September 24, 2010

C & I CONNECTIONS

Reading

Collaborative Professional Development- Interactive Whiteboards – Terry Atkinson

Lauren Boucher: PCS AIG Teacher, Smart Board Exemplary Educator, ECU Graduate

Caitlin Ryan-New Faculty Member

Caitlin Ryan is a new faculty member who teaches in the READ and ELEM programs in the Department of Curriculum and Instruction. Before graduate school, Caitlin spent several years teaching and directing literacy and service learning programs in the Washington, DC public schools. She comes to ECU after getting her PhD in Language, Literacy, and Culture from the Ohio State University in Columbus.

Her research examines the relationships among literacy, children's literature, social positioning, and educational equity at the elementary school level. Her dissertation, entitled “How Do You Spell Family?: Literacy, Heteronormativity, and Young Children of Lesbian Mothers,” investigated ways young children from lesbian-headed families participated in different kinds of literacy practices in home, school, and community sites. It compared the way these children read, wrote, and talked about their families in these different spaces, and demonstrated how the children used literacy to participate actively in their own social positioning while navigating between their (gay) homes and (straight) schools.

She has recently been awarded a grant of start-up funds from ECU to conduct a project that stems from this research. In this new project she will work with elementary school teachers in a wide range of contexts who are interested in addressing issues of gender and sexuality in their classrooms through children's literature. She hopes to compile these case studies of practice to demonstrate how addressing issues around gender and sexuality at the elementary school level is not only possible for teachers to undertake, but necessary in order to fully serve the wide range of students and families in our schools.

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Inside this issue:
Two new READ courses will premier in Spring 2011. These courses will replace READ 3204 and READ 3210 and will allow for more in-depth study of the components of literacy instruction within targeted grade levels.

Further details about READ 3301 and READ 3302:

READ 3301 replaces READ 3204
READ 3302 replaces READ 3210
No upper division requirements and no prerequisites
READ 3301 practicum placement in a K-2 setting (10 hours)
Use assessment to plan and implement individual, small group, and whole group literacy lessons in a K-2 setting.
READ 3302 practicum placement in grades 3-6 (10 hours)
Use assessment to plan and implement literacy lessons with an individual student in grades 3-6
Advise students to take 3301 as first READ course.
Students who already took 3204 should take 3302 instead of 3210 (Practicum placements are flexible as we transition students to new plan).

Unless students want a 3-6 placement for internship, they should take 3302 PRIOR to Senior 1.
Freshman Immersion Program (FIP) and READ 1031 – Helping to Retain Our Students – Lanette Moret

READ 1031 (Personalized Reading for Speed) students learn skills to help them succeed in university courses, increasing the likelihood that they will graduate. Students are taught note taking skills, time management skills, textbook annotation, test-taking skills, and reading comprehension strategies that can be applied to other courses. This fall a new program, the Freshman Immersion Program, was initiated and piloted with about 40-45 students enrolled.

The Freshman Immersion Program was designed to enhance transition to college; offer study skills assistance, and help students become engaged in activities within the university. Transition from a high school setting to a college campus is fostered if students develop strong academic, social, and time management skills. The FIP program helps students successfully navigate the university environment.

As part of the FIP Program, students are grouped together in certain sections of courses such as READ 1031, COAD 1000, ENGL 1100, MATH 0045 (Remedial Math if needed), MATH 1065, HLTH 1000, etc. The instructors of these courses are also involved with the piloting of the

STARFISH, early warning system, tied to Blackboard as a way for course instructors to alert student advisors about problems with students’ attendance or grades.

Holmes Reading Center
Elizabeth Swaggerty

The Holmes Reading Center in Speight 219 is not only a great meeting room, but also a valuable resource room brimming with reading materials. The collection includes picture books, novels, big books, basal series, leveled book sets, assessment kits, literacy/reading videos, and manipulatives available for check out by staff and faculty. Contact Robin Griffith grif-fithr@ecu.edu or Elizabeth Swaggerty swagger-tye@ecu.edu for further information.

“Once you learn to read, you will be forever free.”
- Frederick Douglass

“Life-transforming ideas have always come to me through books.”
- Bell Hooks
Ran Hu has received a start-up fund of $7000 to continue her dissertation work in Beijing, China. The purpose of the research is to investigate English reading instruction in three secondary schools under the revised 2001 curriculum in Beijing, China.

From January to August 2010, Ran went to Beijing, China, and collected data through teacher interviews, class observations, and teacher and student surveys.

Teaching:

In spring 2010, Ran taught three courses online. She set up all the courses long before she left and provided more office hours in the first two weeks of the semester while she was in the US. She made it explicit in the syllabus that she was going to be in a different country while teaching in the US. Some of her students emailed and said that this was the first time that they were having a teacher from the other side of the world and they were very excited to see how the semester would go. While in China, Ran was able to communicate with her students through email and Skype. Several students added Ran to their Skype accounts and messaged her to ask questions. Even though she was in a different country, Ran felt that she had no problem with teaching, grading on time, and being close with her students.

Research:

The purpose of the study is to understand and describe English instruction in secondary schools in Beijing, China. Three secondary schools were selected, and data sources included teacher interviews, class observations, teacher/student surveys, and documents such as textbooks, teacher’s manuals, and exercise books.

The school semester started around mid-February in Beijing. Immediately after school started, Ran made appointments to meet the principals, heads of the English teacher groups, and individual teachers. She explained her research purpose, data collection and analysis methods, and the significance of the research to the teachers. Participating teachers were selected on a voluntary basis.

Data collection (interview and observation) took place from early March to early July. Each secondary school has six different grades (Grades 7, 8, and 9 for the middle school section and Grades 10, 11, and 12 for the high school section), and a total of 20 teachers participated in the study. Each teacher was observed at least 3 times (some were observed 10 to 15 times depending on how long they used to teach one unit) and interviewed twice. Meanwhile, Ran met with two Research Associates working in the Beijing Education Bureau, and through their help, the survey was distributed to teachers in three different districts in Beijing. In August, Ran was able to get more than 700 copies of the surveys back.

Service:

Ran was able to continue some of her service duties. Ran attended the Diversity Committee meetings through Skype video. She also met with Drs. Patricia Anderson and Kathy Misulis through Skype video discussing her annual evaluation and progress toward tenure. Because of the time difference (12 hours), though, Ran acknowledged that she “attended” all these meetings in her pajamas since it was around 1 or 2 in the morning Beijing time.

During Ran’s stay in China, she found opportunities to provide service to the schools and university there. Ran has always been interested in providing students with international study and student teaching opportunities to broaden their perspectives on education in the world. While in China, Ran met with Dr. Xiaoquan Qiu, Chair of the Department of English Education at Capital Normal University. Dr. Qiu has also expressed interest in establishing a partner relationship with ECU College of Education to look for future opportunities of collaboration in the future. Ran also got to know some of Dr. Qiu’s students (sophomores) and gave a presentation on the importance of Read-Aloud. Ran has shared the book *Listen to the Wind* with these students.
In order to thank the principals and the teachers who participated in the research project, Ran has offered four workshops on the teacher’s professional development day in the three schools. Ran presented on Action Research, Group Collaboration, and Writer’s Workshop. Ran was also asked to demonstrate how to use the writer’s workshop approach to teach writing, so she taught one lesson to some 11th graders on writer’s workshop in one of the schools.

Ran was also invited to give several other presentations on emergent bi-literacy. She presented on Chinese acquisition vs. English learning at the Institute of Biophysics, Chinese Academy of Science (please go to http://www.ibp.cas.cn/zhxw/zxbd/201006/t20100609_2878771.html for more information), How to Read a Book to your Child, and Using Bilingual Books to parents and teachers at Ed-Baby International Early Education Center (www.edbaby.cn).

Fun:

Ran felt that there was too much fun to list. Several highlights include:

1. spending the Spring Festival with her family in China the first time in the recent 8 years since she first came to the US
2. taking her son, Danny, to the zoo to feed giraffes
3. shopping
4. eating all the wonderful authentic Chinese food. She was a little bit surprised, though, to realize how she has become an American. In restaurants, all she wanted was a cup of iced coke; however, the waitress was confused and kept on telling her “it’s already cold, why still ice?” (As you may know, Chinese people like hot stuff, or at least at room-temperature. They believe cold things hurt your stomach.)

Challenges:

One small challenge is that some of the web pages were blocked in China, so Ran was not able to keep a blog using some American websites. The greatest challenge that Ran has ever experienced was the loss of all her documents. Ran still has not figured out what the reasons were. When Ran first came to Beijing, she brought her USB drive to a printing place to print some stuff. Then when she inserted the USB drive to her laptop, all the files were corrupted. The same thing happened when she returned to ECU recently. When Ran inserted her USB drive (some files were given by the teacher participants) to the computer in her office, the documents in two folders were corrupted and could not be recovered. Ran was so frustrated with the loss of her important documents and the advice she wanted to share with everyone was “when you travel to a different country, use your PIRATE DRIVE to save”!

Having Fun—Ran’s son at the Spring Festival in China.
**Introducing—Robin Elks in the Sped Grants Office**

Ms. Robin Elks has recently joined the Special Education Grants Office team. Not too long ago, Robin worked at Bank of America while she was attending school to receive her Associates in Applied Sciences: Business Administration. There she grew a strong interest in working in financial areas.

In November of 2009, Robin began working as a temporary employee for the Cashier’s Office at East Carolina University. In January of 2010, the Special Education Grants Office needed additional help to maintain student data and assist with budget files. Robin then began working with Ms. Ruth Kilburn, the Director of SPED Grants.

With Ms. Kilburn as her mentor, Robin began to quickly learn the proper procedures and policies of grants. In July, Robin was offered a full time, time limited position with the Special Education Grants Office. Now she works with six federal and two state grants, manages budgets, student scholarships, and tracks service obligation status.

Off work, Robin is currently pursuing her Bachelors in Business Administration. Her ultimate goal with ECU is to become a Financial Analyst for the Grants and Contracts Office.

**Organizational Structure Review Committee—David Gabbard**

On Thursday September 16th, the Organizational Structure Review Committee met with Mandee Lancaster to fine tune the survey that she developed with the help of her staff at the ECU Center for Survey Research. Over the next two weeks, she will work to put the survey online and have it ready for C&I faculty to complete by the first week of October. She will also attend our October 15th retreat to address any questions you may have concerning the survey. By November, she plans to begin conducting focus group interviews with faculty regarding our current organizational structure and what we might do to improve our capacities to carry out our mission. The Committee will begin analyzing data from the survey and focus groups by the middle of January.

**TQP Grant - Ruth Kilburn**

The USDOE funded Teacher Quality Partnership (TQP) grant is ending its first year. This large grant supports the work of many partners within the College of Education, the Harriot College of Arts & Sciences, Pitt County Schools, and Greene County Schools. All partners were well into the academic year when funding was received, so the first year’s challenge was to identify personnel and create an infrastructure for the project. Once a spring semester team was established, COE faculty met with principal investigators to identify key strategies as the basis for course development. By summer session, the College of Arts and Sciences faculty joined the work team, along with many Pitt County Schools’ clinical teachers. The team began developing instructional units and accompanying content modules that teachers would teach in the fall. These units were designed with the new DPI EE3 and EE5 in mind. Following a vetting process, the units, content modules and video snippets of the actual teaching of the units will be used as instructional materials in methods courses. An overview of the grant may be found at [www.ecu.edu/cs-educ/TQP](http://www.ecu.edu/cs-educ/TQP). This site will include more updates soon.
TQP Grant—cont.

TQP partners are looking forward to year two of the grant as work begins to strengthen teacher preparation programs. TQP, and all grants, enhance and support the ongoing work of the College of Education. This space in the departmental newsletter will continue to provide updates for year two which begins October 1, 2010.

Battery Recycling

Please do not discard batteries in your trash can. We have a recycling drop off for your batteries in Sp. 119. Bring in your laptop batteries as well. Please make sure your old laptop battery remains in your laptop until the new one has been installed.

Batteries should be recycled rather than thrown away. ECU Office of Environmental Health and Safety (EH&S) accepts, at no charge, all types of batteries (including alkaline, lead acid, nickel cadmium, lithium and mercury).

The batteries are recycled to recover the heavy metals and hazardous components.

Due to recent fires caused by short circuiting of improperly packaged batteries the US Department of Transportation (DOT) has issued new packaging procedures in regards to the transportation of batteries. Effective January 1, 2010 all battery terminals must be taped, bagged, or packaged so that the terminals cannot contact each other during transportation. This can be accomplished by taping the terminals with non-conductive tape, bagging the batteries individually, packaging them in the original package or placing non-conductive caps on the terminals. Information from ECU’s EH&S Office.

In our Department, we are placing tape over the terminals in our recycling drop off for pickup.

AIG Conference

For information regarding our recent AIG Conference go to www.ecugifted.com
Fall Graduate Recognition Ceremony
Saturday, December 18th at 9:00 a.m. in Minges.

♦ October 9 –12, Saturday–Tuesday Fall Break
♦ October 13th, Wednesday–Classes Resume
♦ October 15th, Friday– C & I Retreat 9:00 am

September & October Birthdays!!!

**September**
- Tanya Cannon—6th
- Nancy Jessup—7th
- Sandra Warren—10th
- Dan Boudah—10th
- Alana Zambone—17th
- Mark L’Esperance—22nd

**October**
- Lisa Wilkins—22nd
- Vic Capps—25th
- Guili Zhang—2nd
- Arlene Ferren—4th
- Troy Jones—9th
- Beth Ward—10th

- Michelle Joyner—15th
- Dawn Phillips—20th
- Betty Peel—21st
- Caitlin Ryan—21st
- Todd Finley—28th
- Tessie Guidry—30th