized tests. Instructional materials in the form of practice sheets are often not scrutinized for possible stimulus that gives away the answers without emphasizing the skills being taught and tested. These faulty stimuli often make students seem successful when indeed they are not. This interactive presentation will throw light on the stimuli that control the instructional materials. Ways to identify the faulty stimuli and methods to modify the materials will also be presented.		Room 110	
Ms. A McKinney <i>Building academic language of English Language Learners (ELLs).</i>	Students in today's classrooms are socially, culturally, economically, academically and linguistically diverse. The linguistic needs of English Language Learners (ELLs) are particularly challenging. ELLs have to master two additional languages: social language and academic language. Each content subject area has its own academic language and teachers need to be able to accommodate ELLs in their classrooms. This presentation will discuss how to build the academic language of English Language Learners (ELLs) in content area classrooms.		Room 203	Room 203
Ms. M. Miller <i>Using collaborative strategies to engage students in creative and critical thinking skills (with a focus on rigor).</i>	Collaborative learning involves grouping or pairing students in order to master a learning task. With collaborative learning, students are active participants of the learning process who work together and use collaborative strategies to master learning tasks. Collaborative learning fosters student engagement, allows for guided-practice and provides the opportunity for students to learn from their peers. Research indicates that students' learning is enhanced when they actively participate in the learning process. Students who work collaboratively also retain information longer and are more content with their classes than students who work independently (Klinger 2002, Schumm 1996). This presentation will provide teachers with collaborative strategies that engage students in creative and critical thinking skills with a focus on rigor!!!	Room 120		Room 110
Dr. Alda Noronha-Nimmo <i>A common-sense approach to teaching reading comprehension in the classroom</i>	The teaching of reading comprehension skills to reluctant readers must be authenticated by real-life applications. This presentation will address how to connect real-life scenarios to the discussion and teaching of reading comprehension skills. Reading/Language-arts/English Middle and high-school teachers as well as instructors who teach developmental reading at the college level would benefit from the common-sense approach and best practices of a practitioner's long-term experience of teaching remedial reading to struggling readers.			Room 201

CONCURRENT PRESENTATION SCHEDULE - THURSDAY JUNE 14, 2012

Presenter(s) & Title	Presentation	8:30 am – 9:25 am	9:30 am – 10:25 am	10:30 am – 11:25 pm
Ms. D. Perkins <i>Teaching for comprehending or testing for comprehension.</i>	The presentation will explain the dynamics of teaching for Comprehending and Fluency, K-8. Emphasis is placed on understanding the Reading Process components of comprehension and fluency, which convey the active nature of reading as well as the ease that is essential for understanding and enjoyment. Comprehending is an ongoing process and students focus on strategic actions to process written text: (1) Thinking Within the Text (solving words, monitoring and correcting, searching for and using information, summarizing, maintaining fluency, and adjusting (2) Thinking Beyond the Text (predicting, making connections, inferring, and synthesizing) and (3) Thinking About the Text (analyzing and critiquing). The purpose of this presentation is to inform teachers on how they can support their students as they actively process written text by engaging them in thinking, talking and writing about reading.		Room 150	Room 150
Ms. D. Smith <i>Literacy and learning styles: Differentiating classroom instruction.</i>	Students' learning is enhanced when teachers vary their instruction and materials according to the individual needs of their students as oppose to using the same methods with all students. This presentation will focus on differentiated instruction and hands-on teaching experiences in the classroom that will improve the reading comprehension of struggling readers.			Room 120
Mr. D. Watson & Ms. J. Studstill <i>"To read or not to read? ...To READ, of course." Let your student's get in touch with their inner Shakespeare, as they enter the theatre of readers.</i>	Reader's theatre is the oral presentation of literature that involves two or more performers and a narrator reading from a script. In this session, you will learn how to take the words in a book and give them life by allowing students to study, rehearse, and perform a script that help build their confidence, stimulate their interest in reading and increase their creativity. The reader's theatre strategy can also be used as an assessment tool to monitor students' understanding of the reading. It is also great strategy for self-conscious struggling readers and can help students read with proper intonation and expression.	Room 110		

11:30 Onwards - FMU/FIU Auditorium

- 1. PEARSON WORKSHOP**
- 2. CLOSURE:** Sign-out, certificates of attendances, door prizes, gifts for **each** attendee, evaluations.

Follow-Up Activity

Teacher participants are required to complete a lesson plan that is related to their teaching level and content in reading and incorporate the strategies and best practices gleaned from this Institute. **Lesson plans should be type-written (Microsoft Word).** Use the following lesson plan outline to create your lesson plan and email to Mrs. Angela Williams at: **angela.williams@fmuniv.edu**

Lesson plans submitted after 6/21/2012 will **not** be accepted.

PLEASE NOTE: As per the MDCPS district, lesson plans not received by **06/21/2012** may result in no credit.

Lesson Plan

Subject Area: _____ **Grade:** _____

Teacher Name: _____

READING Strand:

NGSSS Standard:

Benchmark:

Lesson Objective: (Should be aligned with the benchmark)

Procedures:

- a. **Before Reading**
- b. **During Reading**
- c. **After Reading**
 - i. Guided Practice
 - ii. Independent Practice

Closure/Wrap-up:

Assessment/Evaluation:

ESOL Strategies:



SCHOOL OF EDUCATION

Techniques for Excellence in Reading Proficiency (TERP)

2012 Summer Reading Institute

Alphabetical List of Presenters

Idriss Abdoulaye - Dr. Abdoulaye was born in Accra, the capital city of Ghana. He holds a Master's degree in English Linguistics/ESOL and a PH.D in Language, Reading and Culture from the University of Arizona. Dr. Abdoulaye is an Associate Professor of Reading in the School of Education at Florida Memorial University (FMU) and teaches courses in clinical reading (Diagnosis and Remediation of Reading Disabilities; Supervised Practicum in Reading; Administration and Supervision of Reading Programs). In 2008 he became FMU's Quality Enhancement Plan (QEP) Director and currently combines that role with that of Faculty Development Coordinator. He also serves on the FMU SACS Leadership Team known as "Team 208."

Mildred E. Berry - Dr. Berry received a B S degree in Biology from Paine College, a M S degree in Education and Doctorate of Education from Wayne State University. She started her career as an educator with the Miami-Dade County Public Schools as a Biology Teacher. Her first teaching position was at Miami Northwestern Senior High School. She later transferred to Allapattah Junior High School. In 1971, the school district reassigned numerous teachers in an effort to desegregate the faculties of the schools. She was then transferred to Horace Mann Junior High School. Dr. Berry is a career educator and served as a region science coordinator, a facilitator and writer for the District's Human Growth and Development Program, Science Supervisor and Director of Magnet Programs for Miami-Dade Public Schools. She has conducted numerous science workshops locally, state-wide, nationally and internationally. She is constantly trying to update and enhance her skills and believes that on-going professional development is an essential part to being an effective educator. Dr. Berry currently serves as the Dean of Education at Florida Memorial University.

Jacques Bonenfant - Dr. Bonenfant holds a Bachelor's degree in Linguistics from Florida Atlantic University, a Master's degree in TESOL and an Educational Specialist degree from Nova Southeastern University and a Ph.D. in Linguistics from Union Institute University. He is an Assistant Professor of Education in the School of Education at Florida Memorial University. His research is centered on kemetite civilization, linguistics, sociology, anthropology and culturally responsive pedagogy. Dr. Bonenfant is a polyglot who has developed fluency in four languages (Haitian-Creole, French, English and Spanish). He has published numerous journal articles in the Center for Strategic and Multicultural Studies (CSMS) Magazine and has presented scholarly papers in Nashville and Daytona Beach. On March 13, 2012, Dr. Bonenfant presented his scholarly and peer reviewed journal article entitled *Misusage and Misinterpretation of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in Teaching English Language Learners (ELLs) in First and Second Grades* at the Peer Review Intellectbase Consortium in Bangkok, Thailand. The paper is recommended for publication in the Review of Higher Education and Self-Learning Scholar Journal. His novel manuscript has been accepted for national and international publication at Trafford Publishing. He has published various poetry books and novels in French.

Aubrey B. Campbell - Professor Campbell hails from South Africa, where he obtained an Honors Degree in languages and a Master's Degree in Math Education. He taught mathematics and physical science at high school and later became a math lecturer at Hebron College of Education. He was external math examiner for the Department of Education's metric exams and senior lecturer at Vista University in South Africa. Professor Campbell co-wrote several mathematics modules for adult basic education (ABE). He earned an Education Specialist degree in Math Education from the University of Miami and is currently a professor of Math Education at Miami Dade College.

Katherine Disla - Mrs. Disla has taught upper elementary students for the past 11 years with varying exceptions such as ESE to gifted. Ms. Disla earned her Bachelor's Degree in Education from FIU, her Master's Degree in Reading from Nova Southeastern University, and she is presently completing her Specialist Degree in Educational Leadership at FIU. Ms. Disla has served as a supervising teacher for student-interns, grade level chair, and facilitator of numerous reading and writing professional development seminars. Ms. Disla's philosophy of education is: "Students' active participation in their own learning process is vital for them to become responsible citizens, critical thinkers, and pragmatic problem solvers for the present and the future".

Rosalind Evans-Tomlin - Ms. Evans-Tomlin is a Reading Teacher with Broward County Public Schools. She is a veteran educator with over 25 years of experience in teaching Language Arts and Reading at the middle school level in both Miami-Dade County and Broward County Public Schools. Her career began as a middle school teacher at Edison Middle School in 1985. Some of her former students are teachers, entrepreneurs and, former and present NFL players. Ms. Tomlin will complete her Masters' in Reading from Barry University this summer. She has received extensive training in both Miami-Dade County and Broward County Public Schools. She has attended the following professional development initiatives: the University of Miami's Zelda Glazer Writing Institute, Reading In The Content Area (Broward) 6 Traits Training, and DETA I.

Pamela Fernandez - Mrs. Fernandez received her undergraduate degree in Elementary Education and Reading Endorsement at St. Thomas University in Miami Gardens. She is also currently continuing her education at the same institution. Pamela served as the research assistant to Dr. Massey in 2010. She has worked as a second grade teacher and is now working at the Miccosukee Indian School as the Reading Specialist (Coach) for the BIE Reads! Grant..

Susan Fernandez - Dr. Fernandez is an educator who has taught at virtually every level of the education profession from early childhood to adult learners. She is presently serving as a reading coach at Norman S. Edelcup/Sunny Isles Beach K-8 while also teaching online through a SES provider, Learn It Systems. Susan facilitates professional development activities, serves as a mentor for university intern and field experience pre-service teachers and novice teachers, models effective instructional strategies for continual reformation, pens articles for educational journals, and facilitates presentations and workshops at education meetings and conferences. Susan earned her undergraduate and master's degree from Clemson University of South Carolina and educational leadership certification from Nova Southeastern University of Fort Lauderdale, Florida. In October of 2012, Susan completed her Doctor of Education degree in Educational Leadership PreK-12. Dr. Fernandez is presently working on an article for the Journal of Cases in Educational Leadership on education and poverty. Dr. Fernandez is presently working on an article for the Journal of Cases in Educational Leadership on education and poverty.

Cassandra Holmes - Ms. Holmes is a Kindergarten teacher at Eneida M. Hartner Elementary School. She is certified in Birth-3grade and Elementary Education (Grades 1-6) with the ESOL endorsement. Her accomplishments include Grade-Level Chairperson (Kindergarten and fourth grade) at Eneida Hartner Elementary, Rookie Teacher of the Year, and Steward of the Year for Access Center IV and Education Summit Facilitator (UTD). She is currently Department Chairperson for Pre-K, Kindergarten-First grade, Designated Steward (EMH), Steward of the Year Finalist, Region III, Executive Board Vice-President for Elementary Schools, Teacher Evaluation Oversight Task Force member (MDCPS/UTD), Early Childhood Task Force Co-Chair (MDCPS/UTD), Coordinator for Children Ministry ages 2-9 year old (New Birth Baptist Church) and a DEAF and Hard of Hearing Interpreter (NBBC). Mrs. Holmes obtained her Bachelor of Arts in Elementary Education from Florida Memorial University. She is currently pursuing her Master of Science in Reading at believes at Florida Memorial University and believe that this experience will help her develop the skills, knowledge, and techniques that will benefit all students in her classroom, and ultimately, in her community as a whole.

Annamaria Jerome-Raja - Dr. Jerome is an Assistant Professor of Special Education in the School of Education at Florida Memorial University. She graduated from Florida International University with a doctorate in Exceptional Student Education. Her interest areas are, computer assisted education, instructional strategies, classroom management, and behavioral interventions. She has worked with students with disabilities in various capacities. Her experiences include training teachers on the implementation of Active Student Response strategies in inclusive classrooms, behavioral interventions, and working with students on how to use instructional strategies through explicit instruction. She currently teaches undergraduate and graduate courses in special education, educational research and action research and is the coordinator of the Special Education programs at FMU.

Ingrid Louis - Ms. Louis is a graduate student of Florida Memorial University. She is currently attending Barry University seeking a Master's in Reading (Certification). The following are some of the professional development initiatives that Ingrid has attended: Analyzing Data to Drive Instruction, Secondary Reading Success Academy Middle School, Elementary Reading Standards, Differentiated Instructions, Digging into Data for BFE and Ready Schools.

Susan R. Massey - Dr. Massey received her Ph.D. in Special Education and Reading from the University of Miami. She is currently and Assistant Professor and coordinator of the Reading Department in the Institute for Education at St. Thomas University in Miami Gardens. Prior to attaining her Ph. D, Susan worked for the Ministry of Education in the Bahamas, where she was Teacher of the Year in 2003. Susan coauthored *Reading for The Classroom? Preparing Reading Teachers with Authentic Assessment* which provides assessment tools to help teacher educators get a complete picture of candidates' learning. Dr. Massey received the Senator Fredricka Wilson Award in 2010 for her contribution to education in Florida.

Alstene Lynch McKinney - Mrs. Mckinney has been called a "teacher's teacher". She has over forty years of teaching experience in the private and public sectors. She has been an elementary classroom teacher , a Title 1 teacher, a Title 1 facilitator, Reading teacher, educational specialist for Project Micro, Supervisor for Grants Administration , a Supervisor for Title 1 in Region 3, a consultant for Houghton Mifflin Book Company and the owner of a tutorial service the " Learning House" for 20 years. She has presented at the Florida Reading Conference, the first Florida Computer/Technology Conference and the International Reading Association Conference. Throughout her educational journey, Mrs. McKinney has observed students, elementary through college, increase their listening, speaking and writing vocabulary and stimulated their interest in reading. Additionally, she has seen boring content area subjects come "alive". The key, "Read-Alouds"!

Melissa Miller - Ms. Miller graduated from Miami Northwestern Sr. High School in May of 2006. She participated in the medical magnet program. However, she decided to change her major to Exceptional Student Education when she matriculated to Florida Memorial University in June of 2006. She always had a passion for reading and helping others achieve their maximum potential in life. She graduated with her Bachelor's degree in 2010 and was offered her first teaching position as a third grade teacher at Kelsey Pharr Elementary. She then decided to pursue a Master of Science in Reading at Florida Memorial University where she is currently a graduate student. She teaches at Kelsey Pharr Elementary and loves every moment of it. She is now a part of the Education Transformation Office (ETO) and is truly appreciates the training she receives that has helped her become a better teacher. The gradual release model with a focus on collaborative strategies has been a major asset to the success of her students.

Deneen Neilly-Johnson - Ms. Neilly-Johnson is a product of the Miami Dade County Public School System and graduated in 1981 from American Senior High. Her college career began at the University of Miami where she obtained a Bachelors of Science degree in Psychology in 1985. She also earned Masters' degrees in Guidance and Counseling (Mental Health Counseling), and Educational Leadership and Administration from Saint Thomas University. Along with the aforementioned she is Gifted and ESOL endorsed. She is currently a graduate student in the Master of Science in Reading Program at Florida Memorial University. She believes that all these experiences will enhance the development of her skills, knowledge, and techniques that will benefit all students and her community at large. Ms. Neilly-Johnson is a Guidance Counselor and ESOL teacher at Andover Middle School in the City of Miami Gardens.

Alda Noronha-Nimmo - Dr. Noronha-Nimmo is a Senior Associate Professor of Reading in the College Prep Department of Miami Dade College (MDC). She has also served as an instructor for the School of Education at MDC. Prior to joining MDC, Dr. Noronha-Nimmo worked for Dade County Public Schools where she taught Language Arts, Science and Mathematics to both elementary and secondary special education students and English Language Learners. She obtained her Bachelor of Science Degree in Special Education, two Master of Science Degrees in Special Education and Reading, and an Ed.D. in Curriculum and Instruction from Florida International University. Dr. Noronha-Nimmo is also the author of a reading textbook, *Read Your World*, published in the summer of 2011. She has established a scholarship fund for all proceeds from the sales of this textbook.

Desiree E. Perkins - Ms. Perkins is a Miami-Dade County Public Schools Reading Coach for the past 12 years , a Speech Language Pathologist for 18 years at the Child Please Read Tutorial Center, and a Private Practice- Reading Specialist. She holds a M.S.Ed. Reading/ESE from the University of Miami and a Bachelor of Science Degree in Speech, Language, Audiology Pathology from FSU/FAMU.

Jennie Ricketts-Duncan - Dr. Ricketts-Duncan is a faculty member in the Reading and Literacy Studies department at Barry University. She has 31 years K-12 experience in all areas and levels of literacy, reading and language arts education. She earned her Ph.D. in Curriculum and Instruction with specialization in elementary education, and Education Specialist (Reading) degrees from Barry University, a MS in Educational Leadership from Central Connecticut State University, and a BA in Elementary Education from the University of the West Indies, Jamaica W.I. Dr. Ricketts-Duncan is active in local, state, and international reading organizations. Her interest lies in teacher leadership and practices in reading, collaborative learning, and using children's literature to develop literacy and language art skills.

Anel Rodriguez - Ms. Rodriguez completed her high school education at Coral Gables Senior High. Following high school, she enrolled at Miami Dade College where she obtained an Associate in Arts Degree in Elementary Education, in 2007. She then worked as an after school care leader for Henry M. Flagler Elementary. Following that, she obtained her first real teaching job at the University of Miami's *Canterbury Preschool*. She graduated Magna Cum Laude, and I obtained my Bachelor's Degree in Elementary Education with endorsements in Reading and ESOL from Carlos Albizu University. She currently teaches 7th and 9th grade intensive reading classes at Doral Academy. Ms. Rodriguez is also currently a student in the Master of Science in Reading Program at Florida Memorial University.

Deborah Smith - Ms. Smith is a former elementary school teacher with Miami-Dade County Public Schools. She earned both her Bachelor of Science Degree in Elementary Education and the Master of Science degree in Reading from Florida Memorial University. She is currently an instructor in the School of Education at Florida Memorial University where she teaches developmental reading and critical-thinking courses to freshman students.

Nicole Yvette Strange-Martin - Dr. Strange-Martin is a Visiting Professor of Education in the Graduate Reading and Literacy Studies Program. For more than ten years, she taught undergraduate and graduate reading courses at Chicago State University (CSU) where she was an Associate Professor of Reading and Literacy. Currently, Dr. Strange-Martin is the Newsletter Editor for Concerned Educators of Black Students (CEBS): A special interest group of the International Reading Association (IRA). She has published articles in professional journals and newsletters. Dr. Strange-Martin also participated in the People to People Ambassador's Program – Language and Literacy Education Delegation in China. In addition, she was awarded the NEA Foundation Grant in Learning and Leadership to present at the Harris Manchester College in the University of Oxford, Oxford, England. She has over 15 years of experience teaching in educational settings. Dr. Strange-Martin has presented at several international, national and state and conferences on reading and literacy.

Jonell Studstill – Ms. Studstill is currently a graduate student at Florida Memorial University where she is pursuing a Master of Science in Reading degree. She is a graduate of Clark Atlanta University where she received her Bachelor of Arts degree in English. She has been inducted into the Alpha Upsilon Alpha, The National Honor Society of the International Reading Association and is a member of the Sigma Alpha Iota International Music Fraternity of Women Incorporated and the "I Have Dream" Foundation of Miami. Ms. Studstill believes that "that knowledge is not only powerful when it is received, but it is most powerful when it is given away." Therefore, gives back by tutoring with Everlasting Vitality and Love Child Development and Transitioning Partners Program.

Jeffrey Swain - Dr. Swain is a proud son of Miami. He is a graduate of Miami Northwestern Senior High School and has gone on to become an author, social commentator, professor and much sought after Ph.D. consultant. He is a *Phi Beta Kappa* graduate of Morehouse College where he majored in English. He later continued his studies in English at Atlanta University, then pursued and earned a Juris Doctor degree from the University of Miami's School of Law. After practicing law, he discovered that his real passion was education; so, he earned his Master of Science degree in Educational Leadership from Nova Southeastern University. Finally, Dr. Swain earned his Ph.D. with a specialization in Educational Leadership/Systems from the Union Institute & University. He is formerly an attorney, teacher and public school administrators with Miami-Dade County, and an adjunct professor at Barry University. Dr. Swain is currently director of the Department of Academic Support Services which works to retain freshmen at Florida Memorial University. He is the author of six books. His books have been featured in libraries throughout Dade County and bookstores in Washington, D.C. and Atlanta.

Elizabeth Maus Toledo - Ms. Toledo has been teaching in MDCPS charter schools for 4 years. She has her BS in ESE K-12 & her MS in Reading K-12. A few of her professional interests include reading comprehension, ESE & ELL learners, professional development and bullying in the school environment.

Darrius Watson - Mr. Watson was born and raised in Miami. He is currently enrolled in the Master of Science in Reading Program at Florida Memorial University and is the senior vice president of AUA International Reading Honors Society (beta row chapter) at FMU. Mr. Watson studied at Miami-Dade College where he received his Bachelor of Science in Exceptional Student Education (K-12). He is a currently a reading teacher at Miami Jackson Senior High School and is Reading/ESOL endorsed. He has taught EME2040 Introduction to Educational Technology for MDC School of Education. He has recently been honored by President Barak Obama for outstanding community service. He is the president of a faith-based non-profit organization Door to Hope. He is a mentor, educator, church/community leader, and delights in serving.

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SCHOOL OF EDUCATION

Acknowledgements

The School of Education sincerely appreciates the contributions and support of the following organizations, and individuals. Their invaluable generosity made the Summer Reading Institute possible.

Dr. Makola M. Abdullah, Provost and Vice President for Academic Affairs

Dr. I. Abdulaye, Associate Professor of Reading, School of Education

ACALECTICS

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Dr. M. Berry, Dean, School of Education

Mrs. Y. Bendross & Aramark

Mrs. K. Blue, Academic Service Assistant, School of Education

Professor A. Campbell, Miami Dade College

Mr. R. Dickey, FMU Manager of Technical Services,

FMU Nathan Collier Library

Dr. A. Jerome-Raja, Assistant Professor of Exceptional Student Education, School of Education

PEARSON

Dr. T. Riley, Associate Professor of Exceptional Student Education, School of Education

Thompson's Hospitality

Mrs. A. Williams, Administrative Assistant, School of Education

School of Education, Reading Graduate Students

All Presenters

All Attendees

SCHOOL OF EDUCATION

MISSION:

The professional education program at Florida Memorial University is designed to uphold and carry out the mission of the University to provide effective academic programs that lead to life-long learning and leadership through service. The dynamics of change have led to the continuation of high expectations in the quality of educators prepared at this institution, from increasing the diversity of the student population to revision of the program that addresses the use of technology in both preparation for and in instruction. Effective educators will demonstrate the attributes of high expectations in terms of scholarship, service, and research as they prepare to become professionals in their respective fields. Graduates of the teacher education program are noted for their professionalism and their belief that all children can learn. The School's vision may be captured by the following theme: Continuing the Heritage, Legacy and Tradition of Florida Memorial University: Preparing Constructivist, Competent, and Compassionate Educators, (C3E).

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3. One-page essay
4. Official Transcript(s) from all previously attended universities
5. Five (5) year Teaching Certificate or Passing Score on General Knowledge Test
6. \$40 Non-refundable Application Fee
7. An intake interview with program coordinator.

Graduation Requirements

- Successful completion of the required semester-hours
- A cumulative grade point average of 3.0 or higher
- A Passing score on the comprehensive exam or successful completion and defense of thesis
- Graduate Record Exams (GRE) score

Website: www.fmuniv.edu

SAVE THE DATE

2013 Summer Reading Institute
More information forthcoming

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SCHOOL OF EDUCATION'S VISION

*Continuing the Heritage, Legacy and Tradition of Florida Memorial University: Preparing Con-
structivist, Competent and Compassionate Educators.*

Notes

[illegible]