

Diversity in our Books, Classrooms, and Hearts: Using Literature to Promote Diversity

Credit Requirements and Options

Recertification Credit (Keystone AEA) and Graduate Credit Options (Drake, Morningside, Clarke, or Viterbo)

- Attend all classes
- Reflection journals after all classes (6 one-page reflection journals total) including applications relevant to teaching assignment after each class. Participants will reflect on their learning and explain how it will impact classroom practices, student engagement, and student achievement. (45 points)
DUE: May 5, 2023
- Read and evaluate professional articles about the rationale of incorporating literature in the content areas. A written review of one professional journal article that is applicable to their teaching assignment and apply research, knowledge, and monitoring of skills to improve practice and implementation into the areas of math, social studies, science, or the arts. (5 points) DUE: May 5, 2023
- Choose from one of the following options to meet the new U.S. Department of Education requirement of 30 additional course work hours outside of the classroom for credit. (50 points) DUE: May 5, 2023

Option 1	Read and evaluate <u>180 Days: Two Teachers and the Quest to Engage and Empower Adolescents</u> by Kelly Gallagher and Penny Kittle, ISBN - 978-0-325-08113-7. <ul style="list-style-type: none">• Respond through the professional learning blog after each chapter in the book. Each blog response will include the new learning for the educator and how it can be or will be implemented in the educator's classroom. A total of nine thoughtful responses will be completed.• Participants have the option to but are not required to respond to at least one other educator after each chapter. Through this brief but thoughtful peer response, ideas, connections, and reading and writing strategies can be shared to enhance the learners' new knowledge and classroom or personal experiences.
Option 2	Research a place within your community/area where you could take your students as an educational experience. Share at least 3 age-appropriate books you could read to/with your students to prepare them for the experience. Explain how they are related to your chosen location. <ul style="list-style-type: none">• Submit one completed project on how you will present the place to your students. Choose from one of the following projects as a way to incorporate literacy into your classroom:<ul style="list-style-type: none">○ A script from the point of view of a tour guide that would be used during a field trip to the place○ A digital presentation of the place's facts, artifacts, and attributes (iMovie, powerpoint, google presentation, etc.)○ Another project of your choice that highlights the educational attributes of the location• Include a one-page observation report on why it is important for your students to learn about this place and how learning about local areas can impact students in the classroom.
Option 3	Create and submit a 5-day unit focused on the integration of a strategy shared by one of our speakers into reading and writing instruction.

	<ul style="list-style-type: none"> The 5-day unit will use the following format: <ul style="list-style-type: none"> Unit Title Grade Level Objective Reading integration procedure, engagement, and activities (How will this be taught in the classroom and what the students will be doing during the lesson?) Writing integration procedure, engagement, and activities (How will this be taught in the classroom and what the students will be doing during the lesson?) Submit an example of student work relating to reading and writing from the unit.
Option 4	<p>Listen to and reflect on five educational podcasts. You may choose <u>any podcast</u> you wish. If you need suggestions, please contact the instructors.</p> <ul style="list-style-type: none"> Prepare a list of which podcasts you choose to listen to and write a short summary of what you learned from the podcasts. Write a paper outlining how you will use what you learned from the podcasts in your classroom and implement the ideas. Reflect through a one-page observation paper about how the new ideas implemented in class affected student learning and/or mindset.
Option 5	<p>Participate in the Eastern Iowa Reading Council writing contest.</p> <ul style="list-style-type: none"> Complete a writing lesson with your students, including conferencing to revise and edit students' work. Write a paragraph explaining the process you used to encourage and inspire students in their writing. Enter at least five writings into the short story and/or poetry contests. It can be one or the other or a combination of both. Submit a list of the titles and student authors of the pieces submitted. Reflect on the entries you submitted and write a one-page reflection on the process you used and how you would change your instruction in the future to improve the quality of writing.
Option 6	<p>Present at the February Tech Bytes class.</p> <ul style="list-style-type: none"> Sign up with the instructors for presenting on a web site, program, app, or technology use that other members may be interested in. Prepare a handout to send out to members giving basics about the technology you are presenting on. Present over Zoom about your technology. Your presentation should be approximately 10 minutes. Reflect through a one-page paper on your presentation and how you implement this technology with your students.

If you have an idea for a different project that would complete your 30 outside hours, please talk to Nancy or Dawn.

Note: Attendance is required at all classes. If you must miss a class, please contact Nancy White or Dawn Schechtman in advance. For missed classes/meetings, you will need to watch the video and write up a response. If you miss more than one class/meeting, you will need to complete additional assignments unless permission is given by an instructor or events are required by your school.