

*A special interest
group of the*



Professors of Reading Teacher Educators

Transforming Approaches

to



Literacy Instruction

2015 PRTE Program

60th ILA Convention in St. Louis - July 18 - 20

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PRTE Executive Board

Elected Offices

Estanislado S. Barrera IV, Louisiana State University
SIG Chair

Tiana McCoy Pearce, Kansas State University
Program Chair

Mary L. Paxton, Shippensburg University
Membership Chair

Roberta Simnacher Pate, Tarleton State University
Secretary

Wally Thompson, New Mexico Highlands University
Treasurer

Monica Gordon Pershey, Cleveland State University
Past Chair

Appointed Offices

Tammy Marsh Milby, University of Richmond
Roundtable Coordinator

Melissa Reed, Emporia State University
Social Media Secretary – LinkedIn & Twitter

The Reading Professor Editorial Board

Bonnie Johnson, St. Norbert College
Editor in Chief

Terrance Stange, Marshall
University
Assistant Editor

Greetings from PRTE's Chair

PRTE Members,

Welcome to the Professors of Reading Teacher Educators SIG annual session here in St. Louis. We are excited to be reflecting this year's conference theme of *Transforming Lives Through Literacy*. As we all know, transformation only comes through change and this year has certainly been filled with many changes—we have gone from being the International Reading Association to being the International *Literacy* Association; we have gone from convening in May to now July. Even within our own SIG, we have experienced some changes—this was my first year as the new Chair, we had a new Program Chair, our session has a new format, submitting proposals online was new, just to name a few. Although changes can be good, the process is often at times challenging— a later timeline for submissions, we had to limit authors per presentation... One might even say that things have become unfamiliar, even unrecognizable, but that is the nature of transformation. It is not reform—the same thing reorganized. However, I feel that we have successfully put together another amazing session.

In order to transform lives through literacy, we must first acknowledge that literacies themselves and literate practices must also transform. Almost ten years ago, Lemke (1996) pointed out that the generic literacies of the Information Age would certainly include: multimedia authoring skills, multimedia critical analysis, cyberspace exploration strategies, and cyberspace navigation skills. However, we are just now beginning to see some of these skills introduced in classrooms through new standards. In fact, much of what is being researched in the field of literacy concentrates on new ways and more effective ways to teach the same set of old skills. According to Leu et al., (2011), those same students that have been receiving so much attention in the classroom are now also struggle in the digital world. This is because, as Leu stated (2000), literacy is deictic— “the meaning of literacy rapidly and continuously changes as new technologies for information and communication continuously appear online and new social practices of literacy quickly emerge”(Leu, 2011, p. 6). In order to transform lives through literacy, we must catch up.

As we continue to move forward we will encounter even more changes, which is the essence of transformation and transforming. Although there is still so much to work on in the area of traditional literacy practices, we are now being asked to focus on our attention on the skills and practices needed in the area of new literacies and online reading comprehension. So, as we engage with one another today and share our current research, let us begin to think of ways to move forward and transform our own teaching, our approaches to new literacies, and to how we are preparing the future teachers of tomorrow.

In closing, I want to thank the Executive Board of PRTE for their hard work and dedication to our special interest group. I also want to extend a special thank you to our Program Chair, Tiana McCoy for organizing our session this year and making this possible.

All the best,
Stan Barrera
PRTE SIG Chair

A Message from the PRTE Program Chair



Dear PRTE Members:

I would like to thank each of you for your support during my first term as Program Chair. This year has brought many changes to ILA and challenges for our organization. Also, in the past, there have been two board members that share this position. I must thank the former Program Co-Chair and now SIG Chair, Stan Barrera, for his assistance this year. He has definitely been my “wingman.” Stan certainly wears many hats, and I was very fortunate to have his assistance this year.

Through the support of the executive board and our membership, PRTE is pleased to offer its membership a wonderful session with current and interesting research presented by our members. This year’s session will offer a business meeting followed by roundtable discussions addressing pre-service teacher education, in-service teacher professional development, reading and content area literacy instruction, and current trends and issues in literacy today.

Again, I thank you for this wonderful opportunity to serve you—our PRTE members. Throughout the year, everyone has been so positive and appreciative, and I am truly grateful. I am thrilled decided to “Meet me in St. Louis” and hope you enjoy your time in the beautiful city. I hope to see you in Boston next year!

Sincerely,

Tiana Pearce

Tiana McCoy Pearce, Ph.D. – Program Chair
Assistant Professor
Kansas State University
College of Education
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2015-2017 Nominations for Executive Board

Nominating Committee

Estanislado S. Barrera IV, Louisiana State University

Kim Skinner, Louisiana State University

The Search Committee, with cooperation of the nominated officers, has collected the following information so that the PRTE Membership can have the opportunity to review their qualifications. Each office only has one proposed officer, so a majority vote is not necessary.

Proposed Officer for Membership Chair

Laurie A. Sharp, Ed.D.

Brief Biographical Statement:

Laurie A. Sharp, Ed.D., is currently an Assistant Professor in the Department of Curriculum & Instruction at Tarleton State University in Stephenville, Texas. Prior to being at Tarleton, Laurie was a classroom teacher at the elementary and intermediate levels for six years in Florida and Texas public schools. At Tarleton, Laurie teaches education and literacy courses at the undergraduate and graduate levels. Laurie is an accomplished scholar and has published several written contributions and presented at numerous academic conferences. Laurie is also passionate about service and serves as an active member and leader in several community and professional organizations. Through her service, Laurie has made many respected contributions that have benefited respective members and positively influenced literacy education.

Qualifications for Office Statement:

I believe that effective preparation of future teachers is of paramount importance, and PRTE provides a professional community, forum, and mentoring environment for professionals who educate future teachers. As a prospective Executive Committee member, I bring many skills, connections, resources, and expertise that would enable me to fulfill the duties and responsibilities associated with the position of Membership Chair. I am an extremely organized individual, which will be an asset with respect to maintenance of PRTE's membership processes and databases. I am also an excellent communicator and believe timeliness with communication is extremely important. These strengths will enable me to fulfill essential duties related to membership, as well as responsibilities associated with being part of the Executive Committee. As a reliable, ambitious, energetic, and highly motivated professional, I look forward to being part of a team that works diligently to achieve PRTE's mission.

Proposed Officer for Treasurer

Shannon Howrey, Ph.D.

Brief Biographical Statement:

Shannon Howrey, Ph.D., is an associate professor of reading and literacy education in the Department of Elementary and Early Childhood at Kennesaw State University, where she teaches literacy education and action research courses at the undergraduate and graduate levels. Shannon has published and presented nationally and internationally in the areas of teacher education, multicultural literature, and culturally responsive pedagogy, and was the recipient of a university-wide service learning award for her work in creating university and school partnerships. Prior to teaching at the college level Shannon was an elementary classroom teacher in Texas and, before being called to teach, worked as an accountant and financial analyst in the corporate world.

Qualifications for Office Statement:

PRTE brings literacy teacher educators together to envision, re-envision, and jointly create learning experiences that help to develop individuals to teach effectively in diverse classrooms. It is my desire to contribute by combining my experience in managing budgets and communicating financial information with my passion for high-quality teacher education. I am reliable, dependable, and an effective communicator, and I bring a high level of commitment and energy to the position of Treasurer in working collaboratively toward the PRTE mission.

PRTE Session Schedule & Agenda

60th Annual Convention of the ILA

Special Interest Group Program Agenda

Sunday, July 19, 2015 from 11:00AM – 1:00PM

America's Center Room 274

Time	Speaker/Presenter	Event
11:00-11:05	Stan Barrera, Chair	Introduction and Welcome
11:05-11:50	Executive Board and Membership	Business Meeting
11:50-12:50	Tammy Marsh Milby, Coordinator	Roundtable Discussions
12:50-12:55	Tiana McCoy Pearce, Program Chair	See You in Boston!
12:55 – 1:00	Stan Barrera, Chair	Closing Remarks

Roundtable Discussion Facilitators

Group 1 – Kathryn Lerseth
Group 2 – LeAnn Johnson
Group 3 – Amy Vessel
Group 4 – Melissa Reed
Group 5 – Kathleen Fleming
Group 6 – Cheryl McNair
Group 7 – Bethanie Pletcher
Group 8 – Elaine Bukowiecki
Group 9 – Kimberly Kimbell-Lopez
Group 10 – Patricia Durham

Breakdown of Roundtable Discussions*

(Adjustments by Discussion Facilitators may be made)

Schedule for a One-Paper Roundtable

11:50 – Presenter 1
12:30 - Discussion
12:50 - Conclude

Schedule for a Two-Paper Roundtable

11:50 – Presenter 1
12:10 – Presenter 2
12:30 – Discussion
12:50 – Conclude

Roundtable Discussions

Group1: Preparing Pre-service Teachers

Kathryn Lerseth, Discussion Facilitator

Educational Research Opportunities for Undergraduate Pre-service Teacher Candidates – *Kathryn Lerseth*

Research has been proven to help students develop their overall college experience. In this study, undergraduate pre-service teacher candidates studied the TPACK framework and developed various lessons appropriate for second grade students utilizing that research. The research team implemented each of the lessons with a classroom of twenty-two students in a nearby elementary school. The pre-service teachers have presented their work at various state and local conferences. The results of the impact this study has had on the pre-service teacher candidates will be presented at this roundtable discussion.

Visiting the Zone of Proximal Development (ZPD): Are You In or Out?
– *Cheryl Slattery*

The Zone of Proximal Development (ZPD), describes the gulf between tasks students have mastered and tasks to be mastered with assistance. This paper focuses on how to structure teacher education environments to move pre-service teachers from learning about teaching literacy to that with which they need assistance in instructional delivery. Using pre-service teachers' own experiences with ZPD in helping them design instruction for their students embodies the idea of "scaffolding". Pre-service teachers experiencing explicit scaffolding as an approach to literacy instruction, will forge the understanding of support required for emergent readers to get from scaffolded literacy instruction to independent readers.

Group 2: Preparing Pre-service Teachers

LeAnn Johnson, Discussion Facilitator

Dig Deep: Individualized Project-Based Exploration and Application of Reading Methods – *LeAnn Johnson & Rebecca Mercado*

Learn how Shepherd University engaged in a two-step process to move from broad teaching to deep understanding of literacy methods. Step 1 involved restructuring coursework to encourage teacher-candidates to engage in individualized literature review, application of researched methods with PK-12 students, and development of a professional presentation. Step 2 utilized a collaborative relationship with the local reading council to host a literacy conference for area teachers and provide an authentic opportunity for students to present both posters and workshops in collaboration with practicing teachers. Explore the possibilities of using project-based teaching and a local conference to deepen your students' understanding.

Group Continued

An Investigation into Student Engagement in Higher Education Classrooms – *Paula Witkowski & Thomas Cornell*

This article reports on a one-year research project using peer coaching between two reading professors to study the effects of collaborative classroom activities on student engagement. In order to address professors' concerns about student participation, two undergraduate reading-methods classes were revised through the inclusion of more collaborative learning activities. Classroom observations were conducted to take notes on both pedagogical methods and student responses to these methods. Students were asked to self-assess their engagement in behavioral, cognitive, and affective domains. The results of this research were then used to revise pedagogical techniques in these and other classes.

Group 3: Pre-service Teacher Practices ***Amy Vessel, Discussion Facilitator***

Providing Effective Literacy Instructional Feedback to Student Teachers during Clinical Experiences – *Amy Vessel*

This study was conducted with mentor teachers and student teachers during the spring semester of a year-round clinical experience. As mentors provided daily feedback to their assigned student teacher over the course of an academic year, they identified a paradigm shift from teacher evaluator to literacy coach. Observing the student teacher cohort as a team versus assigned individual student teachers created a new lens in which the mentor teachers used their literacy knowledge to observe and provide effective feedback to all the student teachers at one school during literacy instruction.

Transforming a Preservice Teacher Preparation K-2 Literacy Methods Course – *Kimberly Anderson & Johna Faulconer*

This case study will document efforts being undertaken in one teacher preparation program to transform its K-2 literacy methods course. The re-designed course will better prepare teacher candidates for a newly instituted foundations of reading exam requirement for state licensure, while also enhancing the preparation those candidates receive with regard to their ability to provide effective literacy instruction for all of their students. Data will include Spring 2015 mid-semester and end-of-semester survey data from students in a pilot section of the course and will compare disciplinary knowledge of those students to the knowledge of students in the non-pilot version.

Group 4: Pre-service Teachers' Perceptions and Beliefs

Melissa Reed, Discussion Facilitator

Avoiding Instructional Whac-a-mole: Preparing Literacy Teachers to Actualize Practice that Matches Beliefs in the First Years of Teaching – *Elizabeth Swaggerty & Amy Broemmel*

This longitudinal study examines the beliefs and practices of seven novice elementary teachers in their first six years of teaching. These beginning teachers maintained a consistent focus on their literacy instruction beliefs despite changes in teaching context and instructional practices. Open coding of in-depth interview transcripts revealed teachers' identification of and attempts to overcome perceived roadblocks to enacting practices that matched their instructional beliefs. Roadblocks included testing mandates/accountability, curriculum mandates, changes in teaching context, pressure from colleagues, and specific student issues. Implications for supporting pre- and in-service teachers in addressing the roadblocks that might derail intended effective instruction during the beginning years of literacy instruction will be discussed.

Bohemian Muse: Mentoring a Pre-service Teacher's Journey in Transforming Adolescent Writers – *Melissa Reed*

Secondary teachers can play an important role in creating autonomy and motivation in adolescent literacy. This teacher action-research study follows the ten-day journey of a university faculty mentor, her secondary English pre-service teacher, and twenty adolescent learners as they explore non-traditional literacy learning environments and real-world literacy activities. Fostering student buy-in for reading and writing comes from balancing teacher-mandated topics with giving students choices of interest in literacy assignments. What impact does the creation of these environments and activities have on student attitude and motivation? Outcomes, including survey data and examples of writing, will be shared from the experience.

Group 5: Pre-service Teachers' Perceptions and Beliefs

Kathleen Fleming, Discussion Facilitator

Boys Will be Boys: Student Teachers' Knowledge and Beliefs about Reading Instruction – *Kathleen Fleming*

By grade 4, an average American boy is 1.5 years behind an average girl in reading and earn 70% of all D's given (Alliance for Excellence in Education, n.d.). It is critical to provide classroom experiences that respond to the interests, needs, and learning styles of all students, and to engage boys and girls equally as readers and writers. This roundtable will provide a discussion of research findings that examine the student teachers' knowledge and belief levels and teaching sense of efficacy for boy's reading instruction. This presentation may be of interest to classroom teachers, pre-service teachers, professors and researchers.

Group Continued

“Jumpstarts”: Engaging Pre-service Teachers with Multicultural Literature, Visual Literacies, and Strategies for Building Prior Knowledge
– *Shannon Howrey*

In this action research project, pre-service teachers learned to create digital jumpstarts as a way of building background for multicultural novel studies for third to fifth graders. In this round table session I will briefly explain student perceptions of the value of their jumpstart projects and the presentations of other groups. Analysis indicated that the pre-service teachers were not only learning a teaching technique to build prior knowledge to help the students better understand the novel, but were also becoming more familiar with and more sensitive to the cultures of their potential students. Example of pre-service teachers’ jumpstarts will be shared along with directions and links to enable other literacy teacher educators to implement the project in their own classes.

Group 6: Current Issues in Reading and Literacy
Cheryl McNair, Discussion Facilitator

How Can Educational Institutions Graduate Effective Novice Literacy Teachers? – *Cheryl McNair & Gerri Maxwell*

For students to learn, they have to be engaged in thinking; not just any thinking, but thinking about what the teacher is trying to teach—the learning objective (McKenzie & Skrla, 2011). Literacy best practices to ensure student engagement are well researched, but recent reading achievement results suggest there is room for student improvement (U.S. Department of Education, National Center for Education Statistics, 2014). The issue may not be the use and teaching of strategies for literacy improvement; the issue may be related to teacher self-reflection in assessing student cognitive engagement.

Dig Into Reading - Summer Intervention for Struggling Readers
– *Julie Jackson Albee & Larinee Dennis*

Allington, et al. (2010), determined that reading loss by economically disadvantaged students can be prevented when students are provided with books to read over the summer. Materials for the “Dig Into Reading” packet were compiled by a team of reading teachers and professors. This team is working on a three-year project to design materials and a DVD to send home with kindergarten, first and second graders who struggle with reading. The goal is that materials in the packet are research-based, copyright free, and replicable. Data will be collected each May and August to determine if packet use is beneficial.

Group 7: Literacy Instruction and Assessment

Bethanie Pletcher, Discussion Facilitator

I Tested My Student - Now What?: Pre-service Teachers' Use of Assessment Data - *Bethanie Pletcher*

During this session, the presenter will discuss a study that explores how pre-service teachers use assessment data to create lessons for their students in an eight-week university-based reading tutorial program. Findings yielded from this study will help university reading teacher educators guide pre-service teachers to use assessment data effectively, thereby impacting student achievement. Participants will leave with information that will facilitate their work with pre-service teachers, particularly in the areas of adjusting instruction based on assessment data and conversing with children in ways that encourage strategic reading.

Transforming the Teaching of Writing: Equipping Teachers to Implement the Common Core State Standards - *Andrea Kent & Lauren Brannan*

With the implementation of the Common Core State Standards for English-Language Arts (ELA CCSS) across many states, the emphasis on teaching writing has been rekindled. Equipping inservice teachers to meet the expectation of fostering young writers is an essential component for successfully implementing the standards. This study examines initial factors that teachers attributed to their preparation to teach the new standards, and the impact of receiving writing professional development as the year progressed. Results revealed that teachers attributed teaching experience to initial preparation, and that professional development was beneficial for implementing the new standards.

Group 8: Literacy Professionals

Elaine Bukowiecki, Discussion Facilitator

The Literacy Professional as an Advocate for Literacy Success for All Learners - *Elaine Bukowiecki*

A literacy professional, whether a classroom teacher, specialist, or coach, has many roles. These responsibilities include teaching students, guiding other educators, and advocating for optimal literacy education for all learners. As advocates, literacy professionals "are willing to share what they know, collaborate with others, stretch their thinking, stand by their principles, advocate for their students, and see themselves and their work as part of a larger school purpose" (Routman, 2014, p. 32). In this presentation, the advocacy work of educators enrolled in a M.Ed. Degree in Reading at a state university in the northeastern United States will be described.

Group 9: Elementary Literacy Instruction

Kimberly Kimbell-Lopez, Discussion Facilitator

Analyzing Word Study Development for Children in Grades K-2

- Kimberly Kimbell-Lopez & Elizabeth Manning

Analyzing Word Study Development for Children in Grades K-2 will share how inservice teachers received intensive instruction in how to use data-based practices when monitoring the spelling development of young children. Teachers gathered spelling data by using a spelling inventory at selected times during the school year. Data from these inventories were used to identify the stage of spelling development of each student and to form small groups for strategic instruction in spelling and word study. Data from the spelling inventory provided critical information about each student's current level of spelling development, thus assisting teachers in making decisions about small-group instruction as well as to determine "I Can" statements for students when working at literacy stations or conferencing with students.

Supporting Students Writing Development through Strategic Writing Instruction – Elizabeth Manning & Carrice Cummins

Supporting Students' Writing Development through Strategic Writing Instruction will share how inservice teachers received intensive instruction in best practices for teaching writing to elementary children. Students in grades K-2 completed on-demand writing samples at the beginning of the year, middle of the year, and end of the year. The samples were then evaluated by the classroom teacher using a writing continuum developed by the presenters and aligned with the Common Core State Standards. Teachers used these findings to determine instructional focus areas for students.

Group 10: Content Area Literacy

Patricia Durham, Discussion Facilitator

Collaborative Efforts in Literacy and History Instruction for Pre-service Teachers – Christy Howard

This study addressed one of the critiques surrounding content area literacy courses, which suggests content area literacy teachers and content area teacher educators should work together (Brozo, et al., 2013; Draper et al., 2010). This study focuses on the collaboration between a literacy instructor and a history methods instructor as they co-taught a course on literacy strategies and history methods. As participants in this study, pre-service teachers planned lessons that integrated knowledge gained from the literacy/history collaboration and had the opportunity to apply this knowledge to their practicum experience as they observed, taught and evaluated instructional practices with their peers.

Group Continued

Content Fluency for EC-6: “It’s Rather Like Learning a Language.” – *Patricia Durham & Jackie Ingram*

Through the use of a semantic framework, educators can develop a critical eye for evaluating how strategies assist learners in developing the five literacies for a content area. Through these literacies, learners can become fluent in the language of content.

Presenters

Kimberly Anderson, East Carolina University
Estanislado S. Barrera IV, Louisiana State University
Lauren Branna, University of South Alabama
Amy Broemmel, University of Tennessee
Elaine Bukowiecki, Bridgewater State University
Thomas Cornell, Webster University
Carrice Cummins, Louisiana Tech University
Larinee Dennis, Hannibal-LaGrange University
Patricia Durham, Sam Houston State University
Johna Faulconer, East Carolina University
Kathleen Fleming, Texas A&M University – Corpus Christi
Christy Howard, East Carolina University
Shannon Howrey, Kennesaw State University
Jackie Ingram, Sam Houston State University
Julie Jackson Albee, Hannibal-LaGrange University
LeAnn Johnson, Shepherd University
Andrea Kent, University of South Alabama
Kimberly Kimbell-Lopez, Louisiana Tech University
Kathryn Lerseth, Simpson College
Elizabeth Manning, Louisiana Tech University
Gerri Maxwell, Texas A&M University - Kingsville
Cheryl McNair, Texas A&M University - Kingsville
Rebecca Mercado, Shepherd University
Tammy M. Milby, University of Richmond
Roberta Simnacher Pate, Tarleton State University
Mary L. Paxton, Shippensburg University
Tiana McCoy Pearce, Kansas State University
Bethanie C. Pletcher, Texas A&M University – Corpus Christi
Melissa Reed, Emporia State University
Cheryl Slattery, Shippensburg University
Elizabeth Swaggerty, East Carolina University
Wally Thompson, New Mexico Highlands University
Amy Vessel, Louisiana Tech University
Paula Witkowski, Webster University

Professors of Reading Teacher Educators

2016 PRTE Call for Proposal

61st ILA Convention in Boston, MA July 9 – 11, 2016

PROPOSAL DEADLINE:

TBA. Proposals must be submitted via PRTE website

PROPOSAL OUTLINE:

I. ILA (IRA) Number

Your ILA (IRA) number will be used to code your proposal for the blinded peer-review process. You must be a member of ILA (IRA) to submit a proposal. You must also be a current member of PRTE.

II. TITLE

Title must be no more than 12 words in length (refer to APA style manual, 6th ed.) and the focus of your roundtable discussion proposal should advance the mission of PRTE and literacy education. Proposal objectives must address the ILA 2015 theme and connect to educating pre-service teachers on literacy and literacy practices.

III. ABSTRACT

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

IV. DESCRIPTION OF ROUNDTABLE DISCUSSION

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

V. REFERENCES

Please provide all references cited in the abstract and description of your roundtable discussion.

PLEASE NOTE:

1. Because the committee must act quickly in order to prepare the PRTE proposal for ILA, 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:

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For more information, visit www.PRTEsig.com or email us at PRTEsubmissions@gmail.com

Professors of Reading Teacher Educators

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 _ ILA # _ 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.PRTE SIG.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

