



Professors of Literacy
and Teacher Education

PLTE

INTERNATIONAL
LITERACY
ASSOCIATION
A Special Interest Group

Creating a Culture of Literacy:

Responding to the trends and needs of educators
in an ever-changing world.

Saturday, October 12, 2019 • 4:00 - 6:00 pm
Ernest N. Morial Convention Center, 271
New Orleans, LA

Program 2019

Table of Contents

PLTE Executive Board	2
PLTE Session Schedule & Agenda.....	3
PLTE 2018 Awards Description.....	4
Roundtable Discussion Session.....	5

Roundtable Discussion Topics

Group One: Diverse Populations	6
Group Two: Collaboration & Partnerships.....	7
Group Three: Preparing Teacher Candidates.....	8
Group Four: Current Trends & Innovative Practices	9

PLTE Executive Board

Estanislado S. Barrera IV, SIG Chair
Louisiana State University

Shannon Howrey, Treasurer
Kennesaw State University

Melissa Reed, Program Chair
Emporia State University

Danielle Butcher, Membership Chair
Louisiana State University

Tammy Milby, Awards Chair
University of Richmond



PLTE Publication

The Reading Professor Journal

Bonnie Johnson, Co-Editor
St. John's University

Yvonne-Pratt Johnson, Co-Editor
St. John's University

Visit us at www.plte.org for more information on:

PLTE Executive Board Membership Annual Sessions Publications

Program Cover Art by Sharayah Fiscus
Wichita, KS

PLTE Session Schedule & Agenda

Annual Convention of the ILA, New Orleans, LA

Saturday, Oct. 12, 2019, from 4:00PM - 6:00PM
New Orleans Ernest N. Morial Convention Center Room 271

Special Interest Group Program Agenda

- | | |
|------------|--|
| 4:00-4:10 | Welcome & Announcement |
| 4:10- 5:25 | Roundtable Presentations |
| 5:25-5:35 | Collaborate Table Discussion on Collective Theme |
| 5:35-6:00 | Business Meeting |

Professors of Literacy Teacher Education (PLTE) **Awards Description**

PLTE is pleased to announce awards to recognize the exemplary accomplishments of our membership. PLTE awards are given yearly to outstanding members who exemplify excellence in the literacy profession. Award recipients must be members of PLTE for the year proceeding the award cycle. Winners will receive a certificate or plaque and a small professional development stipend. Check the PLTE website to nominate or apply for the awards next year!

PLTE Teaching Innovation Award

This award recognizes instructors who are innovative in their teaching approach and methodology in the university classroom. Nominees must describe an effective teaching technique which has been implemented successfully in a university course. One of the letters of support for this award should come from student who participated in the innovation. The teaching innovation should focus on enhancing the education of pre-service or in-service teachers in literacy and literacy practices.

PLTE Excellence in Service Award

This award recognizes a PLTE member who provides superior service, mentorship, or leadership to the community and/or to the PLTE organization. Nominees must describe numerous service contributions or demonstrate outstanding mentorship which enhance literacy, teacher preparation, and/or literacy specialist preparation. Graduate students are also encouraged to apply for this award.

PLTE Outstanding Research Article Award

This award recognizes an outstanding article published in the PLTE journal *The Reading Professor*. Each year, the Editorial Board of the PLTE journal nominates top articles and a winner is selected which exemplifies strong scholarship which enhances the mission of the PLTE organization.

PLTE International Distinction Award

This award recognizes a PLTE member who seeks to recognize a professor who is contributing distinctive contributions to the global community. Nominees should describe innovative international practices which enhance literacy around the world.

PLTE Legacy Award

This award is available to be given by the PLTE Officers and Executive Committee to recognize long-time members of the PLTE organization who have provided inspiring leadership to the organization across time. Each year, the Executive Committee will vote on whether to award a legacy award and the winner will be announced at the PLTE SIG session.

**Creating a Culture of Literacy
International Literacy Association Convention
New Orleans, LA**

***Professors of Literacy & Teacher Education
Roundtable Discussion Session***

**Creating a culture of literacy:
Responding to the trends & needs of educators in an ever-changing world**

This session will focus on the latest interpretations and approaches to best practices of literacy instruction and teacher education. The session will provide opportunities for attendees to update their own classroom practices or renew their approaches to how they prepare teacher candidates with respect to literacy instruction. The session will begin with the annual business meeting and then move into the presentation roundtable phase. During this phase, speakers will take on the role of discussant as they lead engaging roundtable sessions on their respective topics. Participants will choose from a variety of roundtable discussions which address the latest approaches for creating a culture of literacy in any classroom setting. Each speaker will present and then lead topic-related discussions during a roundtable session. Attendees will be able to update their own practices and approaches to respond to the cultural needs in our ever-changing world.

Roundtable Discussion Facilitators

Group One – Tammy Milby
Group Two – Melissa Reed
Group Three – Lauren Brannen

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

Schedule for Roundtable Discussion

4:10 – Presenter 1
4:35 – Presenter 2
5:00 – Presenter 3
5:25 - Discussion
5:35 - Conclude

TABLE 1 – DIVERSE POPULATIONS DISCUSSION FACILITATOR: TAMMY MILBY

Fostering a Culture of Literacy and Equity: Preparing Teachers to Address Opportunity Gaps in Today's Classrooms

Researchers present two case studies of literacy teachers' implementation of culturally and linguistically responsive (CLR) practice in diverse classrooms (K-8). Discussion will highlight teachers' knowledge, disposition mind sets, and practices as they strived to meet the needs of all the learners in their classrooms.

- ◆ **Afra Hersi**, Loyola University Maryland, ahersi@loyola.edu
- ◆ **Kristina Collins**, Loyola University Maryland, kmcollins@loyola.edu

Unequal Cultures of Literacy: Rewards for the Privileged, Shame for "Failing Schools"

Cultures of literacy vary from underfunded schools to those with ample resources; accountability measures, without consideration of local tax-based funding, affect literacy practices in classrooms. After nearly two decades since No Child Left Behind was signed into law, those who receive fewer dollars for literacy development and advancement are judged most harshly. Community coalitions, such as South Bronx Unite, exemplify collective efforts that are addressing social injustices which initiate disparate cultures of literacy.

- ◆ **Bonnie Johnson**, St. John's University, johnsob3@stjohns.edu
- ◆ **Yvonne Pratt-Johnson**, St. John's University, prattjoy@stjohns.edu

Facilitating Change in Preservice Teachers' Perspectives of Writing Instruction

This session reviews the major findings of an international research study exploring writing instruction. Researchers examined the similarities and differences between the curricular standards of two countries and their implication for classroom practice in elementary schools. The presenters will focus this presentation on how diverse approaches outlined in the standards can be incorporated into the university classroom to empower teacher candidates to use literacy for advocacy and to promote change.

- ◆ **Joan Rhodes**, Virginia Commonwealth University, jarhodes2@vcu.edu
- ◆ **Tammy Milby**, University of Richmond, tmiby@richmond.edu

TABLE 2 – COLLABORATION & PARTNERSHIPS

DISCUSSION FACILITATOR: MELISSA REED

Coaching while Coaching: Preparing Cooperating Teacher's to eCoach during Pre-service Teacher's Reading Instruction

High-quality clinical experiences require effective supervision. Cooperating teachers (CT) provide supervision to pre-service teachers (PST) but often are not prepared to do so. To examine the impact of CT training on PST reading instruction and student outcomes, researchers present a study on coaching CTs to eCoach during PST reading instruction.

- ◆ **Jennie Jones**, University of North Georgia, jeljones@ung.edu

Gifting their Time: Preservice Teachers as Reading Interventionists in a Tutorial Program

The purpose of this presentation is to share information about a tutorial program, [blinded] Helping the Early Acceleration of Readers Together (iHEART). The mission of this initiative is to provide children with early reading intervention and to give volunteer teacher candidates opportunities in the field to implement strategies they have studied in the university classroom. Information gleaned from a recent evaluation of the program, where several types of data from tutors, tutees, teachers, and administrators were collected, will be also be provided.

- ◆ **Bethanie Pletcher**, Texas A&M University, bethanie.pletcher@tamucc.edu

Friends of Corky: A Multilingual Literacy Partnership in Kindness

Multiculturalism supports the idea that students, their backgrounds and experiences, should be the center of their education. Learning should occur in a familiar context that attends to multiple ways of thinking. If done correctly, students will develop a positive perception of themselves by demonstrating knowledge about the culture, history, and contributions of diverse groups. This way, multiculturalism is a tool for instilling students with pride and confidence in their unique and special backgrounds. This project is a collaborative partnership with a Paraguay teacher, 5th grade students, and preservice teachers to learn about culture through shared languages, storytelling, and writing. Each learning experience focuses on an aspect of kindness such as respect, integrity, caring, responsibility and friendship. In each lesson, the key vocabulary is taught in English, Spanish and Guarani.

- ◆ **Melissa Reed**, Emporia State University, mreed@emporia.edu

TABLE 3 – PREPARING TEACHER CANDIDATES

DISCUSSION FACILITATOR: LAUREN BRANNAN

The Effects of Team-Based Learning on Elementary Preservice Teachers' Sense of Efficacy for Literacy Instruction

Team-based learning was implemented in an undergraduate teaching reading methods course for the entire semester in Fall of 2018. Students' sense of efficacy for literacy instruction was measured on the first day of class, at midterm, and again on the final day of class. Results indicated differences in sense of efficacy for literacy instruction for the pretest, midterm, and posttest and that these differences were statistically significant. From these results, we can conclude that when implemented in a teaching reading methods course, team-based learning may have a positive impact on preservice literacy teachers' sense of efficacy for literacy instruction.

- ◆ **Lauren Brannan**, University of South Alabama, lbrannan@southalabama.edu
- ◆ **Hannah Szatkowski**, University of South Alabama, hdszatkowski@southalabama.edu

Leading Literacy Camps: Perceptions of Preservice Teachers

This qualitative study investigated perceptions of preservice teachers on the impact of serving as literacy camp leaders on overall preparation to teach literacy. Under the tutelage of the Literacy Center Director, camp teachers planned and taught a week-long literacy camp for elementary students. The leaders reflected on their experiences through journaling, and the reflections were analyzed for elements related to perceptions of being prepared to teach literacy. The data revealed the preservice teachers felt somewhat prepared prior to the experience, but the mentoring and experience they received by serving as camp leaders enhanced their perceived preparation for the classroom.

- ◆ **Andrea Kent**, University of South Alabama, akent@southalabama.edu
- ◆ **Lauren Brannan**, University of South Alabama, lbrannan@southalabama.edu

Pre-Service Teachers' Use of Instructional Strategies when Comprehending Contextually Challenging Text

This qualitative case study, bound in an undergraduate elementary education literacy methods course, explores the processes that occurred when pre-service teachers were asked to interact with contextually challenging texts in a comprehension module. This research study strove to further understand the participants' metacognition and cognitive load as they explored the texts in the module. Findings indicate that pre-service teachers were more inclined to use other individuals rather than themselves to help clarify and determine meaning within the texts. Additionally, pre-service teachers metacognitively reflected on the strategic use of multiple reading comprehension strategies when exploring texts.

- ◆ **Hannah Szatkowski**, University of South Alabama, hdszatkowski@southalabama.edu

TABLE 4 – CURRENT TRENDS & INNOVATIVE PRACTICES

DISCUSSION FACILITATOR: KIMBERLY ANDERSON

Moving Forward with an Innovative Literacy Practicum

In an effort to meet the new ILA 2017 Standards for Literacy Professionals, our graduate program has moved the practical portion of the degree to a school-based clinical experience that is now facilitated online, using video and synchronous virtual meetings. Candidates in this program learn to use research-based literacy interventions with individuals and small groups to enhance the children and adolescent's literacy skills. In addition, candidates become coaches to each other and are assessed on their ability to lead and guide other teachers, particularly newly inducted teachers in the field.

- ♦ **Leah Katherine Saal**, Loyola University Maryland, lksaal@loyola.edu
- ♦ **Wendy Smith**, Loyola University Maryland, WMSmith@loyola.edu

Creating a Culture of Reading through the Science of Reading: Phonics-They're Back

It is the imperative to prepare pre-service teachers in the science of reading grounded in scientific evidence of how reading develops, why students have difficulties, and how to access and effectively use research-based strategies in the essential components of reading instruction. It looks like Texas has chosen their side of the "reading wars" and returned to a phonics-based approach with the newly required Science of Reading Test for EC-3 certification. It is time to return to using the science of reading along with the art of communication to create a culture of literacy for all students.

- ♦ **Neva Cramer**, Schreiner University, Nvcramer@schreiner.edu
- ♦ **Karen Backor**, Schreiner University, Ktbackor@schreiner.edu

How is Small Group (Guided) Reading Instruction being Operationalized in Kindergarten Classrooms?

This study investigated how 15 teachers from one district implemented small group (guided) reading instruction (SG(G)RI) in their kindergarten classrooms. Analysis of video recordings indicated substantial variability in how SG(G)RI was conducted, with most differences not associated with differences in students' end-of-kindergarten text reading level. The approach to how the books were read was important, however, with students of teachers who used a "read quietly with support" approach making better progress over the second half of the year than students whose teachers used a round robin, choral reading, or combined approach. Implications for teacher preparation and professional development are discussed.

- ♦ **Kimberly Anderson**, East Carolina University, andersonki14@ecu.edu
- ♦ **Thea Yurkewecz**, State University of New York at Geneseo, yurkewecz@geneseo.edu

PLTE Professors of Literacy and Teacher Education



For more information, visit www.pltesig.org 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.

ALL PLTE 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 **PLTE**.*

Mailing Instructions

Please visit www.pltesig.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
LITERACY
ASSOCIATION

ILA 2020 CONFERENCE

SAVE THE DATE

We'll see you October 15–18, 2020, in Columbus, OH!

[**ilaconference.org**](http://ilaconference.org)