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difference

2013 PRTE Program

58th IRA Convention in San Antonio, TX - April 19 through April 22

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PRTE Executive Board

Monica Gordon Pershey, SIG Chair

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Gina Stocks, Program Co-Chair

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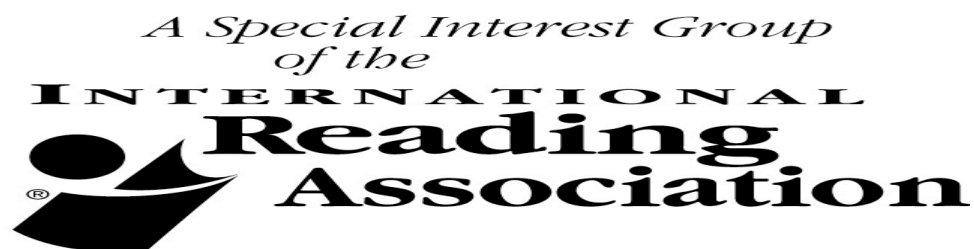
Debra Murphy, Treasurer

Chyrese S. Wolf, International Liaison

PRTE Publications

Elaine M. Bukowiecki, Newsletter

Terrence V. Stange, Editor of *The Reading Professor*



Greetings from PRTE's Chair

Welcome, old friends and newcomers, to the PRTE session at the IRA 2013 Convention! And welcome to Fiesta San Antonio!

PRTE offers you more than a conference session – we offer you entry into an inclusive community of supportive colleagues. By attending this session, you are joining a group of impassioned, curious, knowledgeable, and forward-thinking scholars and educators. At this session, you will think, participate, react, and maybe even smile. You'll share, collaborate, and find your place among a group of people who live professional lives rather like your own – fully engaged in literacy scholarship and in preparing the next generation of literacy educators.

Our three-part session features a keynote address, roundtables, and a business meeting.

PRTE welcomes our keynote speaker, author and educator Dr. Nell K. Duke, who will discuss literary genre. Dr. Duke's work focuses on informational text, early literacy development, and reading comprehension instruction, with an emphasis on children living in poverty. The topic of her address today is timely, given the multi-genre reading demands required by the Common Core State Standards.

Following the keynote, we break into roundtable sessions. Our roundtables offer something for everyone. Select from a variety of topics to satisfy your interests: preparing primary-level or secondary-level reading teachers; adolescent and adult literacy; nonfiction reading, writing, and vocabulary development; literacy and leadership; instructional practices; special topics in reading and literacy; preparing teachers by using technology; challenges and achievements in literacy education; and culture and arts in literacy education. You'll have the opportunity to contribute to the discussions that take place at your tables. This is a supportive environment for trying out new ideas.

Following the roundtables, please stay for the PRTE business meeting that is open to members and prospective members. This is a time for members to volunteer to become more active in PRTE and for prospective members to learn about the benefits of membership. The meeting allows us to renew our acquaintanceships, celebrate our accomplishments, and plan for the future of this dynamic group. Some of the highlights of today's meeting include the roll-out of the new PRTE Bylaws, the introduction of new members of the executive committee, an update on the August 2013 European Conference on Reading at the University of Jonkoping, Sweden (registration for the conference and tour is still available), editorial enhancements for *The Reading Professor*, and discussion of the many accomplishments of our membership committee.

Our new website, www.prtesig.com, allows us to post conference session handouts. Presenters can send their handouts (Power Points, papers, or other items) to me at m.pershey@csuohio.edu or to esbarreraiv@LSU.edu (Stan Barrera, Program Co-Chair) for posting by July 1, 2013. We encourage you to please use our new website and let us know how we can enhance it for your use. The site is yet another PRTE member benefit and we're yet to realize its full potential.

*Monica Gordon Pershey,
SIG Chair*

A Message from the PRTE Program Co-Chairs



IRA 58th
Annual Convention
Celebrating Teachers Making A Difference

San Antonio, TX
April 19-22, 2013

¡Bienvenidos a PRTE! It is our pleasure to bring to you another session of PRTE at the 58th Annual Convention of the International Reading Association. We are even more excited to be hosting in our great state of Texas here in San Antonio.

This year, we received a record number of proposals from existing members as well as new members. We feel that our efforts, combined with those of our Membership Chair, Stephanie Grote-Garcia, have helped spread the word about the amazing academic work and networking that PRTE provides to those in the field of reading and literacy studies. Of the 83 proposals submitted, 54 will be presented during our roundtable sessions.

It is our greatest pleasure to have Dr. Nell K. Duke open our annual session here at IRA. Her work has made major contributions to our field of reading and she continues to share her insights and knowledge with us. After our keynote address, we will move into our roundtable sessions with Discussion Chairs leading the process. Some major themes being discussed this year include: preservice teacher education at both the secondary and primary levels; adolescent and adult literacy research; nonfiction reading, writing, and vocabulary development; literacy leadership, instructional practices and special topics associated with reading; technology's role in improving preservice teachers; challenges and achievements in reading, and culture and art in literacy education.

We would like to take this time to invite everyone to join us for next year's PRTE Session at the 59th Convention of the International Reading Association. We are very excited about having Carrice Cummins, current IRA President, as our Keynote Speaker and welcome everyone to submit a proposal for our Roundtable Discussions.

Thank you so much and we look forward to seeing everyone in New Orleans!!!

Sincerely,

Stan & Gina

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PRTE Session Schedule & Agenda

58th Annual Convention of the IRA

Special Interest Group Program Agenda

Monday, April 22, 2013 from 9:00–11:45 AM San Antonio Convention Center: Room 202AB

Time	Speaker/Presenter	Event
9:00-9:05	Monica Gordon Pershey, Chair & Gina Stocks, Program Co-Chair	Introduction and Welcome
9:05-9:10	Stan Barrera, Program Co-Chair	Introduction of Keynote Speaker
9:10-9:50	Nell K. Duke	Keynote Address
9:55-11:15	Tammy Marsh Milby, Coordinator	Roundtable Discussions <i>Six 10-minute rounds with 15 minute for discussion at the end*</i>

Breakdown of Roundtable Discussions*

(Adjustments by Discussion Chairs may be made)

9:55 - Presenter 1

10:05 - Presenter 2

10:15 - Presenter 3

10:25 - Presenter 4

10:35 - Presenter 5

10:45 - Presenter 6

11:00 - Discussion

11:15-11:45	Monica Gordon Pershey, Chair	Business Meeting
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Keynote Address

Beyond Fiction and Nonfiction: Teaching Genre Better

Nell K. Duke

Our keynote address will be given by Nell K. Duke who will be speaking about ways in which we can improve on teaching the genres of fiction and nonfiction. Nell K. Duke, Ed.D., is currently a professor of [teacher education](#) and [educational psychology](#), an affiliate of the program in [school psychology](#), and co-director of the [Literacy Achievement Research Center \(LARC\)](#) at Michigan State University. In fall, 2012, Duke will assume a position at Professor of [language, literacy, and culture](#) at the University of Michigan. Duke received her Bachelor's degree from Swarthmore College and her Masters and Doctoral degrees from Harvard University. Duke's work focuses on early literacy development, particularly among children living in poverty. Her specific areas of expertise include development of informational reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. Duke is the recipient of the American Educational Research Association Early Career Award, the National Reading Conference Early Career Achievement Award, the International Reading Association Dina Feitelson Research Award, the National Council of Teachers of English Promising Researcher Award, and the International Reading Association Outstanding Dissertation Award. She is author and co-author of numerous journal articles and book chapters as well as the books [Reading and Writing Informational Text in the Primary Grades: Research-Based Practices](#); [Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to Five](#); [Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills From Birth to 5](#); and her most recent book, [Reading and Writing Genre with Purpose in K-8 Classrooms](#). She is also editor of [The Research-Informed Classroom](#) book series and co-editor of the book [Literacy Research Methodologies](#). Duke teaches preservice, inservice and doctoral courses in literacy education at Michigan State, speaks and consults widely on literacy education, and is an active member of several literacy-related organizations. She has served as author and consultant on a number of educational programs, including [Buzz About IT](#), [iOpeners](#), [National Geographic Science K-2](#) and the [DLM Express](#). Duke also has a strong interest in improving the quality of educational research training in the U.S.



We look forward to receiving your proposals and sharing new research. Please see the Call for Proposal Information page provided for more information. In addition to a Word template, a fill-in-the-blank PDF Proposal form will also be available to all members. These two templates will be E-mailed and placed on our website.

Thank you for your support and interest in PRTE, a Special Interest Group of the IRA.

Roundtable Discussions

Group1: Preparing Preservice Reading Teachers: Secondary Level ***Wolfram Verlaan, Discussion Chair***

Supporting Preservice Language Arts Teachers' Professional Growth with Cumulative Retell-Relate-Reflect Journals - *Arlene L. Grierson*

This session describes preservice teachers' experiences completing a series of journals that followed a retell-relate-reflect format. Analysis of the content of 45 teachers' journals and 15 interviews, documented how completing this assignment enhanced teachers' understandings of the complexity of literacy and fostered increased understandings of how to teach language arts.

The Power of Content Vocabulary: What Preservice Teachers Need to Know - *Joyce R. Shatzer & Greg O. Gierhart*

This paper describes ways university faculty support preservice and inservice teachers in choosing appropriate content vocabulary, utilizing effective instructional vocabulary strategies, and developing assessments for and of learning. Its purpose is to show the importance of content vocabulary instruction as a definitive literacy topic leading to student success.

Preparing Teacher Candidates to Teach Literacy Skills with Young Adult Novels - *Ann Marie Smith & Lisa Hazlett*

Using the results from a survey of middle and secondary language arts and reading teachers, the presenter will describe the results of a study on teachers' perceptions of using young adult literature to teach literacy skills. Methods for preparing preservice teachers to help their students improve literacy skills using young adult literature will also be discussed.

Using Adolescent Voices to Transform Literacy Instruction in Teacher Preparation - *Deborah G. Summers & Paula M. Selvester*

In this roundtable, presenters will share the impact of an activity that engaged teacher candidates in an examination of adolescent readers' narratives about power, identity, and literacy. Participants will discuss implications for developing secondary teachers who promote critical literacy, social justice, and global understanding in their content areas.

Using Digital Media to Enhance Secondary ELA Teachers' Awareness of Methods to Scaffold Reading Instruction - *Wolfram Verlaan*

The use of digital media to scaffold reading instruction has been shown to be an effective means of increasing the comprehension of struggling readers. For proficient readers, however, comprehension gains have been largely marginal, especially with texts of average difficulty. The experiences preservice secondary ELA teachers' use of digital media to scaffold more difficult text will be shared.

Group 2: Preparing Preservice Teachers: Primary Level

Melissa Stinnett, Discussion Chair

Investigating Preservice Teachers' Sense of Reading Efficacy - *Rebecca M. Giles & Andrea M. Kent*

This study investigated the impact of teacher preparation on preservice teachers' sense of efficacy regarding the teaching of reading with two groups of preservice teachers. One group was seeking certification in elementary education, and the second group seeking certification in both elementary and special education. Findings indicate no significant difference in the efficacy between the two groups.

Elementary Classroom Student Teachers Reflect on Literacy Instruction During Clinical Practice - *Peter Hilton & Holly Mackley*

Do reflective logs and critical essays aid in the growth and development of reflective and engaged new teachers? Will a focus on literacy learning and teaching make preservice teachers more aware of the literacy practices used during their clinical experience? Might this growing awareness lead to the understanding that continuing professional development is necessary and impacts successful teaching and student learning? Will such awareness enable the student teachers to contribute to collaborative discussion in their early years of inservice teaching? The results of an analysis of both the reflective journaling and the critical essays will be reported.

Reigniting the Need to Read in Pre- and Inservice Teachers - *Caroline B. Hopenwasser*

Finding time for leisure reading in our fast-paced society is often difficult. This session will provide concrete methods to connect or reconnect preservice and inservice teachers with a passion for reading, causing them to move leisure reading back to the top of their "to do" list.

Identity Development in Preservice Teacher Candidates - *Kate Lerseth*

Identity development in preservice teacher candidates is a steadily growing body of knowledge. This study focuses on the final semester of a preservice education. Through interviews and data collection, ideas for helping identity development in this often tension filled semester emerge.

Helping Preservice Educators Use Curriculum-Based Measurement for Monitoring Student Writing Progress - *Pamela M. Stecker & Mary B. Campbell*

This presentation focuses on helping preservice teachers to apply principles of curriculum-based measurement to writing. Current research and procedures for developing/evaluating technically sound progress monitoring tools are reviewed. These measurement principles are applied to writing measures at elementary and secondary levels to help educators track student change in writing.

Teaching Reading Comprehension Strategies for Preservice Teachers with the use of Vodcasting - *Melissa Stinnett*

This study investigated the impact of using vodcasts as a demonstration tool for teaching preservice teachers pedagogy for instructing comprehension strategies. Using a survey consisting of Likert scale questions and essay responses, levels of comfort and interest in teaching the strategies were examined.

Group 3: Adolescent and Adult Literacy ***Corinne Valadez, Discussion Chair***

Literacy Experiences of Male Students in an Alternative High School - *Toni Chapa*

This qualitative study examined the literacy experiences of adolescent males attending an alternative high school. A thematic analysis resulted in the identification of four core themes, and the data analysis in this study revealed a mismatch between students' in-school and out-of-school literacy experiences.

Active, Strategic Reading: Split Notes for Narrative Text - *Cheryl Lisa McNair*

"Active, Strategic Reading: Split Notes for Narrative Text" will present a metacognitive strategy for narrative text. This strategy may support not only struggling readers in their understanding of narrative text, but also address the needs of proficient readers as they navigate the literacy requirements necessary for instructional level reading.

Phonemic Awareness Instruction for Older Students who are ELL using Alphabetic Principle - *Ann Curry Ruff & Candace Head-Dylla*

Results from a study of curriculum developed exclusively for middle school students (Diné/Navajo Native American) using specific strategies for identifying/instructing older students in need of phonemic awareness. Presenters review literature suggesting phonemic awareness is not helpful for older struggling readers and discuss contrary evidence and need for further study.

Silent Reading: The Lived Experiences of Five Deaf Women - *Corinne Valadez*

The purpose of this study was to share the lived literacy experiences of five deaf women who attended Austin School for the Deaf more than 50 years ago. The participants shared their earliest memories involving literacy to how literacy has transformed their ability to participate in the hearing world.

Motivating Older Struggling Readers through Interactive Writing - *Katherine Wiesendanger & Gretchen Braun*

For children who fail to learn to read in the primary grades, the chances for success are diminished. Motivating older struggling readers to learn can be a daunting task. Finding strategies that are both engaging and challenging is particularly difficult. This article presents a model of an instructional practice that was implemented in a summer reading program, and used successfully with older, struggling readers who were language delayed. The process uses interactive writing as a springboard for literacy development. The activities emphasize semantic and syntactic development. These pre story activities that develop language are coupled with intensive follow-up activities to develop literacy skills.

Group 4: Nonfiction Reading, Writing, and Vocabulary Development *Kimberly Kimbell-Lopez, Discussion Chair*

W⁷: Developing Higher Levels of Word Knowledge through Vocabulary Notebooks - *Carrice Cummins, Kimberly Kimbell-Lopez, & Amy Vessel*

A major purpose of the W7 Project was to show that the implementation of vocabulary notebooks helps students learn how to analyze words at higher levels of understanding. Preliminary findings show an increase in teachers modeling and use of strategies to support vocabulary development.

Moving Beyond Journaling to Dialogues in Writing - *Cindy Hail*

The challenge to successfully teach children to become proficient in writing, and specifically in non-fiction writing, is to find appropriate and motivating ways to experience and perfect their writing. This study was designed to engage fourth graders in twice-weekly writing with peers. Outcomes indicated increases in quantity, style, mechanics, spelling, and motivation.

Learning by Doing: Responding to Nonfiction Texts - *Jacqueline Hansen*

Explore exciting ways to reach every university student by differentiating reading responses to nonfiction texts. Offer a choice of response activities. Further, students' comprehension through in-class conversations and presentations. By experiencing these strategies first-hand, current and future reading teachers will be more likely to use differentiated responses with their students.

Support for Teaching Non-Text Elements in Texas Elementary Social Studies Textbooks - *Debra Murphy Sherrye Dee Garrett*

If, in fact, the textbook is the primary resource for teachers in elementary content areas to the exclusion of other resources, what support is provided to teachers for teaching skills necessary for students to fully comprehend the non-text elements encountered in Elementary Social Studies textbooks?

Analysis of Images in Sustainability Texts for Children - *Rani Muthukrishnan & Jane Kelley*

We analyzed pictures in non-fiction books that introduce sustainability for elementary grade students using Critical Multicultural Analysis framework. Depictions of nature were pre-dominated by man-made environments. Most pictures portrayed White people as consumers in urban setting. Critical guiding questions for teachers, librarians, publishers, researchers, and readers are discussed.

Group 5: Leadership in Reading and Literacy ***Tina Selvaggi, Discussion Chair***

Envisioning Yourself as a Literacy Leader - *Marian S. Beckman*

This presentation is intended to empower educators as literacy leaders in their current teaching and coaching position. The presenter will examine the concept of "literacy leader" in the classroom and as a part of the Response to Intervention format.

The Literacy Professional as a Coach and Mentor to Other Educators - *Elaine M. Bukowiecki*

The preparation of graduate students to become literacy coaches/mentors will be described, along with their reflections regarding their subsequent work as literacy coaches/mentors in prekindergarten-grade 12 school districts. Through coaching/mentoring, these educators learned as much about their own pedagogy as they acquired about the teaching styles of those they coached.

Caps for Sale: Celebrating the Preservation of Administrators' Roles in Reading Instruction - *Alma Williams & Christina Joye Beard*

Focusing on current and past research on the level of understanding that practicing public school administrators have on reading instruction, this round table discussion will inform and guide administrators on how to enhance their knowledge of reading instruction by using information and resources readily available.

Literacy Professional vs. Reading Scholar: Two Complementary Intents in Graduate Education - *Monica Gordon Pershey & Daniel Pearce*

This interactive roundtable will consider the implications of two primary aims in graduate education: the preparation of literacy professionals versus the preparation of scholars of reading. In response to open-ended probes, participants will discuss the similarities and differences between these two aims and complete a Venn diagram depicting group impressions.

The Literacy Coach as Collaborator and Communicator - *Tina Selvaggi*

Results from data collected from reading specialists, literacy coaches, classroom teachers and principals on the issue of collaboration will be presented. The results of the data revealed the need for communication and rapport development between the literacy coach and teachers, principals, and reading specialists to successfully effect positive instructional change.

Group 6: Instructional Practices: Focus on Reading

Kim Skinner, Discussion Chair

Yes I Can Teach Critical Thinking in Reading with a Card Game! - *Deborah Crowder*

This session will provide educators with an exciting way to engage students in actively seeking and creating a deeper understanding of text.

Reading for Goosebumps, Giggles, and Tears: An Approach to Readers' Workshop - *Jessica Guerra-Castaneda & Mapuana Jones*

All teachers who offer students a choice in reading will provide a significant influence on their reading instruction. In an effort to develop the love for reading and writing, reading authentic literature along with creating readers' responses can provide students an opportunity to read and write for Goosebumps, Giggles, and Tears in elementary and secondary classrooms.

Evaluating the Effects of Comprehension Strategy Usage on the Literacy Development of First Graders - *Evan Ortlieb, Rosalynn S. Davidson, & Earl H. Cheek, Jr.*

Skills-based instruction only focused on reading words is like reading about how to ride a bicycle without ever experiencing the joy of doing it; teachers must go further by providing explicit instruction of comprehension strategies. Results from an quasi-experimental study of reading strategies in first grade will be discussed.

Initiating Critical Thinking Opportunities about Texts - *Kim Skinner*

Today, after-school programs fulfill many student needs, including time to develop critical thinking skills and explore text in a variety of ways. In four unique after-school programs—Playmakers, Philosophers' Workshop, Poets' Academy, and Book Critics—students put into practice particular higher level thinking skills by synthesizing information from text with their ideas and the ideas of others.

Exploring Text Reading Levels in Reading Practicums to Scaffold Reader Progress - *Terrence V. Stange*

A graduate reading practicum involved researching reader progress via text difficulty levels (Betts, 1946). The impacts of reading texts at independent, instructional and frustration levels (Kuhn & Stahl, 2004) should be studied. Word recognition, fluency and comprehension were analyzed relative to text difficulty levels in a repeated measures design.

Group 7: Special Topics in Reading and Literacy ***Stephanie Grote-Garcia, Discussion Chair***

The Impact of Patterned Books on Readers with Autism - *Stephanie Grote-Garcia*

This roundtable discussion will report on a book club for students with Autism. The books used were patterned books, which feature purposefully crafted conversations with a repeated linguistic pattern. The study found that patterned books increase reading comprehension, writing organization, and a variety of social skills.

Educating Educators for a Response to Intervention Environment: Challenges and Needs - *Lois K. Haid, Joyce V. Warner, & Alice Snyder*

The implementation of RTI requires educators to be knowledgeable about RTI. This study queried graduate students and faculty about their knowledge of RTI, what additional knowledge they need. This study provides information for teacher educators in preparing reading educators' leadership in the RTI process.

Perspectives and Practices of Successful ELA Teachers in Diverse Rural Elementary Schools - *Roberta Simnacher Pate*

A qualitative study, using Spradley's (1980) Developmental Research Sequence (DRS), examined four teachers within two high-performing, high-needs, rural South Texas elementary campuses to explore perspectives and practices of effective literacy instruction. Each campus principal was interviewed, and third- and fourth-grade reading/writing teachers were selected, interviewed, and observed over a five-week period.

Why do we need a Bilingual Reading Teacher Certificate? - *Joan Simmons*

The number of English language learners continues to grow in the state of Wisconsin. Spanish/English bilingual teachers in the Fox Valley have been requesting specialized literacy instruction to work effectively with this population. As a result of a meeting between the ESL/bilingual faculty and the Reading Department, the design of a 316 Bilingual Reading Teacher License was conceptualized to strengthen the teaching practice of Spanish/English bilingual teachers in transitional, developmental, and two-way bilingual programs at the early childhood through adolescence levels.

Group 8: Improving Preservice Teachers through Technology

Tara Kingsley, Discussion Chair

Don't Stop Now: College Students Still Need to Know How to Read to Learn - *Marcia Bolton & Tracey Rush*

College students are not using textbooks for a number of reasons. The presenters believe one of the main reasons is they are not equipped with reading skills that allow them to get the most of the reading they need to do to prepare for class.

The Impact of Home Digital Literacy Practices on Emergent Literacy Skills - *Daphney Leann Curry & Linda K. Lilienthal*

This study explored the impact of home digital literacy practices on the emergent literacy skills of preschoolers. The case study design included field notes, interviews, questionnaires, and video/audio recordings. This study adds to the knowledge base of emergent literacy theory by exploring the role of digital technology on literacy/language learning.

Digital Story Expressions: Blending Best Practices in Literacy and Technology - *James Gentry & Laurie McAdams*

This presentation will disseminate findings from an experimental study conducted at a rural middle school. The study explored the impact of digital story expression on students' content learning and as a motivator for students toward learning content. Teachers' perceptions of digital story expressions as a learning tool were also analyzed.

Online Tools to Support Literacy Pedagogy - *Tara Kingsley*

This session will focus on transforming your literacy course into a hybrid or online course for preservice/practicing teachers. Free online tools will be shared as platforms to support collaborative online learning environments. Classroom application for teachers implementing the Common Core Standards within a 21st century framework will be discussed.

Integrating Technology into a Literacy Methods Course with an Internet-Based Literature Lesson - *Susan M. Tancock*

Preservice teachers must develop knowledge about how to leverage technology to meet the needs of children in elementary classrooms. The Internet-Based Literature Lesson is an authentic assignment in a literacy methods course that requires preservice teachers to integrate Internet tools into an effective, standards-based, reading lesson for children.

Using Technology Integration to Prepare Tomorrow's Teachers for the 21st Century Classrooms - *Melissa D. Reed*

It is imperative that teacher education programs produce more qualified, competent and globally competitive graduates who are proficient in the use of modern facilities and innovative teaching techniques. In addition, they need to be equipped with the necessary skills and knowledge to effectively integrate technology into their teaching practice.

Group 9: Challenges and Achievements in Reading and Literacy Education

Amy R. Hoffman, Discussion Chair

Documenting Preservice Teachers' Literacy Assessment Learning - *Carol A. Angell & Yuko Iwai*

This session includes part III of a three-part project that investigated preservice teachers' early literacy learning using Marie Clay's Observation Survey within a field-experience setting. Researchers documented students' self-report learning following a field-based assessment experience. Data were gathered using then-now surveys and open response question format.

A Professional Growth Framework for Preservice Teachers in a Literacy Block - *Janet L. Bavonese & Jennifer Strain*

One goal of teacher education programs is developing teacher candidates' beliefs, attitudes, and expertise in literacy methods. Combining literacy methods, clinical experiences, and professional growth opportunities is one way to guide preservice teacher development in this area. Implementing a professional growth framework in literacy block will be discussed.

Preservice Teachers' Perceptions about Reflective Practices for Developing Reading Knowledge and Pedagogy - *Kit L. Blake*

Reflective practice was examined using a sequential explanatory research design. Quantitative findings revealed no significant difference in Praxis II scores for preservice teachers when comparing a reflective and non-reflective reading course. However, thirteen interviews indicated reflective practice does play a role in developing one's reading knowledge and reading pedagogy.

Becoming an International Baccalaureate Middle School: Implications for Literacy Education and Educators - *Amy R. Hoffman*

Curricular change and teacher professionalism were studied through observations and interviews as an urban middle school worked towards International Baccalaureate candidacy. Language arts teachers were instrumental in developing integrated units that featured literacy across the curriculum and in fostering the inquiry and communications skills central to global-mindedness.

Responding to a State Mandate: Preparing Teachers to Teach Reading - *Judy C. Lambert*

Presenter will share how one literacy program in an institution of higher education examined its curriculum and program requirements and initiated specific steps in response to a state mandate requiring all teachers of reading to pass a reading content knowledge test.

Implementing a Faculty Research Grant on Student Engagement and Learning - *Paula Witkowski & Thomas Cornell*

This presentation will focus on how two reading professors developed and implemented a faculty research grant to investigate student engagement and learning. Multiple data set results from a mixed method design will be shared from this two-year study.

Group 10: Culture & Art in Reading and Literacy Education ***Deborah Addison, Discussion Chair***

Using Music in the Secondary Classroom to Promote Learning and Literacy - *Deborah Addison*

This discussion will focus on the ways music is and can be used in the classroom for learning and literacy in content area subjects. Material will be taken from research done in Texas from 1950 to present day. Resources will be shared with participants who are open to the possibilities.

Literacy and Learning through the Arts: Engaging Today's Visual Learners - *Neva Cramer & Karen Backor*

Offering learning through the arts strategies allows today's visual learners to reach their full language potential and makes reading come alive for reluctant and struggling readers. The "literacy through the arts experience" makes reading and writing active, accessible, authentic, aesthetic, and the result will be changed attitudes.

Teaching and Learning with Wordless Books - *Kathleen Ann Froriep*

Guided by studies with diverse readers and teacher candidates, this presentation reviews activities for teaching with wordless books. The presenter will show how wordless books helped teacher candidates define ALL students as readers and how using these books can act as a catalyst for each reader's overall literacy development.

Exquisite Reality: An Analysis of Art and Language in Nonfiction Texts - *Sherrye Dee Garrett*

Nonfiction today emphasizes aesthetic essentials: cover art and illustrations, unusual fonts, and interactive text elements. This session presents an analysis of aesthetic elements of nonfiction and a discussion of how aesthetic elements influence student choice of texts. The session will present a rubric used to analyze voice in nonfiction texts.

Using CRMA in Teacher Education: Can this tool Empower College and Middle School Readers Alike? - *Laura Straus & Dana M. Cotton*

The purpose of this study is to explore the effects of a practicum on preservice elementary teachers and their students. Candidates' collaboration with middle school language arts students, using Collaborative Retrospective Miscue Analysis (CRMA), should critically shift the candidates' perceptions about the reading process. Furthermore, middle school readers should be empowered and should better understand their own reading processes.

Co-Presenter(s)

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Carol A. Angell, University of Wisconsin – La Crosse
Dr. Estanislado S. Barrera IV, Louisiana State University
Janet Bavonese, Jacksonville State University
Karen Backor, Schreiner University
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Marian S. Beckman, Edinboro University of Pennsylvania
Kit L. Blake, Missouri Western State University
Marcia Bolton, Widener University
Gretchen Braun, Longwood University
Elaine Bukowiecki, Bridgewater State College
Mary Campbell, Saint Xavier University
Toni Chapa, Texas A&M University – Corpus Christi
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Dana M. Cotton, The University of Montana - Western
Neva Cramer, Schreiner University
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Arlene L. Grierson, Nipissing University, Schulich School of Education
Dr. Stephanie Grote-Garcia, University of the Incarnate Word
Jessica Guerra-Castaneda, Texas A&M University – Corpus Christi
Lois K. Haid, Barry University
Cindy Hail, Missouri State University
Jacqueline Hansen, Murray State University
Lisa Hazlett, The University of South Dakota
Candace Head-Dylla, University of Wisconsin - Whitewater
Peter Hilton, Saint Xavier University
Amy R. Hoffman, John Carroll University
Caroline B. Hopenwasser, State University of New York – New Paltz
Yuko Iwai, University of Wisconsin – La Crosse
Mapuana Jones, Texas A&M University – Corpus Christi
Jane Kelley, Washington State University
Andrea M. Kent, University of South Alabama
Kimberly Kimbell-Lopez, Louisiana Tech University
Tara Kingsley, Indiana University - Kokomo
Judy C. Lambert, University of Wisconsin - Oshkosh
Kate Lerseth, Simpson College
Linda Lilienthal, Midwestern State University

Holly Mackley, Saint Xavier University
Laurie McAdams, Tarleton State University
Dr. Janet McIntosh, Nipissing University, Schulich School of Education
Dr. Cheryl Lisa McNair, Texas A&M University - Kingsville
Tammy M. Milby, University of Richmond
Debra Murphy, Texas A&M University – Corpus Christi
Rani Muthukrishnan, Washington State University
Evan Ortlieb, Monash University
Roberta Simnacher Pate, Tarleton State University
Daniel Pearce, Texas A&M University-Corpus Christi
Monica Gordon Pershey, Cleveland State University
Dr. Melissa D. Reed, Emporia State University
Ann Curry Ruff, University of Wisconsin - Whitewater
Tracey Rush, Widener University
Tina Selvaggi, West Chester University
Paula M. Selvester, California State University - Chico
Dr. Joyce Shatzer, Murray State University
Joan Lea Simmons, University of Wisconsin Oshkosh
Kim Skinner, Texas A&M University-Corpus Christi
Ann Marie Smith, Valdosta State University
Alice Snyder, Kennesaw State University
Terrence Stange, Marshall University
Pamela Stecker, Clemson University
Melissa Stinnett, Western Illinois University
Dr. Gina Stocks, Sul Ross State University - RGC
Jennifer Strain, Jacksonville State University
Laura Straus, The University of Montana - Western
Deborah G. Summers, California State University - Chico
Susan Tancock, Ball State University
Corinne Valadez, Texas A&M University – Corpus Christi
Wolfram Verlaan, University of Alabama - Huntsville
Joyce V. Warner, Barry University
Christie L. Warren, Texas A&M University – Corpus Christi
Katherine Wiesendanger, Longwood University
Alma Williams, Texas A&M University – Corpus Christi
Paula Witkowski, Webster University-St. Louis
Chyrese Wolf, Chicago State University

Looking Ahead to New Orleans

Greetings Fellow PRTE Members,

Professors of Reading Teacher Educators is pleased to announce their 2014 Call for Proposals for the 59th Annual IRA Convention in New Orleans, LA. The deadline for submitting is Friday, July 1, 2013, and all proposals should be submitted via E-mail to our address – PRTESubmissions@gmail.com.

Keynote Address by Carrice Cummins *2012-2013 IRA President*

Carrice C. Cummins, professor of curriculum, instruction, and leadership in the College of Education at Louisiana Tech University, was elected as an officer of International Reading Association in 2010 will become president in 2012. Cummins served as a member of the IRA Board of Directors from 2003-2006, and has served on a number of IRA committees and special projects including both the Teacher Education Task Force and the Early Childhood Commission. She is a longtime active member of the Louisiana Reading Association having served as president, Membership Director, and chair of numerous committees. She currently serves the association as conference chair, president of the College Teachers of Reading Special Interest Council, and editor of the state journal *READ: Reading, Exploration, and Discovery*. Cummins is also an active member of the IRA LEADER Special Interest Group currently serving as newsletter editor.



Cummins received her B.S. and M.S. in Elementary Education and Reading from the University of Southern Mississippi; her Ed.S. in Reading from Northeast Louisiana University; and her Ph.D. in Reading Education from Louisiana State University. Prior to joining the faculty of Louisiana Tech University in 2003, she enjoyed twenty-nine years in the PK-12 school setting where she served as a classroom teacher, elementary principal, and central office supervisor. She received the Wright Group *Seeing the Learner in Every Child Award* in 2004.

The focus of Cummins' work is in classroom literacy instruction. Primary areas of interest include the implementation of strategy instruction in comprehension and vocabulary with special emphasis on retelling and the explicit teaching of narrative and informational text structures. She has published numerous articles and chapters in academic journals and professional books and coauthored/edited such books as, *The Power of Retelling: Developmental Steps to Building Better Comprehension*, *READ: Seventy Strategies to Support Reading Success*, and *Understanding and Implementing Reading First Initiatives: The Changing Role of Administrators*. She also co-developed several national professional development programs involving retelling of fiction and nonfiction texts, as well as guidelines for several intermediate nonfiction reading programs. She recently received the Louisiana Tech University College of Education research award.

Professors of Reading Teacher Educators

2014 PRTE Call for Proposal

59th IRA Convention in New Orleans, LA May 09-12, 2014

Tentative Session Schedule is Saturday afternoon on May 10, 2014

Keynote Speaker: Carrice Cummins, 2012-2013 IRA President

PROPOSAL DEADLINE:

Proposals must be submitted electronically by July 1, 2013 to PRTESubmissions@gmail.com

PROPOSAL OUTLINE:

I. TITLE

Title must be no more than 12 words in length (refer to APA style manual, 6th ed.), and topics should advance the mission of PRTE and literacy education. Proposal objectives may address the IRA 2014 theme; however, objectives should support teacher preparation of literacy educators.

II. PRESENTER(S)

Full name, position, address, phone number, and e-mail address of each presenter. Clearly indicate whether each presenter is a member of PRTE and IRA and include IRA membership number and expiration date. **Membership in IRA and PRTE is required for ALL presenters.**

III. ABSTRACT

Not to exceed 100 words. If your proposal is accepted, your abstract will be published in the PRTE Program and may appear in the Newsletter.

IV. DESCRIPTION OF ROUNDTABLE DISCUSSION

Not to exceed 500 words. Be sure to ground your proposal in research and/or theory.

PLEASE NOTE:

1. Because the committee must act quickly in order to prepare the PRTE proposal for IRA, no late proposals to PRTE will be accepted.
2. If your proposal is accepted, the time allotted for each round-table presentation will likely be 10 – 20 minutes.
3. Plan to take approximately 50 copies of your handouts to the convention for distribution.
4. Renew membership or join PRTE prior to submitting a proposal, so that notification regarding proposal status will not be delayed.

CONTACTS:

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For more information, visit www.PRTESIG.com or email us at PRTESubmissions@gmail.com

Professors of Reading Teacher Educators

Membership Form

Benefits of membership include:

- Scholarly association with leading reading educators and researchers from around the world.
- The opportunity to present at the annual PRTE session in conjunction with the convention program of the International Reading Association.
- Subscription to the semiannual PRTE journal, *The Reading Professor*.
- Subscription to an annual newsletter.
- Invitation to submit manuscripts to be reviewed for publication in *The Reading Professor*.
- The opportunity to submit proposals for international presentation whenever PRTE is included in an international literacy conference.

ALL PRTE MEMBERSHIPS EXPIRE IN APRIL

Date _____ IRA # _____ Expiration Date _____

Title _____ First _____ Middle _____ Last _____

Name of Institution _____

Position: Faculty/Instructor Administrator Teacher Student

Mailing Address _____

City _____ State _____ Zip _____

Home Phone/Cell _____ Office Phone _____

Email _____

Membership Status: ____ Returning Member ____ New Member referred by _____

Regular Membership 1 Year for \$22.00 or 2 Years for \$40.00 Check # _____

Student Membership 1 Year for \$15.00 or 2 Years for \$25.00 Check # _____

Faculty Signature _____ Email _____

Checks should be made payable to PRTE.

Mailing Instructions

Please visit www.PRTEsig.org for the Membership Chair's Contact Information and where to send your membership application and payment. You can also contact the current Membership Chair at PRTEMembership@gmail.com



International Reading Association
The World's Leading Organization of Literacy Professionals

Professors of Reading Teacher Educators
2013