

TEACHABLE MOMENTS

2014 PRTE Program

59th IRA Convention in New Orleans - May 10 - 12

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PRTE Executive Board

Monica Gordon Pershey, SIG Chair

Estanislado S. Barrera IV, Program Co-Chair

Gina Stocks, Program Co-Chair

Tammy Marsh Milby, Roundtable Coordinator

Mary L. Paxton, Membership Chair

Roberta Simnacher Pate, Secretary

Wally Thompson, Treasurer

Chyrese S. Wolf, International Liaison

PRTE Nomination Committee

Special Committee for 2013-2014

Rosalynn Rowan Christensen, Texas A&M University-Corpus Christi
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Deborah Crowder Davis, Texas A&M University-Central Texas
Member

Gina Stocks, Sul Ross University
Current Officer

PRTE Publications

Elaine M. Bukowiecki, Newsletter Editor

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 2014 Convention! And welcome to The Big Easy!

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. Our two-part session features a keynote address and roundtables.

PRTE welcomes our keynote speaker, a noted author, award-winning educator, and IRA Past President, Dr. Carrice Cummins of Louisiana Tech University. Dr. Cummins will address the conference theme, ***the teachable moment***. Following the keynote, we break into roundtable sessions. Our roundtables cover a variety of topics relevant to reading teacher educators and literacy researchers. All participants have the opportunity to contribute to the discussions that take place at the tables.

This session allows us to renew our acquaintanceships, celebrate our accomplishments, and plan for the future of this dynamic group. In the year since our SIG last met, PRTE has experienced many exciting and productive initiatives. We have welcomed Dr. Bonnie Johnson of St. Norbert College in Wisconsin as a guest editor of *The Reading Professor* and given awards to our best journal articles. Several of our members participated in the European Conference on Reading at the University of Jonkoping, Sweden, coordinated by PRTE International Liaison Dr. Chyrese Wolf.

An important recent development for PRTE is the enhancement of our website, www.PRTESIG.com. The site features PRTE information, news, and announcements. You'll find the information you need to participate in PRTE, such as the membership form, journal submission guidelines, and calls for proposals. Our SIG governance information is posted, including contact information for the officers and Executive Committee, as well as our SIG bylaws. *The Reading Professor* has moved from print to an online format and it is housed on the website. We are retiring our annual newsletter and moving to real-time online news postings. We plan to increase the capacities of our website and to use the site to provide a presence for members' input. If you have any items you'd like to offer for posting, email Stan at esbarreraiv@lsu.edu, or email me at m.pershey@csuohio.edu. There is an interactive Contact feature on the Membership page where you can share ideas, ask questions, or leave comments. Our website allows us to post conference session handouts. Presenters can send their handouts (Power Points, papers, or other items) to esbarreraiv@lsu.edu for posting by July 1, 2014. We encourage you to use our new website and let us know how we can enhance it for your use. The site is a vital PRTE member benefit and we're yet to realize its full potential. And we are connecting with one another more readily via our Facebook and Linked-In pages – please follow PRTE and post to our social networks.

The PRTE Executive Committee continues to serve the membership on an almost daily basis. The PRTE Membership Chair is Dr. Mary L. Paxton from Shippensburg University in Pennsylvania. The Membership Chair has an integral role in PRTE. Mary handles membership enrollment and renewal and distributes the broadcast email announcements that members receive from PRTEMembership@gmail.com. If you need to reach PRTE officers or Executive Committee members, you email this general address and Mary can forward your questions or comments to the appropriate persons. Dr. Wally Thompson from New Mexico Highlands University serves as Treasurer and Dr. Robin Pate of Tarleton State in Texas is our Secretary. Dr. Gina Stocks of Sul Ross

State University in Texas is Program Co-Chair. Dr. Tammy Milby of the University of Richmond in Virginia volunteers as coordinator of roundtables. Dr. Terrence Stange of Marshall University in West Virginia edits *The Reading Professor* and Dr. Elaine Bukowiecki of Bridgewater State University in Massachusetts served as our newsletter editor. Dr. Gina Stocks along with Rosalynn Rowan and Deb Crowder, graduate students from Texas, served as the 2014 Nominating Committee.

I would like to offer an open invitation to all PRTE members to become more active in this SIG. If you are attending the IRA Convention in St. Louis, please consider volunteering to chair a roundtable. The PRTE Nominating committee is seeking potential candidates for future election of officers and Executive Committee members. Our Nominating, Membership, and Program committees always need volunteers. Conference proposal reviewers are needed every summer. We welcome submissions to *The Reading Professor* and to all future convention roundtable sessions. Journal manuscript reviewers are also welcome.

Regarding members' participation in PRTE, I'd like to share an unexpected incident from last year. Someone mentioned to me that she had been asked whether PRTE is an association for people from Texas. *If you are doing a double take now, yes, this comment made me do a double take, too!* Apparently, there may be a misunderstanding among some educators that PRTE is a Texas association. Although many Texans have made a tremendous and lasting contribution to PRTE, the SIG is most certainly not composed of Texans. I consulted our current membership database and learned that members hail from AL, AR, AZ, CA, CT, DE, FL, GA, IA, ID, IL, IN, KS, KY, LA, MA, MD, ME, MI, MN, MO, MS, MT, NC, ND, NJ, NM, NY, OH, OR, PA, RI, SC, SD, TN, TX, VA, WA, WI, and WV. (Sorry if I missed any states!) PRTE has numerous members from Canada and several other countries. Texans compose about 15% of the membership. With Texas being the second most populous state in the nation, and with a little over 8% of the U.S. population residing in Texas, the proportion of Texans in our membership is not surprising.

My musings on Texas inspired me to look at the *Texas Monthly* list of "colorful Texas sayings." So, as they say in Texas, "We've howdied but we haven't shook!" Let's have all of our members get to know each other better, invite our other colleagues to join PRTE, and create a SIG that "jumps like hot grease on a skillet!"

In closing, it has been my pleasure and privilege to serve as PRTE Chair since 2009. My term of office ends after this session at the IRA Convention. I hope to continue to contribute to the SIG as an active past Chair.

On behalf of the PRTE officers and Executive Committee, I hope you will enjoy the session. Your feedback is appreciated. Email PRTEMembership@gmail.com or contact me at m.pershey@csuohio.edu or Stan at esbarreraiv@lsu.edu.

Best wishes for an enjoyable summer and a productive next academic year.

Monica Gordon Pershey, Ed.D.
PRTE Chair

P.S. PLEASE RENEW YOUR PRTE MEMBERSHIP TODAY!!

A Message from the PRTE Program Co-Chairs



Dear PRTE Members:

Gina and I would like to thank each of you for your support throughout our terms as Program Co-Chairs. We both decided to embark on this adventure not really knowing what we were getting ourselves into. However, through our teamwork and with the help of an extremely supportive executive board and past program chair, Stephanie Grote-Garcia, we were able to begin to make sense of it all. Over the course of our service to PRTE, we have made every effort to provide a professional experience to our membership. We began with establishing a dedicated email address for submitting proposals and communicating with the office, adding discussion facilitators to the roundtable sessions, creating a calendar of operation, and using a web based platform for reviewing proposals. Additionally, we have contributed to the development of our SIG's web site.

As we look back, we are proud of each of the annual sessions we co-chaired. Both Chicago and San Antonio were very successful and well attended. In preparing for our last session as Program Co-Chairs, we know that this one will be as great as the previous two. We are very excited to have former IRA President, Carrice Cummins as our keynote speaker. This year's session will offer roundtable discussions addressing Common Core State Standards, pre-service teacher education, in-service teacher professional development, reading and content area literacy instruction, and current trends and issues in literacy today.

Again, both Gina and I thank you for this wonderful opportunity to serve you—our PRTE members. Throughout the years, everyone has been so positive and appreciative and we are truly grateful. Please enjoy your time here in the great and festive city of New Orleans and we hope that you will “meet [us] in St. Louis.”

Sincerely,

Stan & Gina

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PRTE Session Schedule & Agenda

59th Annual Convention of the IRA

Special Interest Group Program Agenda

Sunday, May 11, 2014 from 3:00–5:00 PM New Orleans Convention Center Rooms 384-385

Time	Speaker/Presenter	Event
3:00-3:05	Monica Gordon Pershey, Chair	Introduction and Welcome
3:05-3:10	Stan Barrera, Program Co-Chair	Introduction of Keynote Speaker
3:10-3:50	Carrice Cummins	Keynote Address
3:55-4:55	Tammy Marsh Milby, Coordinator	Roundtable Discussions

Roundtable Discussion Facilitators

Group 1 – Janet Bovonese
 Group 2 – Roberta Simnacher Pate
 Group 3 – Monica Gordon Pershey
 Group 4 – Elaine M. Bukowiecki
 Group 5 – Mary L. Paxton
 Group 6 – Deborah Addison

Breakdown of Roundtable Discussions* *(Adjustments by Discussion Facilitators may be made)*

Schedule for a Three-Paper Roundtable Roundtable

4:00 – Presenter 1
 4:15 – Presenter 2
 4:30 – Presenter 3
 4:45 – Discussion
 5:00 – Conclude

Schedule for a Two-Paper Roundtable

4:00 – Presenter 1
 4:20 – Presenter 2
 4:40 – Discussion
 5:00 – Conclude

Keynote Address

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.



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.

Roundtable Discussions

Group1: Preparing Pre-service Teachers

Janet Bovonese, Discussion Facilitator

Advanced Literacy Practices for Clinical Teacher Preparation

-Evan Ortlieb, Earl H. Cheek, Jr., & Gerlinde Grandstaff Beckers

This presentation features discussions of clinical teacher preparation including reading, writing, and multi-literacy practices; technology-based instruction, and frameworks for meeting the diverse needs of students. Recommendations are provided including a practical guide for planning and instruction within literacy clinics.

Pre-service Teachers Engage Third Graders in Reading Nonfiction

- Lunetta Williams, Katrina Hall, Wanda B. Hendrick

This session explains a Science Book Club project that connected third grade students from an economically disadvantaged area with “book buddies” who were preservice teachers. Third graders were allowed to choose from an array of high-interest, nonfiction texts focused on life science. Buddies discussed texts and engaged in activities that will be discussed in the session. Parents attended a Family Night where they received ideas for science and literacy activities that could be replicated at home. The Family Night activities will be shared along with findings about students’ reading achievement and engagement levels before and after implementing the study.

The Modern Red Apple: Pre-service Teachers Grow TPACK through Reading Methods Course – Janet Bovonese

Digital technology has begun to appear in classrooms, offering opportunities for teaching and learning that depart from traditional modes of paper and pencil tasks and lean toward new approaches that encompass multimodalities, social platforms, and semiotics (Baker, 2010). At the same time, new literacies research has begun to impact pedagogical and content knowledge, shifting teaching toward broader interpretations of literacy that includes social learning and digital integration (Lankshear & Knobel, 2011). Preservice teachers benefit from consistent practice and integration of technology-integrated lesson simulations that allow growth opportunities in technological, pedagogical, and content knowledge through experiences in reading methods courses.

Groups continue on next page.

Group 2: Preparing Pre-service Teachers

Roberta Simnacher Pate, Discussion Facilitator

Reading Maturity among Pre-service Teachers: What are the Implications for Teacher Preparation Programs – *Laurie McAdams*

Reading maturity among preservice teachers enrolled in a teacher preparation program at a regional university was explored. A conceptual framework was developed, which operationalized reading maturity as six distinct factors: interest in reading, purposes for reading, recognition and reconstruction of meaning, reaction and use of ideas to apprehend, types of materials read, and personal adjustment to reading. Participants completed *The Reading Maturity Survey*, which calculated a Total Reading Maturity Score based upon scores for each of the six factors. Data was analyzed by certification level, and important findings were determined within each of the six factors for reading maturity.

Learning from the Think Alouds of Pre-service Teachers – *Molly Ness*

An essential element in teaching children to effectively comprehend text is the use of teacher-led think alouds. The overarching objective of this study was to explore how to better prepare preservice teachers to conduct think alouds in their future classrooms. Data from 97 preservice teachers consisted of several sources: (a) questionnaires, (b) lessons plans, (c) lesson transcripts, and (d) written reflections. Preservice teachers made significant growth in the quantity and quality of reading comprehension strategies they incorporated. Discussion focuses on the challenges that participants encountered when thinking aloud. Finally, suggestions for supporting preservice teachers in effectively thinking aloud are provided.

Strategies and Conversations: A Means to an End in Comprehension – *Roberta Simnacher Pate & Winona Gaye Hubble*

What are the most valuable comprehension strategies? How confident are pre-service through second year teachers with the familiarity and mastery of pedagogical practices pertaining to comprehension across the content literacies? Documentation of initial responses surveyed from entry level pre-service teachers in professional development classes across all disciplines will reveal initial knowledge of various reading strategies along with familiarity in “conversations” throughout reading and content literacies.

Groups continue on next page.

Group 3: Common Core State Standards

Monica Gordon Pershey, Discussion Facilitator

Using Student-Generated Questions to Address the Common Core Reading and Writing Standards – *Wolfram Verlaan*

Because the Common Core State Standards (CCSS) for reading and writing contain similar language addressing the ability of students to use textual evidence to support “claims” or “conclusions drawn from the text”, these two standards lend themselves to mutual reinforcement. One way of developing the natural interdependence between these two standards is to have students generate and answer their own questions about a text. In this session, the presenter discusses how questioning strategies can be used by content-area teachers to develop and reinforce the reading and writing abilities emphasized by the Common-Core College and Career Readiness Anchor Standards.

Instruction in Syntax and Grammar: New Responses to Long-standing Controversies – *Monica Gordon Pershey*

The CCSS require teacher educators to revisit long-standing controversies about syntax and grammar instruction. Do the standards necessitate K-12 instructional focus on syntax and grammar? If so, how will teacher preparation programs respond? This roundtable provides an overview of the controversy and a forum for participants to discuss their views.

Group 4: Common Core State Standards

Elaine M. Bukowiecki, Discussion Facilitator

The Literacy Leader and the Common Core State Standards – *Elaine M. Bukowiecki*

The adoption of the *Common Core State Standards* by 45 states in the United States has caused state departments of education and school districts in those adoption states to rethink and revise their literacy curricula. Additionally, to advance the rationale of the *Common Core State Standards*, schools/school districts now have an increased focus on the incorporation of the language arts into each content subject. For this roundtable discussion, this presenter will describe a literacy project in which M.Ed. in Reading candidates participate as they lead their schools and/or school districts in a successful implementation of the *Common Core State Standards*.

Groups continue on next page.

Preparing Pre-service Teachers to Use the Common Core State Standards – *Victoria Rey, Joan Kastner, & Ethel Young*

This presentation focuses on the procedures that the presenters used to help prepare pre service teachers to use the Common Core State Standards. This also shows the results of following these procedures.

The standards are designed to ensure that students graduating from high school are prepared to take college programs or enter the workforce. Teachers in Kindergarten through Grade 12 are expected to consider these standards in planning instruction. It is important, therefore, that professors of future reading teachers prepare their students in using the Common Core State Standards for literature, informational text and foundational skills.

Group 5: Reading Instruction & Content Area Literacy *Kim Skinner, Discussion Facilitator*

Powerful Instruction through IRAs, Literacy Stations, and Workshops – *Carrice Cummins, Kimberly Kimbell-Lopez, & Libby Manning*

The Powerful Instruction Project was designed to aid 30 K-2 teachers from a Northeast Louisiana school in implementing 3 strong tenets of powerful instruction: interactive read-alouds, literacy stations, reading/writing workshop. The project a) expanded understanding of the major tenets of powerful instruction; b) investigated elements represented in each tenet (i.e., talk; environment; and planning); (c) synthesized these elements within the tenets; and (d) incorporated this knowledge into powerful classroom instruction. The Powerful Instruction Project is a 3.5 year project running from January 2013- May 2016. Findings from the first year, which focused primarily on interactive read-alouds, will be shared.

Student Reading Difficulties Solving Mathematical Word Problems in Grades 2-5 – *Kim Skinner, Daniel Pearce, & Estanislado S. Barrera, IV*

This study investigated teachers' perspectives of the difficulties and the causes of the difficulties students have solving mathematical word problems. Participants in this study included 70 second-fifth grade teachers from 42 different schools in a south central region of the United States. Data was collected through individual teacher interviews and findings from teachers' responses revealed that various reading factors, primarily comprehension and vocabulary, were some of the most frequently cited student difficulties. This study demonstrated the significant role reading plays in teachers' perspectives of students' difficulties solving mathematical word problems.

Groups continue on next page.

Inquiry Circles for Literacy as Social Justice in The Arkansas Delta

– Leah K. Saal

This session will demonstrate how preservice reading teachers in a disciplinary literacy course utilized inquiry circles to deeply investigate a topic in the Delta where expository, “real world” texts could present challenges for residents. Candidates, initially grouped by interest, reported on their topics using multimedia mashups in the form of digital posters. In doing so, the students raised awareness, through social media, for their chosen issue and presented possible strategies to the community. As a result, students were able to investigate their own comprehension while also critically examining issues of social justice related to access and text-complexity in their community.

Group 6: Inservice Teacher Professional Development

Mary L. Paxton, Discussion Facilitator

Purposeful Prompting: Cultivating Shared Language for Professional Growth

– Mary L. Paxton

The focus of this session will be the curricular progression of coursework in a graduate reading program from foundational courses, to a clinical setting, to literacy coaching that involves the development of the use of purposeful teacher prompts. Participants will examine the specific types of prompting used in small group instruction, in individual clinical planning and the shift to teacher-centered prompting in Literacy Coaching. While considering the candidates progression, participants will also examine the strategies used by the professors to align their own teaching using common instructional language with the purpose of scaffolding systematic professional language within their program.

Supporting Pre-service and In-service Teacher Learning when Teaching Online Reading Courses – Linda Lilienthal & Daphney Leann Curry

This case study explored the ways in which the researchers, instructors of online reading courses from two different universities, supported and facilitated undergraduate preservice teacher and graduate inservice teacher learning in online instructional formats. The researchers reviewed instructor-generated course materials, their university course management support system tools, and their journal notes to generate online teaching tips to share with colleagues. This study adds to the knowledge base of preservice and inservice teacher learning, reading instruction, and technology.

Groups continue on next page.

ELL Partnerships: Higher Ed and K-12 Working Together – *Elizabeth Alderton & Michelina Manzi*

This session focuses on an ELL collaborative program between higher education and local k-12 teachers. The partnership allowed for all individuals involved to share knowledge and learn from each other. Information will be shared about the program organization and participants will be encouraged to explore ways in which similar opportunities might be transferred into their own university contexts.

Group 7: Current Issues in Reading and Literacy Instruction ***Deborah Addison, Discussion Facilitator***

How Do We Prepare Teachers to use Technology to Individual Reading Instruction? – *Shannon Howrey*

Research will be presented that provides insight into the thought process of pre-service teachers in an undergraduate literacy assessment and instruction course as they learn about, choose and use technology to differentiate learning experiences for struggling readers. Findings indicated that the pre-service teachers chose technology by criteria unrelated to what they learned in class and with limited relevancy to their lesson objectives. Results imply that literacy teacher educators may want to take a problem-solving rather than didactic approach when preparing teachers to use technology when teaching struggling readers and raises the question of how we go about doing so.

Adding Music into the Literature Classroom Discussion – *Deborah Addison*

Literature circles and discussion groups have been proven to be successful in advancing student understanding of literature, as well as increasing success in literacy. By adding the component of music into the mix, students can create a deeper understanding of the emotions involved in the written word, and discuss those emotions within their groups. Results will be shared with participants when music is added to the teaching of pre-service teachers on children's literature circles in a university class. Methods for including music with students will also be discussed.

Hidden Agendas: How Policies and Professional Landscapes Shape Preparation in Reading – *Tiana McCoy & Rosalynn Rowan Christensen*

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.

Presenters

Deborah Addison, Schreiner University
Elizabeth Alderton, University of Wisconsin-Oskosh
Estanislado S. Barrera IV, Louisiana State University
Janet Bavonese, Jacksonville State University
Gerlinde Grandstaff Beckers, Southeastern Louisiana University
Elaine Bukowiecki, Bridgewater State College
Earl H. Cheek, Jr., Louisiana State University
Rosallynn Rowan Christensen, Texas A&M University – Corpus Christi
Deborah Crowder, Texas A&M University – Central Texas
Carrice Cummins, Louisiana Tech University
Daphney Leann Curry, Midwestern State University
Katrina Hall, University of North Florida
Wanda B. Hendrick, University of North Florida
Shannon Howrey, Kennesaw State University
Winona Gaye Hubble, Tarleton State University
Joan Kastner, Kean University
Kimberly Kimbell-Lopez, Louisiana Tech University
Linda Lilienthal, University of Nebraska Kearney
Laurie McAdams, Tarleton State University
Tiana McCoy, Texas A&M University – Corpus Christi
Libby Manning, Louisiana Tech University
Micheline Manzi, University of Wisconsin-Oskosh
Tammy M. Milby, University of Richmond
Molly Ness, Fordham University
Evan Ortlieb, Monash University
Roberta Simnacher Pate, Tarleton State University
Mary L. Paxton, Shippensburg University
Daniel Pearce, Texas A&M University-Corpus Christi
Monica Gordon Pershey, Cleveland State University
Victoria Rey, Kean University
Leah K. Saal, Arkansas State University
Kim Skinner, Louisiana State University
Terrence Stange, Marshall University
Gina Stocks, Sul Ross State University - RGC
Wally Thompson, New Mexico Highlands University
Wolfram Verlaan, University of Alabama - Huntsville
Lunetta Williams, University of North Florida
Chyrese Wolf, Chicago State University
Ethel Young, Kean University

Looking Ahead to St. Louis



PRESS RELEASE

FOR IMMEDIATE RELEASE

International Reading Association To Hold 2015 Annual Conference In St. Louis, MO, July 17-20, 2015

February 4, 2014—Newark, DE—The International Reading Association (IRA) revealed today that its 2015 Annual Conference will take place in St. Louis, Missouri on July 17–20, 2015. This announcement marks the first time that the Conference will be held during the summer, rather than in the spring.

“Our members have been asking for a shift to the summer for some time now,” explained Marcie Craig Post, IRA’s Executive Director, “and we are very happy that we were able to find a suitable summer venue for 2015. We are excited to be going to St. Louis.”

Post observed that the summer schedule will avoid disruptions during the regular school year and will eliminate the need for hiring substitutes to cover the classrooms of educators who are attending the Conference.

“Moreover,” she added, “since the Conference will take place about a month before the start of school, the instructional strategies and teaching insights learned at the Conference can quickly be put into practice.”

As for the event itself, it will follow the customary IRA format. Day-long topical Institutes will be held on July 17, 2015, followed by the three-day Conference, July 18–20, 2015.

In addition to hundreds of informative program sessions, the Conference will also feature an Exhibit Hall showcasing over 250 exhibiting companies offering education-related products and services, including academic publishers, software developers, curriculum designers, and others.

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About the International Reading Association

The International Reading Association is the world’s foremost expert on literacy. A non-profit global network dedicated to advancing the quality of literacy instruction and research worldwide, the International Reading Association supports reading teachers and other literacy professionals by providing professional development resources, advocating for policy and practices that benefit all teachers and students, and conducting research that promotes informed decision-making about literacy practice in the classroom. With more than 53,000 members worldwide, the Association is one of the world’s largest educational membership organizations.

Visit www.reading.org for more information.

Media Contact

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Professors of Reading Teacher Educators

2015 PRTE Call for Proposal 60th IRA Convention in St.Louis, MO July 17-20, 2015

PROPOSAL DEADLINE:

TBA. Proposals must be submitted 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.

CONTACT:

Tiana McCoy– Program Chair

College of Education

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

Membership Information

Or Apply Online at www.prtesig.com

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
2014