

**Response to APR Review  
Goals/ Timeline for LLSS  
January 4, 2008**

**Programmatic Issues:**

**Social Studies Concentration:**

**Issue:** To reconsider the Social Studies concentration and its place in LLSS.

**Goal:** To reclaim the Social Studies concentration and revive student enrollment by bringing a new focus to the area.

**Actions:**

The APR review team has asked LLSS to reconsider the Social Studies concentration and its place in our department. During Spring and Fall 2007, a group of faculty (Pence, Zancanella, Ortiz, G, Martinez) interested in this concentration met to consider several possibilities. One major area of concurrence among all these faculty members is that the Social Studies concentration remain in LLSS, and that the strengths of the faculty become the focus of the Social Studies concentration, i.e., Social Justice and Diversity. Based on these themes, a few new courses will need to be developed that assist social studies teachers in teaching the curriculum that is reflected in the NM Social Studies Standards (NM Public Ed. Dept). For these reasons, Dr. G. Martinez is designing a new course, Teaching New Mexico History in order to prepare teachers to meet the new requirements of the ninth-grade social studies curriculum. She will teach this class as an intersession course in Spring 2008. Furthermore, this same faculty have met to develop a Humanities cohort for the MA in LLSS that brings together both Social Studies and English Language Arts teachers with a focus on the themes of Social Justice and Diversity. The documents that they have produced are attached.

**Endorsements in Bilingual and TESOL education and Reading**

**Issue:** Heavy teaching and advising loads for MA program and endorsement areas:

**Goal:** Development of Certificate programs for BLE, ESL and Literacy

**Actions:** Bilingual/TESOL and Reading Coordinators will do the necessary paperwork for developing certificate programs.

**Timeline:** Develop paperwork necessary during Spring semester of 2008 for certificates in Bilingual Education, English as a Second Language, and Reading.

**Persons Responsible:** Coordinators: Holbrook Mahn, Don Zancanella

**Not enough Courses in Bilingual Education, TESOL and Literacy at Doctoral Levels**

**Goal:** Development of doctoral level courses in bilingual Ed, ESL and Literacy

**Timeline:** Academic year 08-09

**Actions:** BLE/ESL: further develop the rotation of LLSS 593 seminar in these two areas.

Bring in Visiting Scholars who can offer specialized doctoral seminars

Find funding source for visiting scholars

Develop one or two doctoral level courses for indigenous bilingualism

**EMLS: Low enrollments**

**Goal:** To convert the EMLS endorsement program into an on-line program

**Timeline:** Each semester courses will be put on-line so that whole program is on-line by May 2009.

### **Showcasing Practice to Scholarship:**

The APR review team highlighted the ground-breaking work LLSS faculty is doing in their research and service work with different communities in the state, and suggested better 'documenting that engagement... and of the impact of those relationships'.

Furthermore, the APR team suggested the development of a research center that would highlight LLSS' research in language, literacy and sociocultural studies. To those ends, several groups within the department have begun exploring several possibilities.

- **Research Center:** A group of faculty from across different programs has met monthly since August to consider the idea of a research center. They have investigated what the focus might be, the form it might take, and possible initial projects that might help to fund such an endeavor. A draft of a mission statement is included here, that will be discussed at the January 2008 retreat. In addition, a presentation will be made at that retreat by Mr. Frank Martinez of the Martineztown Neighborhood Association for a research project they wish to begin which includes a historical review of the role of the elementary school in that neighborhood, now named Longfellow Elementary School, and an action research project focused on the schools' present programs, and how these programs may or may not meet neighborhood needs. As this project has been described, it would require faculty and students with various areas of expertise: literacy, action research, sociohistorical foundations of education, bilingual education, and teacher professional development. This project could well become the seed needed for the Research Center. It would provide a focus for faculty with different expertise to work together towards a common goal. It would highlight a specific historical community in Albuquerque, and allow LLSS faculty to work with community members and teachers - a noted strength of this department.
- **Literacy Center/Institute:** The literacy faculty (Don Zancanella, Anne Calhoon, Rick Meyer, and Penny Pence) have been meeting regularly to discuss how they might collaborate on a project that would achieve several goals: 1) to better serve K-12 students who are making the transition from learning to read to reading to learn; 2) to pique the interest of K-12 student participants enough to increase their desire to stay in school; 3) to provide graduate assistantships to LLSS graduate students in literacy; 4) to provide undergraduates in the COE with opportunities for service learning related to literacy; and 5) to create a shared research agenda that can allow them to attract grant money and increase their scholarly output. They have outlined an after school project that provides at risk students with

opportunities to improve their abilities to read and write through the interpretation and production of multimedia and multigenre texts. The project will be housed in a neighborhood or school facility where there is a high population of at risk students. Undergraduates interested in pursuing a career in teaching will have an opportunity to work with students in a service-learning component; graduate students will assist in training and supervising undergraduates and in conducting research. This research will focus on student learning in the after school media rich environment created by the project. Specifically, they will focus on how students use and extend their existing literacies as they encounter, study, imitate, and produce texts grounded in their own interests. Faculty are currently seeking school and community partners, preparing a letter of intent to apply for a Spencer grant, and consulting with the College development officer to develop the full proposal and locate other possibilities for funding

- **IAIE: The Institute for American Indian Education** has had great success in recruiting and retaining American Indian students preparing to become teachers and administrators. Over the last two years, with the retirement of Drs. Suina and Pfeiffer, IAIE has struggled to retain some of its funding from the NMPED, and to bring in new grants focused on action research projects. The IAIE faculty have continued with their research projects despite these challenges. In an effort to better support these research projects (retention of college-age students, culturally appropriate curricula, tribally-controlled Charter schools, improvement of reading comprehension, and language revitalization), IAIE has requested legislative support for scholarships for American Indian students, particularly at the graduate level who can work in these research projects, and funding for a director's position for the Institute. The full-time director would be responsible for maintaining the positive relationships established by IAIE faculty with New Mexico's indigenous nations, and developing foundation and government funding for IAIE faculty research.
- **American Indian Language Policy Research and Teacher Training Center:** In conjunction with the work of IAIE, Dr. Christine Sims has been working with various New Mexico and other southwestern tribes on language revitalization efforts. Her work has been recognized by several state and national organizations. In September of 2007 she was asked to provide testimony to the House Labor and Education Committee in support of the Esther Martinez Language Act. During that same time, Dr. Sims successfully submitted a proposal to the UNM federal initiatives office that Congresswoman Heather Wilson has supported by developing legislation that would bring the Center to IAIE.
- **The Academic Literacy for All Project (ALA)**, is a five-year (ends 2012), \$1.5 million federal grant through the U.S. Department of Education designed to train more teachers in strategies to meet the academic needs of English Language Learners or ELL's. The ALA Project is a collaboration with the Secondary Education program in Teacher Education at the University of New Mexico, in a consortium with Los

Lunas Schools (LLS), a rural school district, and the Language and Cultural Equity department of Albuquerque Public Schools (APS).

It targets the different populations that influence the instruction that ELLs receive: 1) UNM faculty responsible for educating teacher candidates; 2) pre-service teachers; 3) APS and LLS professional development personnel; 4) APS and LLS classroom teachers; and 5) ELLs in APS and LLS.

The ALA project will conduct the following activities: 1) the creation of a professional development summer institute for UNM faculty, APS and LLS administrators, and classroom teachers; 2) the development of courses and curriculum in UNM programs involved in educating teachers; 3) the development of professional development teams in APS and LLS middle and high schools to educate teachers on fostering ELLs' language and literacy development as they learn content; 4) creation of an Academic Literacy for All website; and 5) collection of post-training assessments and data on ALA project initiatives' influence on APS and LLS ELLs' academic achievement. All of the initiatives are designed to build long-term capacity.

- The CEMELA grant was written 1) to create a cadre of 32 doc students who are experts in math education with an understanding of latino/a schooling issues, and 2) to increase the number of teachers who have an integrated knowledge of math education, bilingual education and sociocultural issues of Latinos. It is a five year grant = \$1.4 million until 2009 with a possible extension to 2010.

The primary objective of the CEMELA grant is to conduct research in four areas:

- 1) Teaching and teacher education
- 2) Families and communities
- 3) Student learning
- 4) Policy

#### **Enrollment/ Recruitment Issues:**

- LLSS has seen a slight dip in its enrollments. However, over the last four semesters approximately 170 non-degree students have registered for courses each semester that lead to the ESL, bilingual or literacy endorsements. While these students are included in the Student Credit Hour (SCH) count, they do not show as our students in terms of advisement. By developing certificate programs, these students will be counted as LLSS students, thus making a better case for faculty lines and for a graduate advisor position.  
Goal: Develop Certificate programs (see above).
- **Need to attract and recruit more NA and Hispanic students to Doctoral programs:**  
This issue is tied to the lack of offerings in bilingual education, TESOL, and literacy at the doctoral levels. It is also tied to the lack of robust scholarships that can help to support doctoral students all the way through their program. The

majority of our doctoral students are practicing educational professionals who have families and other financial responsibilities.

Goal: Develop a recruitment plan

Actions:

- The LLSS Personnel Committee will begin meeting in January 2008 to develop a recruiting and scholarship plan. One bright piece of news in relation to this endeavor is the endowment that the COE received in fall 2007, to support graduate students who are focused on educational issues that affect the southwestern United States. This may be one source for recruiting American Indian and Hispanic students.
- In addition, the Bilingual/ESL, and Literacy faculty will be working to develop more doctoral level courses with the assistance of visiting faculty (see below).
- The COE administration will have a functioning COE website by the end of February, as will LLSS. This will assist our recruitment efforts.
- Allow LLSS courses to be taught on the 4:30, 7:15 schedule. Our students cannot always make the 4:00 time slot and this affects our enrollments.
- The American Indian Education faculty will develop a proposal for a doctoral level focus on American Indian Education.
- Latin American Programs in Education Initiatives (LAPE):
  - Two separate *diploomas* or certificate pilot programs will be offered for university and English language instructors from Mexico in Summer 2008. These programs will boost SCH numbers by at least 100. Plans are to increase these offerings in 2009.
  - LAPE has also been planning to offer a MA with a concentration in bilingual education in Mexico for the Universidad Autónoma de Guadalajara and the Secretaría de Educación, Jalisco. This project may take an additional year's planning before it can start.

### Faculty Issues:

Facts about LLSS faculty

- Four retirements in 2006; two new faculty hired since (qualitative research/ African American education, and Navajo bilingual education)
- Two faculty have gone to associate dean positions – no replacements
- Two faculty, one lecturer went to Teacher Ed – no replacements
- Two faculty left UNM, no replacements
- One faculty to chair's position
- One lecturer added in ESL; future funding uncertain
- Junior faculty heavily involved in doctoral program
- More senior faculty heavily involved in MA programs
- Only two full professors.
- Requested one faculty position in reading in Spring 2007; denied

Goal: To hire senior level faculty who can help mentor junior faculty and bring in substantial grants.

## Social Studies Concentration

Topic	Discussion	Action	Dates	P. Responsible
MA Soc St concentration		<p>Develop a 2-page position paper on the present and future of the MA program in social studies that emphasizes:</p> <ul style="list-style-type: none"> <li>• Identifies a theme or concept for the program e.g., Social Justice, Diversity, etc.</li> <li>• Articulates LLSS claim of the courses,</li> <li>• Identifies key faculty in LLSS that can participate,</li> <li>• Identifies adjunct faculty from pool of expert Ph.D. social studies teachers</li> <li>• Use diplomatic language</li> <li>• Minor changes in the credit hours on current MA program of studies</li> </ul> <p>Meet with Rebecca Blum-Martinez</p>	March 2008	Ad hoc social studies committee
MA Soc St concentration	Revise this concentration so that it partners with literacy and is organized around a theme of social justice	Meet with literacy and ad hoc social studies committee to organize the program into a cohort program	Spring 2008	Ad hoc Social Studies committee and literacy faculty
Coordination of Social Studies concentration	<p>Maintain LLSS role in:</p> <ul style="list-style-type: none"> <li>• advisement</li> <li>• teaching courses for licensure (LLSS432)</li> </ul>	<p>Meet with Rebecca Blum-Martinez</p> <p>Develop a plan</p>	<p>February 2008</p> <p>Spring 2008</p>	Ad hoc SS committee

	<ul style="list-style-type: none"> <li>• Create a few new courses, i.e., Teaching the history of NM</li> <li>• Coordinator for SS.</li> </ul>			
MA SS Concentration	Get approvals for revised concentration	<ul style="list-style-type: none"> <li>• Present to LLSS faculty</li> <li>• Develop necessary curricular forms</li> <li>• Advertise</li> </ul>	Fall 2009	Ad hoc SS committee

### Certificate Programs

Topic	Discussion	Action	Dates	P. Responsible
Bilingual & ESL endorsement	Develop certificate program for BIE and ESL endorsements	<ul style="list-style-type: none"> <li>Fill out paperwork needed for official certificate program</li> <li>Once approved advertise certificate programs</li> </ul>	Spring 2008 Spring and Summer 2008	H. Mahn (coordinator) Department Staff with BIE coordinator
Reading endorsement	Develop certificate program for endorsement in reading	<ul style="list-style-type: none"> <li>Fill out paperwork needed for official certificate program</li> <li>Once approved advertise certificate program</li> </ul>	Spring 2008 Spring and Summer 2008	D. Zancanella (coordinator) Department staff with Literacy Coordinator



Develop doctoral level courses in Bilingual and ESL education and Literacy

Topic	Discussion	Actions	Dates	P. Responsible
BLE/ESL	Continue rotation of L.ESS 593 Topics courses	Schedule Topics courses once a year	Continuing	H. Mahn Coordinator and BLE/ESL faculty
BLE/ESL	Continue to prepare doctoral students to teach MA classes	Offer doctoral seminar in the teaching of specific courses	Continuing	H. Mahn and BLE/ESL faculty
BLE/ESL	Add doctoral seminars in BLE/ESL.	Based on the most successful topics courses offered, develop four B's for new courses	Continuing	Coordinator and BLE/ESL faculty
BLE/ESL	<ul style="list-style-type: none"> <li>Work with Visiting Scholar to develop a doctoral seminar</li> <li>Investigate possibilities for this to be an on-going offering</li> </ul>	<ul style="list-style-type: none"> <li>Offer a doctoral seminar to be taught by Dr. Sandra Savignon (visiting scholar)</li> <li>Look for funding for continual teaching</li> </ul>	Spring 2008	Visiting Scholar and BLE/ESL faculty
Indigenous BLE	Develop two doctoral level courses	<ul style="list-style-type: none"> <li>Offer courses first as topics courses.</li> <li>Develop form B's</li> </ul>	Spring & Fall 2008	Department chair, BLE/ESL coordinator, COE administration
Literacy	Begin Rotation of L.ESS 593 Topics courses	Offer courses	Academic year 06-09	Des. Manuelito and Sims
Literacy	Prepare doctoral	Schedule Topics courses once a year	Beginning Fall 2008 and continuing	Literacy Coordinator and faculty
Literacy		Offer doctoral	Beginning Fall	Literacy

<p>1 tieracy</p>	<p>students to teach MA classes</p> <ul style="list-style-type: none"> <li>• Work with Visiting Scholar to develop a doctoral seminar</li> <li>• Investigate possibilities for this to be an on-going offering</li> </ul>	<p>seminar in the teaching of specific courses</p> <ul style="list-style-type: none"> <li>• Offer a doctoral seminar to be taught by Dr. Smokey (visiting scholar)</li> <li>• Look for funding for continued teaching</li> </ul>	<p>2008 and Continuing</p> <p>Fall and Spring 08-09</p>	<p>Coordinator and faculty</p> <p>1 tieracy</p> <p>Department chair, coordinator, COE administration</p>
<p>1 tieracy</p>	<p>faculty line</p>	<ul style="list-style-type: none"> <li>• Develop justification for faculty line</li> <li>• Include request in budget</li> </ul>	<p>Fall 2007, Spring and Fall 2008</p>	<p>1 tieracy</p> <p>coordinator, 1.1 SS chair, COE Interim dean</p>

### Showcasing Practice and Scholarship

Topic	Discussion	Actions	Dates	P. Responsible
Research Center	<p>An Ad Hoc Committee made up of faculty from all programs was formed and has discussed a mission statement, funding possibilities, possible center structures, and interdisciplinary work</p> <p>If the proposal for Mantlestown is accepted by I.J.S.S faculty, proposals would be written.</p>	<ul style="list-style-type: none"> <li>The Ad Hoc committee has reported to the I.J.S.S faculty twice for further discussion</li> <li>I.J.S.S faculty will hear a proposal from the Mantlestown neighborhood group about an action-research project.</li> <li>A mission statement will be developed for further discussion</li> <li>Andrew Lipman (development officer) will meet with I.J.S.S faculty</li> </ul> <p>Write proposals for work and for funding</p>	<p>Fall 2007</p> <p>January 2008</p> <p>Spring 2008</p> <p>January 2008</p> <p>Spring 2008</p>	<p>Ad hoc committee</p> <p>Chair</p> <p>Ad hoc committee</p> <p>Chair</p> <p>Chair, Ad hoc committee, Andrew Lipman</p>
Research proposal focused on language issues	<p>As a part of the research center, a proposal around language issues would be developed</p>	<ul style="list-style-type: none"> <li>Faculty meet with Visiting scholar</li> <li>Develop proposal for funding</li> <li>Meet with Andrew Lipman</li> </ul>	Spring 2008	<p>Visiting Scholar Sandra Savignem, Chair, faculty interested in language issues.</p>
AJ.A (Academic Literacy for All) project	<p>The AJ.A Project is a collaboration with the</p>	<p>1) the creation of a professional development</p>	5 year funding 2007-2012	H. Malin, I. Ortiz, et al.

<p>CEMELA project</p>	<p>Secondary Education program in Teacher Education at the University of New Mexico, in a consortium with Los Lunas Schools (LLS), a rural school district, and the Language and Cultural Equity Department of Albuquerque Public Schools (APS). It targets the different populations that influence the instruction that ELLs receive: 1) UNM faculty responsible for educating teacher candidates; 2) pre-service teachers; 3) APS and LLS professional development personnel; 4) APS and LLS classroom teachers; and 5) ELLs in APS and LLS.</p>	<p>summer institute for UNM faculty, APS and LLS administrators, and classroom teachers; 2) the development of courses and curriculum in UNM programs involved in educating teachers; 3) the development of professional development teams in APS and LLS middle and high schools to educate teachers on fostering ELLs' language and literacy development as they learn content; 4) creation of an Academic Literacy for All website; and 5) collection of post-training assessments and data on A-LA project initiatives' influence on APS and LLS ELLs' academic achievement.</p>	<p>Five year grant = \$1.4 million until 2009 with a possible extension to 2010.</p>	<p>Dr. Celdon-Pajichis, and Rick Kitchen, Co PI's.</p>
<p>New Literacies Center (his research project could become a part of the larger Research Center)</p>	<p>The CFMELA grant was developed 1) to create a cadre of 32 doc students who are experts in math education with an understanding of latino/a schooling issues, and 2) to increase the number of teachers who have an integrated knowledge of math education, bilingual education and sociocultural issues of Latinos.</p>	<p>To conduct research in four areas: 1) Teaching and teacher education 2) Families and communities 3) Student learning 4) Policy</p>	<p>Begin researching possible funding sources – Spring, 2008 Writing proposal – Fall 2008</p>	<p>Literacy Coordinator, literacy faculty, Visiting Scholar Harvey Daniels, Andrew Lipman</p>

	<p>be utilized to help struggling readers become engaged in new literacy practices, i.e., the design of web-pages, public service announcements, videos, etc.</p>	<ul style="list-style-type: none"> <li>• Graduate students supervise the undergrad literacy leaders</li> <li>• Preparation of research into the effectiveness of using new literacies with struggling readers</li> </ul>		
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Showcasing Practice and Scholarship: Institute for American Indian Education

Topic	Discussion	Actions	Dates	P. Responsible
Scholarships for American Indian students, with special emphasis on graduate students	IAIE has had great success in helping American Indian students graduate. Funding has dwindled in the last year, however.	<ul style="list-style-type: none"> <li>▪ Write a proposal for scholarship funding</li> <li>• Meet with Marc Saavedra and D. Howell to seek legislative support for funding</li> <li>• Continue to seek funding from federal and foundation sources</li> </ul>	<p>Summer 2007</p> <p>December 2007</p>	<p>Coordinator: M. Belgarde</p> <p>Coordinator: A. Calhoun, R. Blum Martinez</p>
Director of IAIE	IAIE has been managed by a project manager who has managed the grants that support student scholarships. However, this position is limited in terms of positioning IAIE nationally, and in helping IAIE faculty	<ul style="list-style-type: none"> <li>• Seek a director's position from legislative funding</li> <li>• Write letter to legislators</li> <li>• Seek funding through grants</li> </ul>	<p>December 2007</p> <p>January 2008</p> <p>Academic year 08-09</p>	<p>Coordinator: A. Calhoun, R. Blum Martinez, Marc Saavedra, Dick Howell</p> <p>A. Calhoun</p> <p>A. Calhoun, and IAIE faculty, Andrew Lipman</p>

<p>American Indian Language Policy Research and Teacher Training Center</p>	<p>obtain funding for their research projects  This center has been proposed as one of UNM's Federal Priorities, and supported by Congresswoman Heather Wilson.</p>	<ul style="list-style-type: none"> <li>• Write proposal for Federal Priorities</li> <li>• Testify House Labor and Education committee</li> <li>• Create legislation that would fund American Indian language initiatives (Esther Martinez Language Act)</li> <li>• Propose federal funding</li> <li>• Seek federal and foundation funding</li> </ul>	<p>Academic year 07   August 2007   Fall 2007   Fall 2007   Continuous</p>	<p>Dr. Christine Sims, Dick Howell   Dr. Christine Sims   Federal legislators   Congresswoman Heather Wilson  Dr. C. Sims, IALE Coordinator and/or Director, Andrew Lippman</p>
<p>Funding for IALE research projects</p>	<p>Faculty in IALE have robust research agendas that need to be funded, for example, Developing Tribal Charter Schools, Culturally Appropriate Curricula, Improving Reading for Struggling Indigenous Children,</p>	<ul style="list-style-type: none"> <li>• Seek federal and foundation support for research projects</li> <li>• Recruit graduate students that can assist with research</li> </ul>	<p>Continuous</p>	<p>Project Manager, Coordinator, Director, IALE faculty, Chair of LISS, COE administration</p>

	<b>Supporting Indigenous Undergraduates, etc.</b>				
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## Proposed Timeline for Conversion of EMLS Program to Online Status

#	Milestones	Target Date	Status
M1	Meet with Rebecca to discuss establishment of online classes for all EMLS classes.	1/30/2008	Done
M2	Agree to prepare timeline in preparation for classes.	1/30/2008	Done
M3	Thoroughly examine previous teaching materials to weed out the dross, then restructure the valuable components in order to have a clearer sense of what is valuable to incorporate in developing effective outcomes statements.	Early Spring semester 2008	Begun and ongoing
M4	Attend OSET brown bag to learn more about assessment components of course structure for online classes.	1/31/2008	Done
M5	Check materials from previous classes I have taken to review ISD and planning strategies to implement in course goal statements and syllabi. Locate specific verbiage from January OSET class. Develop fluency in writing and assigning rubrics to coursework.	2/2008	Begun and ongoing
M6	Continue to attend OSET offerings whenever possible.	Spring 2008	Ongoing
M7	Contact Sarah Henderson to inform her of new plans. She agrees to meet with me to explore the concept.	1/31/2008	Done
M8	Wait for pay issue to be identified before exploring cataloging class further. I will meet with Media Technologies prior to meeting with Sarah, so I can discuss the scope of the project with clarity.	2/2008	
M9	Consult with Rebecca to learn remuneration for PTIs.	2/2008	
M10	Reflect, and write student learning outcomes. Report to Rebecca, share drafts.	2/2008	
M11	Contact Media Technology Services to learn more about Web-CT Vista. Establish an appointment. Attend first planning session with materials prepared in advance.	Early 2/2008	
M12	Use new information to develop a systematic approach to codifying plans.	Early 2/2008	
M13	Contact Laurel Lampela to see if she will permit me to sit in on a session of her i-Movie class; if so, determine with her if I could request a student to assist with digital video recordings of dramatic re-creations of library service issues.	2/2008	
M14	Initiate contact with relevant departments at UNM, such as Drama, Media Arts, etc. to drum up local talent.	Early 2/2008	
M15	Share written documentation with Rebecca.	Ongoing	


## Proposed Timeline for Conversion of EMLS Program to Online Status

M15	Identify the broad learning goals of the program.	Before 3/2008	
M17	CARCs officially appointed in the Colleges. Find out who the CARC and DARC team members are in COE; keep them in the planning/information loop. CARC teams to report to Provost.	2/15/2008	
M18	Identify broad learning goals of the EMLS program, in writing.	3/3/2008 3 weeks 3/24/2008	
M19	Rebecca receives, reviews, and approves all planning documents to the point of completion prior to her departmental deadlines. Feedback is assumed. Multiple measurable end-of-program student learning objectives (outcomes) are identified for EMLS.	3/10/2008 2 weeks Prior to 3/24/2008	
M20	Final version of assessment plans for EMLS due to Rebecca. Chairs prepare to submit assessment plans to Interim Dean after reviews.	2 weeks Before 5/15/2008	
M21	CARCs review and score assessment plans using an established rubric. Revise as needed. Approvals or revisions issued.	3/15/2008 to 7/15/2008	
M22	Outcomes Assessment Planning Manager reviews and approves written plans, reports, and timeline, offers feedback, consulting for clarification, if needed. To be done from Rebecca's office. Chairs submit written assessment plans to Interim Dean of COE; demonstrate congruence with objectives of online courses, syllabi, etc.	June/August 2008	
M23	Deans submit to Provost both full program assessment plans and summary report on progress made in the development of assessment plans, to include number and % of plans submitted, lists of degree programs still working on their assessment plans, and dates for the submission of those plans.	6/15/2008	
M24	Prepare paperwork for the following deadline: Departments submit annual progress report on Assessment of Student Learning for the 2007/2008 academic year to their Dean	6/1/2008 2 Weeks Prior to 6/15/2008	
M25	Verify that paperwork is complete for Interim Dean to present regarding rubrics, etc.	7/1/2008 4 Weeks Prior to 8/1/2008	
M26	Check Provost's Outcomes Assessment website for approvals.	9/1/2008	
M20	Prepare revisions, if any, and submit to Rebecca for deadline for revised assessment plans.	10/1/2008 2 Weeks Prior	

Leslie Chamberlin [esabody@uom.edu](mailto:esabody@uom.edu) 277-7260  
EMLS Program, Tireman Library

Proposed Timeline for Conversion of EMLS Program to Online Status

		to 10/15/2008	
M21	Be prepared for CARC to revisit and score revised assessment plans, if any, following the established rubric. Consultations may be needed if clarifications are necessary. CARC recommendations to be issued.	12/15/2008	
M22	HLC Site Visit. Be prepared to speak knowledgeably about EMLS program, outcomes, syllabi, online preparations, and defense of entire EMLS program.	4/6-8/2009	
M23	Departments submit annual progress reports to Deans. Paperwork to be complete before deadlines.	6/1/2009 2 Weeks Prior to 6/15/2009 Deadline	
M24	CARCs review and score assessment rubrics again, final approval or revisions determined. Deans submit summary reports to Provost.	5/2009 1 Month ahead of 6/1/2009 to 7/15/2009 deadline	

  
 Leslie Chamberlin [satchov@uconn.edu](mailto:satchov@uconn.edu) 277-7260  
 EMLS Program, Tireman Library

LLSS 593.009  
Seminar Lang Acquisition



## SPRING 2008

**LLSS 593: ADVANCED SEMINAR IN  
COMMUNICATIVE LANGUAGE ANALYSIS AND TEACHING  
VISITING SCHOLAR: DR. SANDRA SAVIGNON  
PROFESSOR (EMERITA), PENN STATE UNIVERSITY**

This seminar looks at both the theory and practice of communicative language teaching (CLT). In our readings, we will consider current cognitive, linguistic, sociolinguistic, and sociocultural approaches to describing second/foreign language development with a view to identifying the theoretical foundations of teaching practice which has for its goal the development of learner communicative competence. We will then look at interpretations and implementations of CLT in a range of settings, in New Mexico and the Southwest, as well as worldwide, along with some of the problems and controversies that have resulted. Seminar participants will complete a research paper on a topic of special interest.

Instructional Objectives: This is a seminar to allow for in-depth analysis and individual research on a topic that has become central to discussions of second/foreign language teaching worldwide. An examination of primary theoretical sources in linguistic and second language acquisition (SLA) theory along with perspectives in sociocultural context in language teaching and curricular innovation provide the basis for an individual research project on some facet of CLT. Students will be encouraged to explore their own experiences and interests to ultimately determine the content of the seminar and the focus of their research. A diversity of participant ethnic and linguistic backgrounds from New Mexico and beyond, including Asian, European, South and North American, hopefully will enhance discussion and learning. Students will develop scholarly research and writing skills as they are guided through drafts of project proposals and written reports, as well as skills at analyzing communicative language data. Class discussion will encourage learners to appreciate language learning and teaching as complex social phenomena.

Tentative list of required readings:

- Cameron, Deborah. 2001. *Working With Spoken Discourse*. Sage.  
Canagarajah, Suresh. 2004. *Reclaiming the Local in Language Policy and Practice*. Edhaum.  
Savignon, Sandra J. 1997. *Communicative Competence: Theory and Classroom Practice*, 2nd edition. Mc Graw Hill.  
Savignon, Sandra J. 2002. *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. Yale University Press.  
Wardhaugh, Ronald. 1999. *Proper English: Myths and Misunderstandings about Language*. Blackwell.

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## CURRICULUM VITAE

## SANDRA J. SAVIGNON

## EDUCATION

Diplôme d'Etudes Françaises, 1er and 2eme degrés, Université de Grenoble, France, 1960

B.A. *summa cum laude* (French/Education) University of Illinois at Urbana-Champaign, 1961

M.A. (French Literature) University of Illinois at Urbana-Champaign, 1962

Ph.D. (Education) University of Illinois at Urbana-Champaign, 1971

## ACADEMIC POSITIONS

Instructor, Coe College, Cedar Rapids, Iowa (N.D.E.A. French Institute), Summers of 1962, 1963, 1964.

Co-Director, Classrooms Abroad Study Program, Vichy, France, Summer, 1968

Teaching Assistant in French, University of Illinois at Urbana-Champaign, 1963-1964, 1965-1969.

Instructor in French, University of Illinois at Urbana-Champaign, 1970-1971.

Assistant Professor of French, University of Illinois at Urbana-Champaign, 1971-1974.

Associate Professor of French, University of Illinois at Urbana-Champaign 1974-1984

Associate Professor of Secondary Education, University of Illinois at Urbana-Champaign, 1974-1984.

NEH Lecturer, NEH Institute for Teachers of Modern Languages, Purdue University, Summers of 1975, 1981, 1984.

Professor of French, University of Illinois at Urbana-Champaign, 1984-1997.

Professor of English as an International Language, University of Illinois at Urbana-Champaign, 1984-1997.

Distinguished Professor, International TESOL Summer Institute, University of Michigan, Summer, 1990.

Visiting Professor of English Languages and Literatures, University of Lyon II, France, 1992-1993

Professor of Speech Communication, The Pennsylvania State University, 1977-2000

Professor of Applied Linguistics, The Pennsylvania State University, 2006-present

#### AWARDS, FELLOWSHIPS, HONORS

University of Illinois Bronze Tablet, 1961.

Woodrow Wilson National Fellowship, 1961-1962.

University of Illinois Graduate Fellowship, 1962-1963.

University of Illinois Summer Faculty Fellowship, 1972, 1974.

TOEFL (Test of English as a Foreign Language) Committee of Examiners, Educational Testing Service 1972-1974.

Robert J. Ludwig National Distinguished Foreign Language Leadership Award, New York State Association of Foreign Language Teachers, 1984.

Kenneth W. Mildenerger Medal, Modern Language Association of America, 1984. Awarded for a distinguished research publication in the teaching of foreign languages and literatures.

Lilly Foundation Teaching Fellow Mentor, University of Illinois at Urbana-Champaign, 1987.

Land of Lincoln Leadership Award, Illinois Foreign Language Teachers' Association, 1988.

Distinguished Professor, International TESOL Summer Institute, University of Michigan, 1990.

Modern Language Association of America Advisory Committee on Foreign Languages and Literatures, 1990-1992.

President, American Association for Applied Linguistics, 1992-1993.

Convener, Scientific Commission on Language Teaching and Language Teacher Education, International Association for Applied Linguistics (AIILA), 1996-2005.

Distinguished Alumni Award, College of Education, University of Illinois at Urbana-Champaign, 2005.

CALLCO Journal award for the Outstanding Article in the 2003-2004 volume.

#### PUBLICATIONS

##### BOOKS

*Communicative Competence: An Experiment in Foreign-Language Teaching*. Philadelphia: The Center for Curriculum Development, 1972. Pp. x and 115.

*Changing Patterns in Foreign-Language Programs*. (with W. M. Rivers, Louise M. Allen, Richard J. Scanlan). Rowley, Mass.: Newbury House, 1972.

*Films for French: A Teacher's Guide*. Urbana: University of Illinois, 1973. Pp. 67.

*Voix et Vitages de la France* (with R. Couliombe, J.C. Barré, Cynthia Foster and Norman Postle). Chicago: Rand McNally & Co., 1974. Pp. xvii and 540.

*Communicative Competence: Theory and Classroom Practice*. Reading, Mass.: Addison-Wesley, 1985. Pp. viii and 312.

*Initiatives in Communicative Language Teaching*. Reading, Mass.: Addison-Wesley, 1984. Pp. 213 + iv (with M. Berns).

*Initiatives in Communicative Language Teaching II*. Reading, Mass.: Addison-Wesley, 1987. Pp. 244 + iv (with M. Berns).

*Communicative Competence: Theory and Classroom Practice*, 2nd edition. New York: McGraw-Hill, 1997. Pp. 288 + xiii.

*Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. New Haven: Yale University Press, 2002. Pp. 243 + x.

## RESEARCH REPORTS

"Dictation as a Measure of Communicative Competence in French as a Second Language," Final Report, U.S. Department of Education Research Project, Federal Program S4.017, International Research and Studies Program, September, 1982. 55 pages.

## ARTICLES AND CHAPTERS IN BOOKS

"A L'écoute de France-Inter: The Use of Radio in a Student-Centered Oral French Class." The French Review, 46, 2 (December 1972), 342-349.

"Teacher Preparation in Foreign Languages for the Junior-Community College." In W. M. Rivers, Louise M. Allen, Sandra J. Savignon, and Richard J. Scanlan, eds., Changing Patterns in Foreign Language Programs, Rowley, Mass.: Newbury House, 1972, pp. 98-108.

"Teaching for Communicative Competence: A Research Report," Audio-Visual Language Journal, 11, (April 1973), 153-162.

"Educational Films: Are They Really Worth It?" American Foreign Language Teacher, 3, 3 (Spring 1973), 13-15 & 37.

"Just for French: Student Teachers Look at Educational Films," Lens and Speaker, 10, 2 (Spring 1973), 3-6.

"Talking with my Son: An Example of Communicative Competence," in F. Gritzer, ed., Careers, Communication and Culture, Skokie, Illinois: National Textbook Co., 1974, pp. 26-40. Translated and reprinted as "En parlant avec mon fils, on s'apitue à la communication." Le Français dans le Monde, 132 (October 1977), 6-13.

"Lecture on Communicative Competence." LECTOS, 1 (April 1974), 87-99.

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Reprinted in English Teaching Forum XVI, no 2 (April 1978), 2-5, 9.

Reprinted in AATE National Bulletin, Vol. 2, no 2, (November 1976).

Reprinted in E. Limer and P. Westphal, Developing Communication Skills Rowley, Mass.: Newbury House, 1978.

Reprinted in D. Bouchard and L. Spaventa, A TESOL Anthology, Washington, D.C. International Communication Agency, 1980.

"Foreign Language Attitude Survey for Teachers (FLAST)", Canadian Modern Language Review, 32, 302-304 (1976) (with R. De Garcia and S. Reynolds).

"On the Other Side of the Desk: Teacher Attitudes and Motivation in Second Language Learning," Canadian Modern Language Review, 32, 3, (February 1976), 295-305.

"Language Assessment: Where, What and How," Anthropology and Education, Vol. VIII, no. 2 (May 1977), 83-91 (with Courtney B. Cazden)

"Communicative Competence: Theory and Classroom Practice" SPÉAQ (Revue de la Société pour la Promotion de l'Enseignement de l'Anglais au Québec) Vol. I, no. 3, (Fall 1977), 4-15.

"A Letter to My Spanish Teacher," Canadian Modern Language Review, 37 (1981) 746-750.

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"Communicative Competence: Theory and Classroom Practice," Curriculum Clearing House Newsletter, June 1984, Pp. 18-19.

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distributed by the U.S. Information Agency. Winter 1987, pp. 12-26.

"Communicative Language Teaching: An Overview," Theory Into Practice (Ohio State University), Autumn 1988, and article in special issue on foreign language education in U. S. schools and universities, Autumn 1987, pp. 233-242.

"Implementation of the ILR/ACTFL Guidelines at the High School and University Level," in A. Valdian, ed., Proceedings of the Indiana Symposium on the Evaluation of Foreign Language Proficiency, Bloomington, Ind.:Indiana University, 1987.Pp. 295-297.

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Reprinted in B. VanPatten and J. Lee, eds., Second-Language Acquisition and Foreign Language Learning,Oxford: Multilingual Matters, 1990, pp. 185-197.

"Second Language Learning and Evaluation:From Theory to Classroom Practice," in D. Koike and A. Simoes, eds. Negotiation of Meaning,Austin: University of Texas, (1990), pp. 7-24.

"Les recherches en didactique des langues et l'approche communicative,"Études de Linguistique Appliquée, 77 (1990): 29-46.

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On the Interpretation, Expression, and Negotiation of Meaning, In Barbara Freed, ed. Foreign Language Acquisition Research and the Classroom, Lexington, MA: D. C. Heath, 1990, pp. 31-45..

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Language, Identity, and Curriculum Design: Communicative Language Teaching in the 21<sup>st</sup> Century. In Van Esch, C & O. Sinn John (eds.) New Insights in Foreign Language Learning and Teaching, 71-88. Frankfurt Am Main: Peter Lang Verlag, 2004.

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Review of H. Kianaravadijeju. Beyond Methods: Microstrategies for Language Teaching. World

Spanish, 25 (2004), 308-330.

Communicative Language Teaching: Strategies and Goals. In E. Hinkel, ed., Handbook of Research in Second Language Teaching and Learning, 635-652. Mahwah, NJ: Erlbaum, 2005.

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Gender and Power in Applied Linguistics: The Epistemological Challenge, International Journal of Applied Linguistics, 16: 83-92 (2006).

Writing to Mean: Computer-Mediated Feedback in Online Tutoring of Multidraft Compositions, CALICO Journal, 24: 97-114 (2006) (with Chiu Chi-yen).

Face-to-Face and Computer-Mediated Peer Review in EFL Writing, CALICO Journal, 24: 269-290 (2007) (with Ho Mei-ching).

Beyond Communicative Language Teaching: What's Ahead? Journal of Pragmatics 39: 207-220 (2007).

#### EDITORSHIP

Founder and Editor, Addison-Wesley Second Language Professional Library, (Reading, Mass.: Addison-Wesley). The following volumes have been published:

L. Ventriglia, Conversations of Miguel and Maria, 1982.

N. Wallerstein, Language and Culture in Conflict, 1983.

S. Savignon, Communicative Competence: Theory and Classroom Practice, 1983.

S. Savignon and M. Berns, Initiatives in Communicative Language Teaching, 1984.

S. Smith, The Theater Arts and the Teaching of Second Languages, 1984.

J. Higgins and T. Johns, Computers in Language Learning, 1984.

B. Mohan, Language and Content, 1986.

F. Dubin, D. Eskey, and W. Grabe, Teaching Second-Language Reading for Academic Purposes, 1986.

J. Penfield, The Media: Catalysts for Communicative Language Teaching, 1987.

G. Cantoni-Harvey, Content Area Language Instruction, 1987.

U. O'Connor and R. Kaplan, Writing Across Language: Analysis of L2 Texts, 1987.

L. Dutton, Culture Learning: The Fifth Dimension in the Language Classroom, 1987.

S. Savignon and M. Berns, Intercultural Communication: Language Typology II, 1967.

H. Andersen-Cornin and C. Zappa, Language and Children: Making the Match, 1968.

R. Kaplan and M. Gairn, Applied Linguistics, 1968.

#### PAPERS AND/OR LECTURES GIVEN

"Teacher Preparation in Foreign Languages for the Junior-Community College," Illinois Conference on Foreign Languages in Junior and Community Colleges, March 25, 1972.

"Letting the Student Say What He Means," Central States Conference on the Teaching of Foreign Languages, Chicago, April 7, 1972.

"Practical Suggestions for Teaching and Testing Communicative Skills," Joliet, Illinois School District Foreign Language Workshop, October 19, 1972.

"Media in Foreign Language Education," Semi-annual Convention, Downstate Chapter (Illinois), American Association of Teachers of French, Peoria, Illinois, November 12, 1973.

"Making Language Learning Meaningful," TESOL (Teachers of English to Speakers of Other Languages) Convention, San Juan, Puerto Rico, May 13, 1973.

"Other Peoples' Languages: A Game Everyone Can Play," Keynote Address, Indiana Foreign Language Teachers' Association, Indianapolis, November 2, 1973.

"Learning French in the School Setting" (L'Apprentissage du français à l'école), University of Western Ontario, Language Research Group, London, Ontario, June 25, 1974.

"Developing Communicative Competence," Foreign Language Inservice, Metropolitan Public Schools, Nashville, Tennessee, August 28, 1974.

"Self-Exploration of Attitudes and Values," Illinois Foreign Language Teachers Association, Urbana, Illinois, November 1, 1974.

"Foreign Language Teacher Attitudes toward Foreign Language Study," Workshop with Sue Reynolds, Jermine Arendt, Rebecca deGarcia, and William Hoffin, Annual Meeting of ACTFL (American Council of Teachers of Foreign Languages), Denver, Colorado, November 30, 1974.

"It's Time We Let the Student Say What He Means!... Some Teaching and Testing Ideas for Developing Communicative Competence," University of Louisville Seminar Series in Applied Linguistics, Louisville, Kentucky, January 27, 1975.

"Teaching for Communication," Keynote Address, NYSFLTA/OMLTA Fourth International Conference, Toronto, Canada, February 28, 1975.

"Linguistic Errors and Communicative Competence: A French Example," TESOL Annual Convention (Teachers of English to Speakers of Other Languages), Los Angeles, California, March 7, 1975.

"Oral Interview Tests," Workshop with Protase Woodford, Northeast Conference on the Teaching of Foreign Languages, New York, April 11-12, 1975.

"Language Proficiency Evaluation," Educational Testing Service Seminar Series, Princeton, New Jersey, April 16, 1975.

"From Textbook to Communication," Series of invited lectures, Tercer Annual Barcelona Seminar for Teachers of English as a Second Language, Barcelona, Spain, September 29-October 4, 1975.

"La Compétence à Communiquer: Une Perspective Théorique," Federal Public Service Commission, Ottawa, Canada, October 20, 1975.

"L'Évaluation d'une Compétence à Communiquer," Federal Public Service Commission, Ottawa, Canada, October 21, 1975.

"Teaching for Communication," Plenary Address, Foreign Language Association of Missouri, St. Louis, Missouri, November 7, 1975.

"Communicative Competence: A Testing Workshop," ACTFL Meeting, Washington, D.C., November 30, 1975.

"The Role of Higher Education Institutions in Multicultural and Ethnic Education," Bilingual-Bicultural Education Seminar, University of Illinois, March 30, 1976.

"Competencies for Teachers in Bilingual Education: Language Assessment and Language Acquisition," Midwest Conference on Bilingual-Bicultural Teacher Training, University of Illinois, Allerton House, March 24-26, 1976.

"Communicative Competence: Theory and Classroom Practice," Plenary Address, Central States Conference on the Teaching of Foreign Languages, Detroit, Michigan, April 23, 1976.

"Current Trends in Language Teaching in North America," Plenary Session, Annual Symposium of the Canadian Association of Applied Linguistics, Sherbrooke, Quebec, May 8, 1976.

"Manipulation or Communication: Français Langue Seconde," seminar, Annual Symposium of the Canadian Association of Applied Linguistics, Sherbrooke, Quebec, May 8, 1976.

"Developing Communicative Competence," NEH Institute for Foreign Language Teachers, University of Georgia, Athens, Georgia, July 28-29, 1977.

"We Did It Ourselves," Invited lectures and workshops, Fifth Annual Seminar on the Teaching of English as a Foreign Language, Barcelona, Spain, September 26-30, 1977.

"Language Teachers and Bilingual Education: Are We Helping or Hurting?" Keynote Address, Southern Conference on Language Teaching, Orlando, Florida, October 21, 1977.

"Language Testing: Current Research," ACTFL, San Francisco, California, November 25, 1977.

"Communicative Language Teaching," Invited Lecture Series, NEH Institute for Foreign Language Educators, Purdue University, Summer, 1978.

"Communicative Competence: Theory and Classroom Practice," Plenary Address, Mexican Association of Teachers of English (MEXTESOL) Annual Convention, Guanajuato, Mexico, October 13, 1978.

"Communicative Language Teaching," Colloquium of Communicative Language Teaching: Current Trends and Future Developments." By invitation of the Ontario Institute for Studies in Education and the Goethe Institute, Toronto, Canada, May 2, 1980.

"Dictation as a Measure of Communicative Competence in French as a Second Language," Colloquium on the Validation of Oral Proficiency Tests, Ann Arbor (University of Michigan), March 2, 1981.

"Communicative Competence and Ethnographic Research," Keynote Address in honor of H. H. Stern, retiring Director of the Modern Language Centre, Ontario Institute for Studies in Education (OISE), Ontario Modern Language Teachers Association, Toronto, Canada, April 16, 1981.

"Evaluation of Communicative Competence," Invited Lecture Series, NEH Institute for Foreign Language Indicators, Purdue University, Summer, 1981.

"Dictation as a Measure of Grammatical Expectancy," Linguistic Section, National Meeting of the American Association of Teachers of French (AATF), Cincinnati, Ohio, November 27, 1981.

"Dictation as a Measure of Communicative Competence," International Meeting of Teachers of English to Speakers of Other Languages (TESOL), Honolulu, Hawaii, May 3, 1982.

"Innovative Overchoice: Shaping the Communicative Curriculum of the 80's," National Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), New York, November 26, 1982.

"Communicative Curriculum Design: A Proposal," International Meeting of Teachers of English to Speakers of Other Languages (TESOL), Toronto, March 17, 1983.

"Meaning in Second Language Teaching: A Curriculum Proposal," Linguistics Seminar, University of Illinois at Urbana-Champaign, April 7, 1983.

"Communicative Language Teaching: Where Are We Going?" Keynote Address, Illinois TESOL/BE Fall Workshop, Western Illinois University, Macomb, September 24, 1983.

"Communicative Language Teaching: Where Are We Going?" Keynote Address, Ohio TESOL Annual Meeting, University of Akron, November 18, 1983.

"Communicative Curriculum Workshop," National Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), San Francisco, November 25, 1983.

"Initiatives in Communicative Language Teaching," Illinois TESOL/BE, University of Illinois, Urbana, February 4, 1984.

"Initiatives in Communicative Language Teaching," Colloquium at International Meeting of Teachers of English to Speakers of Other Languages (TESOL), Houston, March 6, 1984.

"Current Issues in Foreign Language Curriculum Development," Keynote Address, Foreign Language Curriculum Symposium, New York State Department of Education, Albany, March 23, 1984.

"Initiatives in Communicative Language Teaching," Keynote Address, Northern Illinois Chapter, American Association of Teachers of German, Chicago, April 28, 1984.

"Future Directions in Second-Language Teaching," Closing Address, Canadian Association of Applied Linguistics, Ottawa, Canada, May 25, 1984.

"World Trends in Second-Language Teaching," Plenary Address, Annual Meeting of the Finnish Modern Language Teachers' Association, Helsinki, Finland, September 29, 1984.

"L'Approche Communicative," Plenary Address, l'Association Finlandaise des Professeurs de Français, Helsinki, Finland, September 29, 1984.

"Language Testing," Seminar for Finnish Language Teachers, Helsinki, Finland, October 2, 1984.

"What's What in Communicative Language Teaching?," Plenary Address, Fall Meeting, New York State

Association of Foreign Language Teachers, October 9, 1984.

"What's What in Communicative Language Teaching?" Plenary Address, Texas TESOL Annual Meeting, Dallas, October 14, 1984.

"The TOEFL as a Measure of Communicative Competence," TOEFL Institutional Conference, Educational Testing Service, Princeton, N.J., October 19-20, 1984.

"Teaching for Communication," Workshop for modern language teachers, Cincinnati Public Schools, Cincinnati, Ohio, October 27, 1984.

"Evaluation of Communicative Competence: The ACTFL Provisional Proficiency Guidelines," Session sponsored by the American Council for Applied Linguistics, Annual Meeting of the American Council of Teachers of Foreign Languages, Chicago, November 17, 1984.

"What's What in Communicative Language Teaching?" Plenary Address, Spring Meeting of New Jersey Foreign Language Teacher's Association, Rider College, March 16, 1985.

"Evaluation of Communicative Competence: The ACTFL Provisional Proficiency Guidelines," ESL Colloquium, University of Illinois, February 19, 1985.

"Second-Language Teaching in Europe," SLATE Seminar, University of Illinois, February 20, 1985.

"Communicative Competence," Pre-conference workshop, Ontario Modern Language Teachers Association, Toronto, Canada, March 21, 1985.

"Initiatives in Communicative Language Teaching," Colloquium, International Meeting of Teachers of English to Speakers of Other Languages, New York, N.Y., April 8, 1985.

"Initiatives in Communicative Language Teaching," Keynote Address, VII National Meeting of University Teachers of English in Brazil, Fortaleza, Brazil, July 28, 1985.

"U.S. Initiatives in Communicative Language Teaching," 5th International Workshop in Communicative Curriculum in Modern Languages, Lisbon, Portugal, October 2, 1985.

"Communicative Competence: Theory and Classroom Practice," 5-day workshop at Eric Board of Cooperative Educational Services, Lancaster, New York, August 25-29, 1986.

"Communicative Language Teaching," Jefferson County School District, Denver, Colorado, October 17, 1986.

"Initiatives in Communicative Language Teaching II," Keynote Address, Puerto Rico TESOL Annual Meeting, San Juan, November 7-8, 1986.

"The ACTFL Proficiency Guidelines," Moderator of colloquium sponsored by the American Association for Applied Linguistics (AAAL) and the American Council on the Teaching of Foreign Languages, ACTFL Annual Meeting, Dallas, Texas, November 24, 1986.

"Communicative Language Teaching," One-day workshop for foreign language faculty, University of California at Santa Barbara, January 30, 1987.

"Implementation of the ILR/ACTFL Guidelines at the High School and University Level," Invitational Symposium on the Evaluation of Foreign Language Proficiency, Indiana University, Bloomington, March 4-6, 1987.

"Communicative Language Teaching," Sonoma State University, Rohnert Park, California, March 21, 1987.

"Second Language Acquisition/Foreign Language Learning: Notions as More Practice Than a Good Theory," Keynote Address, SLA/FL Conference, University of Illinois at Urbana-Champaign, April 3-6, 1987.

"Initiatives in Communicative Language Teaching," Keynote Address, Regional English Language Centre, International Seminar on Human Resources in Language Education, Singapore, April 16, 1987.

"Colloquium on Communicative Language Teaching," Organizer and Moderator, Teachers of English to Speakers of Other Languages (TESOL) Annual Meeting, Miami, Florida, April 24, 1987.

"Facilitators in TESOL," Invited seminar at Teachers of English to Speakers of Other Languages (TESOL) Annual International Meeting Chicago, Illinois, March 7, 1988.

"International Initiatives in Communicative Language Teaching," Conference on Pragmatics and Language Learning, University of Illinois, Urbana, Illinois, April 9, 1988.

"International Initiatives in Communicative Language Teaching," Conference on Communicative Language Teaching, U.S. Information Agency, Paris, France, May 9, 1988.

"Foreign Language Education: Traditions and Trends," Keynote Address 1988 Illinois Foreign Language Teachers Association Conference, Chicago, October 21.

"Second Language Acquisition and Foreign Language Learning," Invited Lecture, Department of Romance Languages, Harvard University, October 27, 1988.

"What's What in Communicative Language Teaching?" Plenary Address, 1988 INTESOL Conference, Indianapolis, November 5.

"Theoretical Issues in Communicative Language Teaching," Distinguished Lecture Series, Temple University Japan, Tokyo, November 19-20; Osaka, November 26-27, 1988.

"Second Language Learning and Evaluation: From Theory to Classroom Practice," Keynote Address National Conference on Portuguese Language Teaching and Testing, University of Texas at Austin, March 4, 1989.

"Four Conversations: Task Variation and Learner Discourse," Pragmatics Conference, University of Illinois at Urbana-Champaign, April 21, 1989 (with C. Kinginger).

"Curriculum and Course Design," Eats Généraux des Langues, International Symposium on Language Learning and Teaching, Paris, France, April 28, 1989.

"Language and Culture: Contextual Considerations," U.S. Information Agency Symposium, American Embassy, Paris, France, April 24, 1989.

"On the Interpretation, Expression, and Negotiation of Meaning," Consortium for Language Teaching and Learning, Foreign Language Acquisition Research and the Classroom, University of Pennsylvania, October 12-15, 1989.

"New Directions for AAL," American Association for Applied Linguistics Annual Meeting, Washington, D.C. December 27, 1989.

"Communicative Language Teaching: Definitions and Directions," Plenary Address Georgetown University Round Table on Languages and Linguistics 1990, Washington D. C. March 16, 1990.



- "Professional Issues in TESOL: Academic Mentors." TESOL International Annual Meeting, San Francisco, March 8, 1990.
- "Research on the Role of Communication in Classroom-Based L2 Acquisition," International Association for Applied Linguistics, Thessaloniki, Greece, April 15-21, 1990.
- "Shaping a Communicative Curriculum," Forum Lecture, International TESOL Summer Institute, Michigan State University, July 16, 1990.
- "Language Learning as Problem Solving and Negotiation," Keynote Address, Colloquium on Problem Solving in Language Learning, Department of Semiotics, University of Toronto, Canada, September 29, 1990.
- "Language Testing: Consensus and Controversy," Featured Speaker, Assessment for Learning: A Forum for Leaders in Higher Education, National Louis University, Evanston, Ill., October 22, 1990.
- "La diétic: nouveau regard sur une vieille idée," Invited presentation, Congrès Français Langue Seconde, Association of Second-Language Consultants in Manitoba School Divisions, Winnipeg, Canada, November 16, 1990.
- "Communicative Language Teaching: Definitions and Directions," Invited lecture, University of Arizona Second Language Acquisition/Teaching Program, Tucson, AZ, December 6, 1990.
- "Shaping a Communicative Curriculum." Invited workshop, Oakland School District, Detroit, Michigan, December 10, 1990.
- "Culture and Language Learning," Video presentation and electronic dialog, National Seminar, Libreville, Gabon, February 14, 1991 (Sponsored by US Information Agency).
- "This is only a test: what classroom tests tell learners about language and language learning." Invitational Colloquium on Testing and Evaluation: Feedback Strategies for Improvement of Foreign Language Learning," National Foreign Language Center, February 4-5, Washington DC.
- "Shaping a Communicative Curriculum" . Plenary Address, International Congress on English Language Teaching, Chulalongkorn University, Bangkok, Thailand, December 2-4, 1991.
- "Exploration and Innovation in Language Teaching," Invited Lecture Series, University of Texas, Austin, March 12, 1992.
- "Preparing Applied Linguists for the Future", Annual Meeting of the American Association for Applied Linguistics, Seattle, 28 February-2 March, 1992.
- "Language, Communication, Social Meaning, and Social Change: The Challenge for Teachers", Plenary Address, Georgetown University Round Table on Languages and Linguistics, April 20-23, 1992.
- "Teaching for Communicative Competence Revisited," Invited Plenary Address Japan Times Seminar on English Language Teaching, Mt. Fuji, Japan, June 22, 1992.
- "Comment être bilingue?" Invited Lecture, Lycéum Club International de Dijon-Bourgogne, Dijon, France, February 15, 1993.
- "Evaluation: une perspective américaine." Invited Lecture, Les Rencontres du C.I.E.F. Université Lumière Lyon II, France, March 31, 1993.
- "Shaping a Communicative Curriculum." Invited Seminar, Prague and Pelhřimov, South Bohemia, April 21 and April 22, 1993.

Communicative English Language Teaching. Invited Seminar Series. Adam Mickiewicz University, Poznan, Poland, April 26-30.

In-service seminar on Communicative Language Teaching, Annual Teacher Training Congress of Yazgi International/Brazil in Sao Paulo 7-12 October, 1993

Opening Plenary Address, Asociacion Colombiano de Profesores de Ingles (ASOCOPI), San Andres Island, Columbia, 16 October, 1993

"Where is Language Teaching Headed?," Roundtable organizer and moderator, SLATE Seminar Series, UIUC, February 2, 1994.

"Shaping a Communicative Curriculum," FL/ESL Seminar, University of California at Berkeley, February 10, 1994.

"Language, Social Meaning, and Social Change," University of Maryland Humanities Lecture, Baltimore, March 3, 1994

"Communicative Competence Revisited," Foreign Languages Seminar, University of Maryland, Baltimore, March 4, 1994.

"Language Politics and the H. Test," Annual Meeting of the American Association for Applied Linguistics, Baltimore, March 8, 1994.

"Language, Social Meaning, and Social Change." Plenary Address, Southeastern Conference on Linguistics (SECOL), Memphis, April 8, 1994.

"Teaching for Meaning: Shaping a Communicative Curriculum," Four Corners of Japan Tour (Kyoto, Tokyo, Yokohama, Kitakyushu, Fukuoka, Hiroshima), Japan Association for Language Teaching, October 21-31, 1995.

"Language, Social Meaning, and Social Change: The Challenge for Teachers," Opening Plenary Address, Japan Association for Language Teaching (JALT) International Conference, Nagoya, November 3, 1995.

"All Good Things." Paper presented in Cornell Association of Students in Applied Linguistics Speaker Series, Cornell University, 19 April 1999.

"CLT in Translation." Paper presented at the Tri-annual Meeting of the International Association of Applied Linguistics, Tokyo, Japan, 4-8 August 1999.

"Communicative Language Teaching for the 21<sup>st</sup> Century. Plenary address, XVII National Conference for Teachers of English, San José, Costa Rica, 25 January, 2001.

"Communicative Language Teaching for the 21st Century, Plenary address, 18th Annual Conference on English Teaching and Learning, Republic of China, Taipei, May 19, 2001.

Communicative language teaching: discourse process and goals. Plenary address, International Conference on Discourse in Teaching a Foreign Language. (The Tambov State University) Tambov, Russia, November, 5, 2002.

Communicative English Teaching in Asian Contexts: The Challenge for Teacher Education., Plenary address, Pan-Asian Conference on English Language Teaching and Learning, Taipei, Taiwan, Nov 3, 2002

Cultures and Comparisons: Strategies for Learners. Annual Meeting of the American Association for Applied Linguistics, Arlington, VA, March 22-25, 2002. (with P. Sysoyev)

Language Teaching in the 21st Century: Where are we headed? Plenary address, International Conference on Hebrew Language and Literature, U of South Florida, Tampa, May 18, 2003.

Beyond Communicative Language Teaching: Language Learning for the 21st Century, Plenary address, Ontario Conference on Applied Linguistics, Queen's University, June 10-11, 2004.

[HOME](#)

## **Vita**

**Harvey A. Daniels**

**Professor of Education (on leave)**

**National-Louis University, Chicago, IL**

**31 Camino Loma Seco**

**Lamy, NM 87540**

**505-466-2644**

**505-629-9360**

### **Areas of Professional Expertise**

**Elementary and secondary education, language and literacy, school leadership and reform**

### **Academic and Professional Preparation**

**Ph.D., Northwestern University, English Education, 1972**

**M.A.T., Northwestern University, Teaching of English, 1970**

**B.A., Northwestern University, English (departmental honors), 1969**

### **Professional Experience**

**National-Louis University, 1984-present (on leave)**

**Department Chair, Interdisciplinary Studies, 1987-90**

**Program Coordinator, 1986, 1991-93**

**Rosary College/Dominican University, 1975-1984**

**Assistant/Associate Professor of Education**

**Education Department Chair, 1980-1983**

**Dolores Kohl Educational Foundation, 1974-75**

**Executive Director, Foundation and Teacher Center**

**Adjunct Assistant Professor of Education, Northwestern University**

**Northwestern University, 1972-74**

**Assistant Professor of Education and Linguistics**

**Coordinator of Undergraduate Program, School of Education**

**Lake Forest High School, Lake Forest, Illinois**

**1970-72, English and Social Studies**

**Westinghouse Area Vocational High School, Chicago, Illinois**

**1969-70, English**

## **Courses Taught or Developed at NLU**

Educational Foundations

Educational Research: Design

Group Theory and Classroom Applications

Curriculum and Instruction: Theory and Design

Educational Research: Applications

Human Development and Learning: Theory and Applications

Curriculum and Instruction: Analysis and Applications

Field Study in Curriculum and Instruction

Field Study in Educational Research

Human Development and Learning: Contemporary Issues

Instructional Strategies for the Writing Process

Teaching Writing

Analysis and Assessment of Writing

Content-Area Reading

Designing Inservice Programs to Improve Writing Instruction

Workshops in Writing, Language Arts, Reading, Whole Language,

Curriculum, Staff Development

History and Philosophy of Education (Secondary MAT)

General Methods (Secondary MAT)

Student Teaching Seminar (Secondary MAT)

## **Service to the Institution**

Department Chair, Interdisciplinary Studies, 1987-90

IDS Program Coordinator, 1986, 1991-93

Departmental Committees, 1984-97

Departmental Search Committees, 1986-98

Recruited first six groups and opened Beloit-Rockford-Madison site, 1987

Guest taught at Heidelberg and Tampa campuses, 1998

University Promotion and Tenure Committee, 1993-97

Faculty Welfare and Compensation Committee, 1989-1992

Co-Founder, Best Practice High School, 1995-present

Professional Development coordinator, 1996-present

Co-developed the Secondary Education MAT Program, 1998

Chair, Secondary MAT Departmental Search Committee, 2002-3

Chair, Secondary MAT Departmental Search Committee, 2003-4

Secondary Education Program Area Team, 1998-2002

NCE Dean Search Committee, 2000-2002

Baker Demonstration School/NLU Trustees Committee, 2003

Center for City Schools, founding faculty 1997-present

Co-authored grants totaling more than \$5,000,000

Director, Best Practice Project 1997-2002

Director, Westhaven Teaching and Learning Project 1998-2002

Co-Director, DeWitt Wallace-Readers Digest Students at the Center, 1996-2000  
Co-Director, Illinois Writing Project 1984-present  
NCA and NCATE teams for 20 years of accreditation visits

## **Publications**

### **a. Books**

*Kids Want to Know: From Literature Circles to Inquiry Groups.* (Portsmouth, NH: Heinemann, 2008 in press). With Stephanie Harvey.

*Content Area Writing: Every Teacher's Guide.* (Portsmouth, NH: Heinemann, 2007). With Steven Zemelman and Nancy Steineke.

*Best Practice: New Standards for Teaching and Learning in America's Schools* (Portsmouth, NH: Heinemann Educational Books, 1993; second edition, 1998; third edition 2005). With Steven Zemelman and Arthur Hyde.

*Teaching the Best Practice Way. Methods that Matter K-12.* (York, ME: Stenhouse Publishers, 2005.) With Marilyn Bizar.

*Mini-lessons for Literature Circles.* (Portsmouth, NH: Heinemann Educational Books, 2004). With Nancy Steineke.

*Subjects Matter: Every Teacher's Guide to Content-Area Reading.* (Portsmouth, NH: Heinemann Educational Books, 2004). With Steven Zemelman.

*Rethinking High School: Best Practice in Teaching, Learning and Leadership* (Portsmouth, NH: Heinemann Educational Books, 2000). With Marilyn Bizar and Steven Zemelman.

*Methods that Matter: Six Structures for Best Practice Classrooms* (York, ME: Stenhouse Publishers, 1998). With Marilyn Bizar.

*Literature Circles: Voice and Choice in the Student-Centered Classroom* (York, ME: Stenhouse Publishers, 1994; second edition 2001).

*Not Only English: Affirming America's Multilingual Heritage* (Urbana, IL: National Council of Teachers of English, 1990).

*A Community of Writers: Teaching Writing in the Junior and Senior High School* (Portsmouth, NH: Heinemann Educational Books, 1988). With Steven Zemelman.

*Language Diversity and Writing Instruction* (Urbana, IL: ERIC/Institute for Minority

and Urban Education and the National Council of Teachers of English, 1986). With Marcia Farr.

*A Writing Project: Training Teachers of Composition from Kindergarten to College* (Portsmouth, NH: Heinemann Educational Books, 1985). With Steven Zemelman.

*Famous Last Words: The American Language Crisis Reconsidered* (Carbondale, IL: Southern Illinois University Press, 1983).

#### **b. Chapters**

*Whole Language: What's the Fuss?* in David Levine, Robert Lowe, Bob Peterson, and Rita Tenorio, eds. **Rethinking Schools: An Agenda for Change** (New York: Press, 1995). Originally appeared as an interview in **Rethinking Schools** magazine in Spring, 1994.

*Teaching Writing to Students At-Risk for Academic Failure: A Commentary on Bryson and Scardamalia*, in Barbara Means ed., **Teaching Advanced Skills to At-Risk Students: Views from Research and Practice** (San Francisco: Jossey-Bass) 1991.

*Young Readers and Writers Reach Out: Developing a Sense of Audience*, in **Reading and Writing Together**, Timothy Shanahan, ed. (Norwood, MA: Christopher Gordon) 1990.

*The Roots of Language Protectionism*, in Harvey A. Daniels, ed. **Not Only English Affirming America's Multilingual Heritage**; (Urbana, IL: National Council of Teachers of English) 1990.

*Classroom Teachers and the English-Only Movement*, in Harvey A. Daniels, ed. **Not Only English Affirming America's Multilingual Heritage**; (Urbana, IL: National Council of Teachers of English) 1990.

*Conversion is Not Enough*, in Mary Gomez, ed., **The National Writing Project: Creating Community, Validating Experience, and Expanding Professional Opportunities** (East Lansing, MI: National Center for Research on Teacher Education, 1988).

*Is There Really a Language Crisis?* in Paul Eschholz and Alfred Rosa, eds., **Outlooks and Insights: A Reader for College Writers** (New York: St. Martin's Press, 1987).

*Nine Ideas About Language*, in Michael J. Hogan, ed., **Words and the Writer** (Glenview, Illinois: Scott, Foresman, 1987). Another version appears in Virginia Clark, Paul Eschholz, and Alfred Rosa, eds., **Language: Introductory Readings** (New York: St. Martin's Press, 1985).

*On Not Following the Assignment*, in James Vopat and William Coles, eds. **What Makes Writing Good: A Multiperspective** (Boston: D.C. Heath, 1984).

*Language and Multi-Ethnic Education*, in Delores Cross, Gwen Baker, and Lindley Stiles, eds. **Teaching in a Multicultural Society** (New York: Free Press, 1977). With Robert Gundlach and Rae Moses.

**c. articles**

*The Literature Circle*. Quarterly column in **Voices from the Middle**, National Council of Teachers of English, 2002-present.

*Will Expository Text Work in Literature Circles?* March 2002

*Resources for Middle School Book Clubs*, September 2002

*Rethinking Role Sheets*, December, 2002

*Our Best Idea: Teachers Who Read*, May 2003

*How Can You Grade Literature Circles?* September 2003

*Reading Like a Writer*, December 2003

*Don't Spoil the Ending! Minilessons to the Rescue*, February 2004

*Building a Classroom Library*, May 2004

*Literature Circles and the Election of 2004*, September 2004.

*Are Literature Circles on Your IEP?* March 2005

*Out With Textbooks. In With Learning*. **Educational Leadership**, January, 2004.  
(with S. Zemelman)

*Sixty Years of Research -- But Who's Listening*. **Phi Delta Kappan**, March, 1999.  
(with S. Zemelman and M. Bizar)

*The Research Behind Whole Language*. **Educational Leadership**, November, 1999.  
(with Zemelman, S. and M. Bizar)

*Teacher Alert! Phonics Fads Sweep Nation's Schools*. **Rethinking Schools**, Fall 1998.  
(with S. Zemelman and M. Bizar)

*The Best Practice Project: Building Parent Partnerships in Chicago*. **Educational Leadership**, April, 1996.

*Is Whole Language Doomed?* **Rethinking Schools**, Fall, 1995. Reprinted in **Democracy and Education**, Fall, 1996.

*Pacesetter English: Let Them Eat Standards*, **English Journal**, November 1994.



*Let Them Eat Standards. Controversy over English Standards Teaches Some Lessons, Rethinking Schools*, Winter 1994.

**Best Practice Newspaper.** (North Central Regional Educational Laboratory, Oak Brook, IL, 1990-present). I served as author/editor of issues I-IV and as a co-editor with Marilyn Bizar on the issues since V. This 55,000-circulation tabloid newspaper covers issues of school reform around the seven-state Midwest region.

*The Language of 1984: Orwell's Language and Ours* by W.F. Bolton, (book review) **American Speech**, Summer 1987.

*Authorship and Authority: Helping Writing Teachers Grow*, **English Education**, December 1986. With Steven Zemelman.

From 1983-85 I served as Chair of the Conference on Language Attitudes and Composition special interest group of the Conference on College Composition and Communication. As editor of the CLAC newsletter, I contributed a number of articles, including:

*Notes from the Interim: The World Since CLAC 7*, Winter, 1983.

*Blue Ribbon Panel Issues Scathing Report*, Spring 1983.

*Princeton Watch*, Spring 1983.

*The Students' Right Saga Continues*, Summer 1983.

*Princeton Watch*, Fall 1983.

*The Students' Right Controversy Rages On*, Winter 1984.

*Language and the Popular Press: Fear and Loathing at the Chicago Tribune, Etcetera:* **Journal of the International Society for General Semantics**, Fall 1978.

*The Educational Applications of Immigrant Oral Histories*, **Passages: Journal of the Chicago Historical Society**, January 1978.

*What Teachers Believe About Language*, **Arizona English Bulletin**, February 1977. With Rae Moses and Robert Gundlach. Also ERIC ED 125 288.

*Teachers' Language Attitudes and Bi-Dialectalism*, **International Journal of the Sociology of Language**, Special Issue, 1976. With Rae Moses and Robert Gundlach.

*Customers \$ .29 a Head: Autobiography and English Methods*, **English Education**, Fall 1976. With Robert Gundlach.

*Is There a Decline in Literacy?* **English Journal**, September 1976.

*What's New With the SAT's?* **English Journal**, September 1975.

*A Review of **The School Book** by Neil Postman and Charles Weingartner.* **English Journal**, April 1984.

*Is the New Career Education the Answer?* **Journal of Education Research**, February 1974.

### **Service to the Profession and the Community**

#### **Consulting Training/Workshops**

(Selected longer projects)

Wallon Institute: Founder, director and lead instructor for courses in Reading/Writing Workshop, Teacher Leadership, Curriculum Integration, and School Reform, 1989-present. Have conducted 28 week-long programs Michigan, Wisconsin, Illinois, and Vermont.

Illinois Writing Project Summer Leadership Institutes, June-July 1978, 1979, 1980, 1981, 1982, 1983, 1985, 1986, 1987, 1988, 1989, 1990, 1992, 1993, 1994, 1995, 1996.

Orland Park School District 135, Writing, Whole Language, and Writing Across the Curriculum, Summers of 1986, 1987, and 1988; school year courses during 1990, 1991, 1992.

Hinsdale School District 181, Writing Instruction K-8, 1990-92.

Lyons Township High School, Writing and Reading Across the Curriculum, Critical Thinking, Technology and Cooperative Learning, 1991-93

Northbrook District 27, Reading/Writing Strategies K-8, 1991-94.

Lake Forest High School, Writing Across the Curriculum, 1992-93, 1996.

Madison Area Technical College, Writing Across the Curriculum 1990-96.

Niles Township High Schools, Writing Across the Curriculum 1992-93.

Community School District 230 (Sandburg, Stagg and Andrew High Schools) Reading and Writing Across the Curriculum, 1988-92.

Glencoe District 34, Writing K-8 with parent education, 1989-91.

## **Other**

Consulting Author, Pearson/Prentice-Hall Language Arts, 2007-present

Reviewer of manuscripts for Heinemann Educational Books, Portsmouth NH, 1994-2003.

Consulting editor for Heinemann Educational Books, Portsmouth, NH, 2003-present.

Reviewer of manuscripts for Stenhouse Publishers, Portland, ME, 1994-2000.

Board of Directors, Chicago Arts Partnerships in Education, 1997-2000, Co-President, 1999.

## **Presentations**

**NOTE: January, 2008:**

I haven't had occasion to update my presentations recently. I currently do about 25 keynote speeches or workshops per year, including NCTE and IRA annually. For example, in 2007-2008, I have spoken or will speak in Denver, Eugene, Edmonton, Toronto, Omaha, Philadelphia, New York, Albuquerque, Santa Fe, Chicago, Minneapolis, Indianapolis, Owensboro, KY, Detroit, Atlanta, San Antonio, Houston, Kansas City, Sioux Falls, Tyler, TX, Lake Geneva, WI, Dover, DE, Greenville, SC, Ft. Worth, Springfield, MO, and Sheridan, WY. The topics of these sessions are typically related to one or more of my books.

**2003-2004 (Selected)**

International Reading Association, Reno, NV

National Council of Teachers of English, San Francisco

Arkansas Reading Recovery, Little Rock, AR

Walloon Institute, Stowe, VT

Walloon Institute, Lake Geneva WI

Washtenaw Reading Conference, Ann Arbor, MI

South Carolina Department of Education, Columbia, SC

Nova Scotia Reading Conference, Halifax, NS

Keystone Reading Conference, Hershey, PA

Pennsylvania Council of Teachers of English Language Arts, Pittsburgh, PA

Charlottesville Public Schools, Charlottesville, VA

Federal Hocking High School, Stewart, OH

Knowledgeworks Foundation, Cleveland, OH

Smaller, Smarter Schools Conference, Sarasota, FL

Coalition of Essential Schools Retreat Weekend, Ypsilanti, MI

Scranton Public Schools, Scranton, PA

2002-2003

Ohio Teachers of English Language Arts, Columbus, OH  
Pennsylvania Council of Teachers of English, Pittsburgh  
Michigan Council of Teachers of English, East Lansing, MI,  
Hawaii Council of Teachers of English, Honolulu, HI  
New England Reading Association, Providence, RI  
South Carolina State Department of Education, Columbia  
Newport Public Schools, Newport, VA  
Walloon Institute, Lake Geneva, WI  
St. Charles Public Schools, St. Charles, IL  
Cleveland City Schools, Cleveland, OH  
Erie 1 BOCES, Buffalo, NY  
Monroe 2 BOCES, Rochester, NY  
SUNY Plattsburgh Children's Literature Conference, Plattsburgh, NY  
Mishiwaka Indiana Public Schools, video conference

2001-2002

Arkansas Reading Conference, Little Rock  
Bloomsburg Reading Conference, Bloomsburg PA  
St. Charles Public Schools, St. Charles IL  
National Council of Teachers of English, Baltimore  
International Reading Association, San Francisco  
New York City Schools, Chancellor's Office  
High School District 30, NYC  
New Orleans Public Schools, New Orleans  
Minneapolis Public Schools, Minneapolis  
Walloon Institute, Lake Geneva, WI  
Wisconsin Reading Association, Milwaukee

2000-2001

New York State Council of Teachers of English, Albany  
Illinois Reading Council, Springfield  
Prince George's County, Maryland  
Michigan Reading Association, Grand Rapids  
Iowa Council of Teachers of English, Cedar Rapids  
Colorado Literacy Conference, Denver  
Patchogue-Medford Schools, NY  
UCLA Writing Project, Los Angeles  
Walloon Institute, Evanston, IL  
California Writing Project, Orange County  
University of California at Santa Barbara, Santa Barbara CA

**Earlier Presentations (Selected)**

"What Do We Mean When We Say Best Practice?" Western New York Writing Project and Canisius College, Albany, NY, September 2000.

"Reviewing the Research on Literature Circles," American Educational Research Association, New Orleans, LA, May 2000

"The Standards of Best Practice," Phi Delta Kappa, Kalamazoo, MI, April 2000

"The Joy of Standards," Macomb County Intermediate School District, Macomb, MI, April 2000.

"Implementing Literature Circles K-12," Ann Arbor Public Schools, Ann Arbor, MI, March 2000.

"Literature Circles: A Demonstration and Discussion," Wisconsin State Reading Association, Milwaukee, WI, February, 2000.

"Starting and Managing Literature Circles," San Diego City Schools, December 1999

"High School Reform and Renewal," San Diego City Schools, December 1999

"Questioning Skills for Literature Circles and Beyond," National Council of Teachers of English, Denver, CO, November 1999.

"Introducing Literature Circles and Book Clubs," Keystone State Reading Association, Hershey, PA, October 1999.

"Small High Schools as a Reform Strategy," Grantmakers in Education Annual Conference, Chicago, IL, October 1999.

"Democracy and Teaching Methods," Democracy in Education Annual Conference, Athens OH, September 1999.

"Implementing and Troubleshooting Literature Circles," Oakland County Schools, Oakland MI, September 1999.

"Models and Structures for Classroom Consulting in Reading," International Reading Association, San Diego, May 1999.

"Methods that Matter." Preconference workshop for the Association of Teacher

Educators national conference, Chicago, IL. February 1999.

"Painting the Roses Red: Methods that Matter in Special Education Classrooms." Texas Council of Special Education Administrators. Austin, TX. January 1999.

"Structures for Best Practice Teaching." Keynote and workshop for Rockford Golden Apple Foundation. Rockford, IL. January 1999.

"Methods that Matter in Language Arts." Keynote for Kentucky Council of Teachers of English Language Arts, Louisville. January 1999.

"Methods that Matter in the Middle." Workshop for middle school teachers. Elgin Public Schools. Elgin, IL. January, 1999.

"A Day of Best Practice." Workshop for teachers, parents and administrators of the Institute for Educational Renewal, Cleveland, OH. December 1998.

"Reading Strategies for Heterogeneous Classrooms." Workshop for the Chicago Retention Conference. Chicago, IL. November 1998.

"A Day of Best Practice." K-12 district-wide workshop. Katonah, NY. November 1998.

"Literature Circles," Rutgers Literacy Network, Brunswick, NJ. November 1998.

"What Best Practice Means in a Primary-Grade ESL School." Faculty workshop for Tank School. Green Bay, WI. November, 1998.

"Literature Circles Across the Curriculum." Keynote for Iowa Council of Teachers of English. Des Moines. October 1998.

"Best Practice in the English Language Arts." Indiana Council of Teachers of English, Bloomington, IN. September 1998.

North Carolina Teachers Academy. "Leading School Renewal." Two-day leadership seminar for state teacher-consultants. Raleigh, NC. May 1998.

"Classroom Structures for Best Practice." Schaumburg Public Schools. Schaumburg, IL. May 1998.

"Starting and Managing Literature Circles." Galileo School, Chicago, IL. May, 1998.

"Best Practice in the Middle Schools." Keynote for Association of Illinois Middle Schools. Chicago, IL. April 1998.

"Best Practice Across the Curriculum." Workshop at the German-American Union, Heidelberg, Germany. March 1998.

"How Principals Can Support Best Practice Teachers." Workshop for Department of Defense Schools Administrators. Bamberg, Germany. March 1998.

"Methods that Matter in Reading." Keynote for Michigan Reading Association, Grand Rapids, MI. March 1998.

"Starting and Managing Literature Circles." Keynote for Wisconsin Reading Association, Milwaukee, WI. January 1998.

"Leadership Issues in Writing Projects," South Coast Writing Project, Santa Barbara, CA, February 1997.

"Best Practice Across the Curriculum." National Association of Independent Schools annual conference, San Francisco, CA, February 1997.

"Beginning and Managing Literature Circles," San Diego Whole Language Council, San Diego, CA, March 1997.

"Best Practice in Curriculum and Leadership," Houston ISD, TX. January 1997

"Secondary Applications of Literature Circles," (luncheon speech) Illinois Reading Council, Springfield, February 1997.

"Symposium on Literature Circles," Illinois Reading Council, Springfield, February 1997.

"The Walloon Institute: A Progressive, Intensive Staff Development Model." Illinois Reading Council, Springfield, February 1997.

"Best Practice in the Classroom, K-12." Opening-day presentation for district staff. St. Charles School District 303.

Keynote Address: "Best Practice in the Teaching of English," Michigan Council of Teachers of English, Lansing, 1996.

"Voice and Choice in the Student Centered Classroom," National Council of Teachers of English, Chicago, IL, November 1996.

"The Top Ten Reasons to Boycott the National Board for Professional Teaching

Standards," Conference on English Leadership of the National Council of Teachers of English, November 1996.

"Introduction to Collaborative Reading," Wisconsin State Reading Association, Madison, WI, Spring 1996.

"Literature Circles: Voice and Choice in the Student-Centered Classroom," National Council of Teachers of English Annual Convention, Detroit, MI, November, 1997.

"Leadership Issues in Writing Projects," South Coast Writing Project, Santa Barbara, CA, February 1997.

"Best Practice Across the Curriculum," National Association of Independent Schools annual conference, San Francisco, CA, February 1997.

"Beginning and Managing Literature Circles," San Diego Whole Language Council, San Diego, CA, March 1997.

"Secondary Applications of Literature Circles," Illinois Reading Council, Springfield, February 1997.

"Best Practice in the Teaching of English," Michigan Council of Teachers of English, Lansing, 1996.

"Voice and Choice in the Student Centered Classroom," National Council of Teachers of English, Chicago, IL, November 1996.

"The Top Ten Reasons to Boycott the National Board for Professional Teaching Standards," Conference on English Leadership of the National Council of Teachers of English, November 1996.

"Introduction to Collaborative Reading," Wisconsin State Reading Association, Madison, WI, Spring 1996.

#### **Other**

*Rethinking High School: Best Practice in Action* (Videotape) (Portsmouth, NH: Heinemann Educational Books, 1999). With Steven Zemelman and Marilyn Bizar.

*Looking Into Literature Circles* (Videotape). (York, ME: Stenhouse, 2001).

#### **Grants and Contracts**



a. Funded

*General Note:* Each year between 1996 and 2002, the faculty of the Center for City Schools co-authored grants from several local funders: the Chicago Ammenberg Challenge, the Fry, Prince, Polk, Joyce, and McDougal Foundations, averaging \$500,000 to \$700,000.00 per year to support the professional development of teachers in the Best Practice High School and in Best Practice Network Schools. Below are further details on some but not all of these grants, as well as some previous projects.

**Polk Bros Foundation** (to support Westhaven Schools network)

1997-98 -- \$25,000

1998-99 -- \$35,000

1999-2000 -- \$40,000

**Joyce Foundation** (for the Best Practice Network; with Steven Zemelman, Marilyn Bizar, and Arthur Hyde)

1993            \$76,000

1994            \$76,000

1995-99        \$446,000

**North Central Regional Educational Laboratory** (for publication of Best Practice Newspaper; with Marilyn Bizar)

1993 -- \$24,000

1994 -- \$29,000

1995 -- \$29,000

1996 -- \$29,000

**DeWitt Wallace Readers Digest Fund** (with CAPE, CAP, CMHEC team)

1995 -- \$15,000 (planning grant)

1996-99 -- \$3,000,000

**Prince Charitable Trust** (for staff development for Chicago teachers, a computer lab at BPHS, etc.)

1994 -- 10,000

1995-- 10,000

1996 -- 50,000

**MacDougal Family Foundation** (Staff development for BPHS teachers)

1997 -- 25,000

1998 -- 25,000

1999 -- 25,000

**National Writing Project** (with Steve Zemelman)

1993 -- \$14,000  
1994 -- \$18,000  
1995 -- \$15,000  
1995 -- \$15,000  
1996 -- \$15,000  
1997 -- \$15,000  
1998 -- \$19,000  
1999 -- \$20,000

**Chicago Community Trust** (for Illinois Writing Project programs in Chicago; with Steven Zemelman)

1988-91 -- \$271,000

**Educational Consolidation and Improvement Act** (for IWP dissemination; with Steven Zemelman)

1984 -- \$40,000

1983 -- \$45,000

**Illinois Humanities Council** (for IWP Summer Institutes; with Steven Zemelman)

1983 -- \$21,000

1981 -- \$20,500

**E.S.E.A. Title IV-C** (for the Illinois Writing Project; with Steven Zemelman)

1982 -- \$60,000

1981 -- \$87,000

1980 -- \$73,380

1979 -- \$63,474

1978 -- \$57,726

#### **4.6 Honors and Awards**

National Endowment for the Humanities Fellow, 1978

Graduate Fellowship in Education, 1971-72

Undergraduate Degree with Departmental Honors in English, 1969

Schuman Award for Creative Writing, First Place, 1968 and 1969

#### **4.7 Professional Associations**

National Council of Teachers of English

Executive Committee, Conference on English Education 1992-95

Series Editor, *CEE Monographs*, 1993-96

Nominating Committee, CEE 1989-90

Commission on the English Language, 1986-88  
Editorial Advisory Board, *English Education*, 1991-  
Manuscript reviewer, *College Composition and Communication*, 1983-87  
Chair of CLAC special interest group, 1983-85  
Manuscript Reviewer, NCTE Publications Board, 1985-  
Illinois Reading Council  
National Writing Project Directors  
Illinois Association of Teachers of English  
International Reading Association  
Association for Supervision and Curriculum Development