



LINGUISTICALLY RESPONSIVE INSTRUCTION FOR IMMIGRANT & REFUGEE YOUTH: CRITICAL PROFESSIONAL DEVELOPMENT

This free workshop for K-12 teachers, particularly secondary teachers of ELA, science or social studies, will focus on how to facilitate emergent bilinguals' reading comprehension and meaning-making through discussions of informational texts in content area classrooms. Teachers will spend each morning observing Carrie Symons's class as she facilitates middle and high school immigrant and refugee youth's reading comprehension. After lunch, teachers will spend the afternoon with Dr. Symons and colleagues from the Department of Teacher Education to explore the principles of linguistically responsive instruction and how to integrate them into practice to ensure every student has equitable access to content.

WHEN: July 9-12 and July 16-19, 2018
8 a.m. to 3:30 p.m. each day (breakfast and lunch will be provided)

WHERE: Michigan State University, Snyder Phillips Hall
East Lansing, MI 48824

SIGN UP: To **participate**, please visit education.msu.edu/outreach/equity/reading-lab. For more information, please contact Carrie Symons at csymons@msu.edu.

Sponsored by MSU College of Education: Equity and Outreach Initiatives in partnership with the Refugee Development Center in Lansing and MSU's Residential College in the Arts & Humanities

ABOUT CARRIE SYMONS

Dr. Carrie Symons is a faculty member in the MSU Department of Teacher Education. She teaches undergraduate literacy methods courses for pre-service teachers and graduate courses on curriculum and instruction for emergent bilinguals (K-12 students who are learning English as an additional language). As a former elementary school teacher of 10 years, lab classroom demonstration teacher with the Public Education and Business Coalition, and facilitator of professional and curriculum development in the area of literacy, Carrie prioritizes the building of long term, mutualistic research-practice partnerships with local community organizations, schools, and teachers. Through these partnerships, she aims to identify what teachers need to know about literacy and language to effectively mediate emergent bilinguals' learning across content areas and how this pedagogical literacy and language knowledge is best developed.