



Professors of Literacy and Teacher Education

Reimagining How We Teach



New Approaches to Best Practices in Literacy and Teacher Education

Sunday, July 16, 2017 from 2:00 PM – 4:00 PM

Orange County Convention Center W206A

Orlando, Florida

2017 Program

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PLTE Executive Board Membership Annual Sessions Publications

PLTE Session Schedule & Agenda

62nd Annual Convention of the ILA
Special Interest Group Program Agenda
Sunday, July 16, 2017 from 2:00 PM – 4:00 PM
Orange County Convention Center W206A

Time	Speaker/Presenter	Event
2:00-2:05	Stan Barrera, Chair	Introduction and Welcome
2:05-2:50	Executive Board	Business Meeting
2:50-3:50	Tammy Marsh Milby, Program Chair	Roundtable Discussions
3:50-4:00	Stan Barrera, Chair	Closing Remarks

Roundtable Discussion Facilitators

Group One – Shannon Howrey
Group Two – Christi Edge
Group Three – Sonja Ezell
Group Four – Tammy Milby
Group Five – Patricia Durham

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

Schedule for a Two-Paper Roundtable

2:50 – Presenter 1
3:10 – Presenter 2
3:30 - Discussion
3:50 – Conclude

Schedule for a Three-Paper Roundtable

2:50 – Presenter 1
3:05 – Presenter 2
3:20 – Presenter 3
3:35 - Discussion
3:50 - Conclude

62nd International Literacy Association Convention
Professors of Literacy & Teacher Education
Roundtable Discussion Session

Session Schedule is Sunday, July 16, 2017, from 2:00 PM - 4:00 PM in the Orange County Convention Center

GROUP ONE: TEACHER EMPOWERMENT IN LITERACY COURSEWORK

Shannon Howrey, Discussion Facilitator

The Application of a Team-Based Learning Model in a Literacy Methods Course

Lauren Brannan lbrannan@southalabama.edu

Hannah Szatkowski hdszatkowski@southalabama.edu

Team-based learning (TBL) is a collaborative instructional approach that has been shown to improve student learning outcomes, attitudes, course retention, and critical thinking across a variety of disciplines. After TBL was implemented in an undergraduate literacy methods course, students responded to an open-ended survey to provide feedback about the course. Qualitative data and descriptive statistics are provided.

Candidate Self-Efficacy as a Tool for Reimagining School-Based Literacy Practicum Experiences

Wendy Snow snowwm@longwood.edu

Our current literacy practicum course work at the undergraduate and graduate level is grounded in school-based experiences (International Literacy Association, 2017). The presenter shares a school-based practicum model and invites discussion about the successes and challenges found with implementing school-based practicum placements. The presenter will discuss how candidate self-efficacy is used as a means of informing program development.

The Role of Story in Pre-Service Teachers' Developing Understandings of Children's Diverse Cultural and Personal Assets

Shannon Howrey showrey@kennesaw.edu

The purpose of this study was to analyze the ways in which pre-service teachers described the funds of knowledge of story characters in multicultural young adult novels and how they expounded on how this knowledge could affect their teaching abilities. Two classes of pre-service teachers (n=40) in the first semester of their junior year were enrolled in their first semester of a required literacy course for elementary certification. An analysis of the reflections indicated that story seemed to enable them to recognize the wealth of personal and cultural resources of diverse children and to visualize themselves as caring and competent teachers.

GROUP TWO: INNOVATIVE INSTRUCTIONAL APPROACHES

Christi Edge, Discussion Facilitator

Arousing the Imagination Through Visual Arts in Literacy

Nadine Bryce nbryce@hunter.cuny.edu

Elementary and secondary pre- and in-service teachers were coached on how to carry out learning activities that followed the aesthetic education approach through “arts exploration – art viewing – reflection” experiences, while integrating literacy. Several lessons revealed that when integrated across the disciplines, visual arts-literacy lessons inspired creativity, deepened learning and provided additional opportunities for unique interpretations and expressions of knowledge (Ehrenworth, 2003; Olshansky, 2008). The results of these lessons revealed that through the arts and literacy, we illuminate the human condition, and cultivate greater understanding and empathy.

A Need to Know: Promoting Project-Based Learning in Content Classrooms

LaToshia Woods ltwoods@astate.edu

Pre-service teachers enrolled in content literacy courses at three universities were asked to narrate their experiences with comprehending content within an academic discipline that was challenging for them. Additionally, they described their perceptions of the learning in the content area and the comprehension strategies they had used in the past to aid their comprehension of the challenging content. Results suggest that a focus on teaching various text structures for reading and writing within academic disciplines would be helpful for future teachers and that less time could be invested in generic content reading strategies to apply in their own classrooms in order to make this type of learning possible.

Reimagining Teacher Preparation Through Transmediation: Using Sketching to Stretch Prospective Teachers’ Understandings

Christi Edge cedge@nmu.edu

Drawing from a phenomenological investigation into 105 prospective teachers’ experiences using literacy strategies to make sense of lived experiences in a secondary education field-based literacy methods course, this presentation zooms in to focus on how two, specific, paired strategies—Sketch to Stretch (Harste, Short & Burke, 1998; Beers, 2003) and Save the Last Word for the Artist (Beers, 2003; Harste, Short, & Burke, 1988, 1995)—provided a means for transmediation (Harste, 2000) for teacher candidates. Reconsidering lived experiences through artistic representations, others’ observations, and written reflection generated deep insights about becoming a teacher, teaching reading, and the process of learning.

GROUP THREE: PROMOTING CRITICAL THINKING & BUILDING STUDENT ENGAGEMENT

Sonja Ezell, Discussion Facilitator

Active Engagement: Literacy Strategies for Pre-service Teachers

Sonja Ezell ezellsonja@gmail.com

This session is designed to equip instructors of pre-service teachers with the tools to help teacher candidates use active engagement strategies to learn literacy teaching content (Lane & Hayes, 2015). In this interactive forum, participants will explore and discuss key literacy strategies to maximize student engagement.

Preservice Teachers' Use of Best Practices During Guided Reading Book Introductions

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Robin Johnson robin.johnson@tamucc.edu

The purpose of this qualitative study is to explore pre-service teachers' book introductions delivered during guided reading lessons as part of their field-based studies in primary classrooms. We collected data in the form of interviews with the pre-service teachers, lesson plans, audio-recordings of lessons, field notes, and debriefing sessions. We looked for patterns across the data to describe their book introductions as well as their values, attitudes, and beliefs related to guided reading.

Controversial Literature and Constructing Figured Worlds of Censorship and Childhood

Danielle Hartsfield danielle.hartsfield@ung.edu

Sue Kimmel skimmel@odu.edu

Supporting intellectual freedom and children's right to read is a professional responsibility for literacy educators. Yet self-censorship, informed by educators' beliefs about what is appropriate for children, interferes with this responsibility. Here, critical discourse analysis is utilized to examine teacher candidates' beliefs about childhood, what children should (or should not) read, and who should decide. Understanding these beliefs can support teacher educators as they work with teacher candidates to reconstruct new "figured worlds" of childhood in which 1) children are trusted to make their own reading choices and 2) teachers act as guides rather than censors in children's reading selections.

GROUP FOUR: EXPANDING TEACHER EXPERTISE & PROFESSIONAL DEVELOPMENT PRACTICES
Tammy Milby, Discussion Facilitator

Digital Badges: Reimagining Expertise, Knowledge, and Skills in Literacy Teacher Education

Melissa Reed mreed@emporia.edu

Using digital badging allows teacher educators to design, evaluate, and award badges to individuals to serve as a micro-credential. This roundtable session will explore the use of digital badges in literacy education courses to validation demonstration of mastery and implementation of a given competency or skill with future educators.

Reimagining Writing Instruction: Preparing Pre-Service Educators for Writing Workshop

Joan Rhodes Jarhodes2@vcu.edu

Tammy Milby tmilby@richmond.edu

Pre-service educators enter classrooms during student teaching where writing instructional approaches vary from answering quarterly prompts to active use of writing workshop approaches. In many literacy classrooms, practicing teachers find management and implementation of writing instruction within the language arts block to be a challenging endeavor. This roundtable offers participants an opportunity to learn about several instructional approaches used to inform pre-service elementary educators knowledge of best practices in writing instruction and the use of Writing Workshop, specifically.

Enhancing Kindergarten Teacher Effectiveness for Small-group Literacy Instruction: Year 2 Preliminary Findings

Kimberly Anderson andersonki14@ecu.edu

This roundtable will present preliminary evidence from Year 2 of a design project involving two cohorts of Kindergarten classroom teachers. Through an innovative blend of face-to-face workshops, web-based resources, and distance learning technologies, the teachers have engaged in professional development (PD) that aims to translate an effective Tier 2 Kindergarten intervention for use by classroom teachers. Feedback provided by Cohort 1 teachers resulted in significant changes to the PD model and the lesson structure, which were then implemented for Cohort 2. Kindergarten student achievement data from both years will be shared.

GROUP FIVE: EXPLORING LANGUAGE & PROMOTING METACOGNITION

Patricia Durham, Discussion Facilitator

Reimagining the Think Aloud: Preparing Teachers in their Metacognitive Moves

Molly Ness mness@fordham.edu

This presentation examines how preservice teachers grew in their ability to think aloud. An essential element in teaching children to effectively comprehend text is the use of teacher-led think alouds. The session will highlight the instructional benefits of thinking aloud and showcase the research and theory behind think alouds. This study confirms that when preservice teachers engage in multiple meaningful opportunities to plan for, implement, and reflect upon think aloud lessons, they are likely to increase the variety of their strategy inclusion, the frequency of think aloud stopping points, and their confidence in employing think alouds in future teaching.

Developing Pedagogical Content Knowledge for Content Language Literacy in Preservice Teachers

Patricia Durham pmd006@shsu.edu

Jolene Reed jreed@shsu.edu

Research will be presented on how a sematic feature analysis chart was used to develop pedagogical content knowledge of content language fluency in preservice teachers. Results from a survey on the effectiveness of the chart to assist teachers to select strategies which built content language fluency will be shared.

New Approaches to Assessment: Metacognitive Analysis of Elementary Students' Word Problem Solving

Monica A. Custer macuster0@gmail.com

Leah Katherine Saal lksaal@loyola.edu

The current curricular focus on problem solving ability, or mathematical thinking and knowledge of mathematical processes, requires both strong literacy and metacognitive skills. This study developed and utilized a novel metacognitive miscue analysis of students' word problem solving. Similar to the process of miscue analysis of reading, when utilized, this analysis process supports teachers in identifying student' strengths and needs in the context of mathematical thinking/problem solving ability, which can further inform and drive instruction. This approach differs from the current approach of using schema-based theory instructional practice, where students are taught to recognize specific types of problems.

PLTE Professors of Literacy and Teacher Education



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

Membership Information

Benefits of membership include:

- Scholarly association with leading reading educators and researchers from around the world.
- The opportunity to present at the annual PLTE session in conjunction with the convention program of the International Reading Association.
- Subscription to the semiannual PLTE 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 PLTE is included in an international literacy conference.

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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

Literacy Reimagined



International Literacy Association 2017 Conference & Exhibits

Orlando, FL | July 15–17 | Preconference Institutes July 14