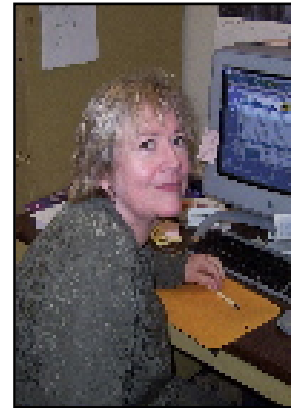




Friday, April 29, 2005

Issue: No Child Left Behind/Reading First Legislation
Title: “Core Reading Programs and Third Grade Retention in the State of Florida”
Speaker: **Anne McGill-Franzen, Ph.D.**
University of Tennessee



Issue: No Child Left Behind Legislation/Reading First Legislation
Panel Discussion: **Anne McGill-Franzen, Ph.D.**
Moderator: Susan C. Cantrell, Ed.D.
Collaborative Center for Literacy Development

This presentation will focus on the impact of core reading programs on students’ reading achievement and retention. Dr. McGill-Franzen will share findings examining the relationship between the content of core reading programs and third grade students’ FCAT achievement scores in the state of Florida.

Dr. McGill-Franzen is Professor of Reading in the Department of Theory and Practice in Teacher Education at the University of Tennessee. Her research interests are in the areas of early literacy, reading disabilities, assessment, policy and teacher development. She has published widely in journals such as The Reading Teacher, Reading Research Quarterly, Elementary School Journal, Journal of Educational Psychology, Language Arts and Journal of Educational Research. Dr. McGill-Franzen serves on the editorial review boards of several of journals and has been the National Reading Conference Program (NRC) Co-chair in the area of Policy, Assessment and Evaluation for several years. She is the recipient of the International Reading Association’s Nila Banton Smith Research Award for her longitudinal study of young children’s literacy development and the co-recipient of the Albert J. Harris Award for research in reading disabilities. Currently, she is Co-principal Investigator, with colleague Dr. Richard Allington, of an OERI funded study of the effects of access to books and summer school on the reading achievement of children from low-income families. Dr. McGill-Franzen is also senior researcher with the National Research Center on English Learning & Achievement (CELA), University at Albany, State University of New York, where she directed several literacy projects.

Date: April 29 – 30, 2005 • Location: Spindletop Hall, 3414 Ironworks Pike, Lexington, KY



Friday April 29, 2005 (cont.)

Time: 1:00 – 2:00 PM
Issue: Family Literacy
Title: “Sharing Knowledge: Literacy Learning at Home”
Speaker: **Flora Rodriguez-Brown, Ph.D.**
University of Illinois-Chicago



This presentation uses as context a family literacy program, Project FLAME, to explain how the home-school connection can be enhanced through family literacy programs. A conceptual framework created to make Project FLAME more responsive to the diversity of the families served will be described. The relevance of accepting and using home literacy practices as a steppingstone to new learning opportunities for the whole family will be discussed. Characteristics of programs that support and enhance learning at home will be described. Data will be presented to show how participation in a flexible family-centered literacy model has enhanced literacy learning at home. Program effects on children from families attending the program will also be discussed.

Flora V. Rodriguez-Brown is a professor in Curriculum and Instruction, and in the Literacy, Language and Culture Program at the University of Illinois at Chicago. She received her Ph.D. in Educational Psychology from the University of Illinois at Urbana-Champaign. Since 1982, she coordinates the teacher training programs for teachers of second language learners. She teaches courses in Bilingualism and literacy, Bi-literacy: Research, policy and practice, Home-school connections, and Learning in-and-out of school. She has been involved in family literacy with the Latino community in Chicago through Project FLAME since 1989. Her research interests are in literacy and second language learning, learning at home, socio-cultural issues in literacy learning, and the home-school connection. Her publications have appeared in the Reading Research Quarterly, The Reading Teacher and Education and Urban Society, among others. She has also contributed chapters in books. She has been a member of NRC for more than 10 years. She served as co-editor with Timothy Shanahan of the NRC Yearbook from 1997 to 2000. She was a member of the Editorial Review Board for the Journal of Literacy from 2000 to 2001. Currently, Dr. Rodriguez-Brown is serving on the Editorial Board of the Reading Research Quarterly and the Journal of Early Childhood Literacy. She has served as a member of the NRC Multicultural Issues Committee from 1995-1997 and the NRC International Issues Committee from 1998-2001.

Friday April 29, 2005 (cont.)

Time: 2:00 – 3:00 PM
Issue: Family Literacy
Title: TBA
Speakers: **Brenda Logan and Laura Westberg**
National Center for Family Literacy

Time: 3:00 – 3:45 PM
Issue: Family Literacy
Panel Discussion: **Flora Rodriguez-Brown, Brenda Logan, and Laura Westberg**
Moderator: Ellen McIntyre, Ph.D.
University of Louisville



This presentation will provide attendees with findings from a recent research synthesis related to family literacy. The mission of the National Center for Family Literacy is to create educational and economic opportunity for the most at-risk children and parents. NCFL's services include professional development for practitioners who work in children's education, adult education, English as a Second Language, and related literacy fields; model program development through our many ground-breaking initiatives; policy and advocacy support to sustain and expand literacy services for families; and the Family Literacy Alliance, a membership program. NCFL relies on the generous partnerships of many individuals, corporations and foundations to accomplish our mission. NCFL envisions a world where every child in every community receives the literacy support he or she needs from responsible, caring adults in order to succeed in school and in life.

Saturday April 30, 2005

Time: 8:45 – 9:45 AM
Issue: Equity Pedagogy/Closing the Achievement Gap
Speakers: **Linda Brown Thompson and Cheryl Brown Henderson**
The Brown Foundation

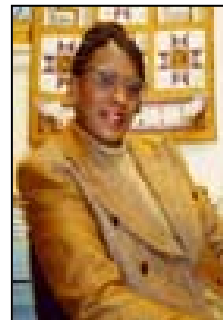


*Linda and Cheryl are two of the three children of the late Rev. Oliver L. Brown. Along with their mother and sister, the family is dedicated to preserving the historic legacy of the landmark U.S. Supreme Court decision of 1954, *Oliver L. Brown et al. v. the Board of Education of Topeka, et al.* The Browns were one of 13 African American families recruited by the NAACP to challenge the “separate but equal” U.S. Supreme Court ruling of 1896 permitting segregation in American schools. In the fall of 1950, the Browns and 12 other families in Topeka, Kansas were asked by the NAACP to try to enroll their children in white schools closest to their homes with the expectation they would be rejected. The schools refused to enroll the children--leading to the *Brown v. Board of Education of Topeka, Kansas* lawsuit. On May 17, 1954 the U.S. Supreme Court overruled the “separate but equal” clause and mandated that schools nationwide be desegregated. This landmark ruling, that “separate educational facilities are inherently unequal” marked the beginning of the end of legal segregation in the United States.*

Linda has been a Head Start teacher and at one time taught private music lessons in piano. She is currently program Associate with the Brown Foundation and serves as director of music for one of the Methodist churches in Topeka, where she has chaired several project committees. Cheryl has been a 6th grade teacher, university guest lecturer, a school guidance counselor, a state educational administrator and is currently Executive Director of the Brown Foundation. She has held memberships in 19 professional and civic organizations, and presently serves on various local, state, and national boards. She is past chair of Women Work, a national women’s network representing some 15 million women.

Saturday April 30, 2005 (cont.)

Time: 9:45 – 10:45 AM
Issue: Equity Pedagogy/Closing the Achievement Gap
Speaker: **Geneva Gay, Ph.D.**
University of Washington



Time: 10:45 – 11:15 AM
Issue: Equity Pedagogy/Closing the Achievement Gap
Panel Discussion: **Geneva Gay, University of Washington**
Moderator: Deneese Jones, Ph.D.
University of Kentucky

*Dr. Gay is highly respected for her research and teaching of curriculum theory, African-American culture, and multicultural education. In 1994, she received the Ann Baker Award, in honor of her distinctive leadership, scholarship, and service to women. She has published a book entitled, *At the Essence of Learning: Multicultural Education* (1994), and most recently presented a symposium with colleagues Dr. Ted Kaltsounis and Dr. Walter Parker called, “Multicultural Education and Democratic Citizenship Education at the Crossroads,” to the National Council for the Social Studies.*

*Professor Gay has contributed to numerous journals and books in these fields. Among the books to which she has contributed are *Teaching Ethnic Studies: Concepts and Strategies*, *Language and Cultural Diversity in American Education: Curriculum Guidelines for Multicultural Education*, and the *Handbook of Research on Multicultural Education*. She is the co-editor of *Expressively Black: The Cultural Basis of Ethnic Identity* and author of *At the Essence of Learning: Multicultural Education*. Her most recent book is *Culturally Responsive Teaching: Theory, Research, and Practice*.*