Keynote for Literacy Leadership Awards Ceremony Announced

by Dr. Saal

Dr. Alan Brown, assistant professor of English education at Wake Forest University, will be featured as our keynote speaker at the 2018 Literacy Leadership Awards Ceremony.

Dr. Brown’s scholarship focuses on adolescent literacy, and the intersections of literacy, sports, and society. He is the co-editor of Developing Contemporary Literacies through Sports. You can read more about Dr. Brown’s work leading an after-school literacy and sports program here.

SAVE THE DATE!

The Literacy Leadership Awards Ceremony takes place on February 26, 2018

FOR MORE FEATURING DR. BROWN

Dr. Brown’s Sports Literacy Blog

Education Talk Radio Pre K-20 Segment “NCTE Authors on ‘Sports and Literacy’”

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¡Colorín Colorado!

A bilingual resource for educators of English Language Learners and their families.

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CONTACT US!

Have a teaching resource you’d like to share? A student or teacher you’d like to shine the spotlight on? E-mail us at literacy@loyola.edu.

Have a book you’d like to recommend for #CHECKITOUT? Tweet Dr. Saal (@leahksaal) with the cover and a short description of why we should all #CHECKITOUT at our libraries!
Resource Write-Up: ¡Colorín Colorado!
by Katie Oppenheim

A bilingual resource for educators of English Language Learners and their families.

If you are looking for a fun, dynamic, and research-based bank of resources supporting English Language Learners at all stages of literacy, you'll definitely want to bookmark this!

Engaging, inclusive, and user-friendly, ¡Colorín Colorado! is a one-stop resource for a wealth of multimedia content. Whether you are soon or newly credentialed or a seasoned ELL educator, you will find relevant news, book recommendations (for youth as well as professionals), and videos to enrich your classroom, as well as information about professional development and networking events.

¡Colorín Colorado! also features a host of resources for families of ELL students, including information on supporting and incorporating bilingual learning at home. The site easily transitions between English and Spanish with the click of a link at the top of the webpage.

Start exploring ¡Colorín Colorado!

#CHECKITOUT
by Dr. Smith, from her blog: What’s Wendy reading now?

This year’s Newbery Winners seem to have a common theme. The winners of this award can be all over the place when considering genre and format. And this year is no exception. A poetic picture book, a fantasy with witches and swamp monsters, another fantasy based on medieval France and a novel of historical fiction seem to have little in common. Yet, they all focus on oppression and in three of the books, the focus is on how children can work to overcome oppression. In fact, only in the magical fantasy book do the children have adult models of how to work against oppression.

Did these four books with these themes of oppression in common just happen to be published in this year? Did the Newbery committee choose these books because of the theme and what is happening politically in our country? Or is it all just a coincidence? It’s hard to say. But, either way, we have four beautifully written stories to share with all the children in our classrooms. And we can help them see the models in these books as a way to fight oppression in our own age.

To read more about what Dr. Smith enjoyed about these four books, click the link to her blog post above!
Student Spotlight

featuring Carla Dee Stokes-Blackwell

Why did you decide to join the Loyola Literacy Program? I chose the Loyola Literacy Program, because as cliché as it sounds, I’ve always believed that reading is fundamental— to our existence, our humanity, our ability and capacity to learn, create, and grow. Having been an avid reader since a very young age, I wanted the knowledge, skills, and ability to teach the coming generations this critical practice and willfully pass on my passion. Though other universities offered Reading programs, something words cannot describe called me to Loyola. After completing my first few courses, my commitment to complete my program was inspired by the caring spirit of my professors. Their lived experiences as educators, Reading Specialists and scholarly authors played an invaluable role in how they instructed and facilitated my and my colleagues’ acquisition of knowledge and inquiry. Beyond learning how to teach students to read, as a result of my completion of the program, I am concerned with the whole literate child/adolescent. That’s a priceless outcome, and I am forever grateful!

How do you apply your M.Ed in literacy in your current role? At Arts Every Day, we advocate for and support programming that connects students in Baltimore City Public schools to Baltimore’s arts and culture community. We provide professional development and program guidance to classroom teachers who implement arts/arts integration and cultural programming in their classrooms. My knowledge base of literacy as a social, ethnic/racial, political, cultural practice frames my understanding of the arts as a literacy practice—whether through the creative process or an individual’s participation/experiential process. This informs my recommendations for schools as they plan and select arts and cultural programming based on their school-wide goals. My knowledge of literacy/literacy instruction, coupled with my classroom teaching experience allows me to better assist teachers who may be hesitant about or lack confidence in implementing arts integration into their curriculum. I can guide them to see how the arts are a creative vehicle by which their students’ can (and will) increase their comprehension and application of academic content. Participation in the arts (can) involve critical thinking, meaningful inquiry, self-reflection, and connections to real-world/real-time and historical happenings—all elements teachers aim to teach and develop through their content areas.

The research you completed as part of the program has been highlighted by several local educational organizations and conference. Can you tell us a little about your research and why you chose it? My research focused on identity and the literacy practices of African American adolescent male students. I wanted to understand how literacy (both in traditionally and non-traditionally understood frameworks) played a role in their lives and in the development and framing of the identities with which they claimed—social, ethnic, racial, academic. My interest in looking more closely at this population of students stemmed from the on-going trend of Black boys being the lowest scoring demographic on standardized reading assessments for decades. I wondered what had been done and what was being done to address the “why” behind this glaringly detrimental and disheartening pattern. Literacy has been addressed on district levels; companies have been inventing and pushing their products and programs into schools, but still African American/Black students (males in particular) enter classrooms two or more grade levels behind in reading. Understanding that pedagogy has been analyzed, critiqued, and edited to (hopefully) address this challenge, I saw that little to no attention was being paid to the students themselves. What did we understand or not understand or acknowledge about our students that can address literacy from another (emic) perspective? What connections were not being made in classrooms that, if built and nurtured, could engage our students more, pique their interest and investment in their learning process, and slow the decline of reading levels amongst this demographic. So I chose to look at identity. Though multi-faceted, it was the racial/ethnic and academic identities I was most concerned with as I believe these are most closely acknowledged and most relevant to the age demographic I worked with. The research method I chose, photovoice, arose by way of recommendation from Dr. Saal.

This recommendation was a confirmation to my own desire to approach my research process in an unorthodox way, in a way that represented/reflected the narratives and captured the literacy “worlds” of my student participants more accurately and in a manner that focused on their assets versus their deficits. (I’m also a freelance photographer.) Photovoice is a qualitative, ethnographic, and participatory method that places the research in the hands of the participants (preferably not referred to as “subjects”) and calls on their expertise of their narrative. It is an empowering method which leverages the voices of marginalized communities as means to address social, political, and environmental challenges. I appreciate that this method of research can be used in classrooms, empowering youth to learn the inquiry process and become social activists, challenging the status quo all the while bringing change to their communities.

What advice do you have for program students who may want to use their degree outside of more traditional roles in the K-12 setting? My advice for students who seek a non-traditional career path outside of the more traditional K-12 roles would be to follow your passion(s) which lie outside of the literacy box (art, engineering, business, fitness, etc.) and find innovative, nuanced ways for literacy and the knowledge you’ve gained in the program to “fit”, frame, and drive your work in that arena. Literacy shows up and in and frames just about every segment of our lives and plays a critical role throughout every profession. Maybe it’ll take the thoughtful and inspiring work of a Loyola grad to help others to see and appreciate that!

“follow your passion(s) which lie outside of the literacy box (art, engineering, business, fitness, etc.) and find innovative, nuanced ways for literacy and the knowledge you’ve gained in the program to ‘fit’, frame, and drive your work in that arena.”
Teacher Spotlight

featuring Loretta Holmberg

Loretta is a new faculty member at Loyola University Maryland. She is currently a doctoral student at the University of Maryland at College Park where she is working on a PhD in literacy where her dissertation is on vocabulary instruction for English learners in mainstream classrooms.

Loretta has an interesting background as she completed a Bachelor of Laws degree at the University of Wales (Cardiff Law School) in the U.K. and practiced as a litigation attorney for 2 years in Singapore. Upon coming to the United States, she studied education and worked as a teacher in a rural school in Pennsylvania and thereafter, in Baltimore City for 7 years before leaving that position to pursue her doctorate.

Loretta has one son who is an outstanding student at Eastern Technical High School. He is a brilliant cellist and a valued member on the golf team. He also excels academically, a mirror of his accomplished mother.

But, the most interesting thing about Loretta is that she and her fiancé are proud permanent parents of four rescue dogs from Kuwait and are foster parents to numerous other dogs from World Animal Guardians who come and go from their household. When she is not in the classroom teaching or learning, she is likely to be found walking and training her pack of dogs in Federal Hill / Riverside, Baltimore.

SPRING 2018 COURSE REGISTRATION

Registration will open for Literacy/TELL students on November 30, 2017. Registration will conclude on January 12, 2018 at 4:00pm.

The preferred method of registration is online.
You can review instructions for online registration by clicking here.

Please visit the Literacy Moodle Site for Cohort Schedules and assigned section numbers.

Closed Sections

NON – COHORT STUDENTS:
If a section becomes closed, please contact Deborah Smedley to be placed on the waitlist.

COHORT STUDENTS:
Please contact educationdean1@loyola.edu to resolve your registration issues.

Confirm Your Registration and/or Make A Payment using Web Advisor

APPLYING FOR MAY 2018 GRADUATION?
Find out more information here.