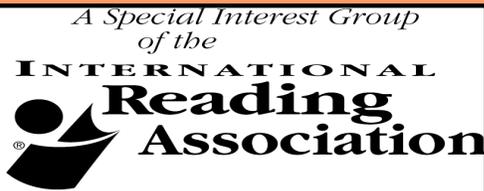


Professors of Reading Teacher Educators

# Newsletter



Volume 1, Issue 2

Fall 2010

## Welcome to the 2010 PRTE Newsletter



### “Free Fall” - Autumn 2010

The leaves on the maple tree outside my office window are still a vibrant green. The weather has been hot – very hot. People are still enjoying the last moments of summer – trips to the shore and mountains, baseball and soccer games, and lingering sunsets and rainbows. While the summer lasts a bit longer, signs of fall are all around us. The mornings and evenings are cooler than they were a month ago. Students and teachers are engaged busily in the 2010-2011 academic year. Summer sports are being replaced quickly by fall ones. With memories of the summer and anticipation of the autumn season, I welcome you to the 2010 Professors of Reading Educators (PRTE) Newsletter.

The 2010 PRTE Newsletter contains some additional content and other changes than found in the 2009 Newsletter. Along with information regarding the successful PRTE sessions at the 55<sup>th</sup> Annual International Reading Association (IRA) Convention in Chicago, Illinois and at the 23<sup>rd</sup> World Conference on Reading in Auckland, New Zealand, there are three featured articles; a new professional book announcement; a spotlight on two Editorial Board members of *The Reading Professor*; an invitation to the 3<sup>rd</sup> Annual Literacy Coaching Summit, which will take place in Philadelphia, Pennsylvania in April 2011; and an invitation to participate in the PRTE symposium at the 17<sup>th</sup> European Conference on Reading in Mons, Belgium in July-August 2011. Along with these content changes, the 2010 PRTE Newsletter will include direct links to various relevant Websites and a completely electronic format. A PDF version of the 2010 PRTE Newsletter will be emailed to all PRTE members and will be located on the PRTE Website ([www.nipissingu.ca/PRTE](http://www.nipissingu.ca/PRTE)).

(continued on page 30)

## A Message From the PRTE Chairperson

Dear PRTE Colleagues,

This past year in PRTE history reminds me of a quote from Vincent Van Gogh: "Great things are done by a series of small things brought together." PRTE members have accomplished a series of small and not-so-small things which add up to a rather great thing – a vibrant special interest group that serves its members well.

PRTE co-sponsored the International Literacy Coaching Summit at Texas A&M University in Corpus Christi in April. Featured presenters included leaders in literacy – Dale and Bonnie Johnson, Richard Allington, Misty Sailors, Barbara Ehren, and others; children's book author Pat Mora spoke about her craft, and break-out sessions and posters included presentations by an array of teachers, coaches, professors, students, and other contributors. Resources from presenters are available at <http://literacy.tamucc.edu/presentations.html>. The Literacy Coaching Summit was coordinated by Dr. Jack Cassidy, an officer in Specialized Literacy Professionals, another IRA special interest group (see <http://literacyprofessionals.org/Officers/Officers.html> for details). The photo that accompanies this message is of the glorious waterfowl that inhabit the beaches near Corpus Christi.



The PRTE session at the 2010 IRA conference in Chicago was well attended and drew a number of newcomers. Session keynote speaker Dr. Ray Reutzel detailed his research on evidence based literacy instruction. Roundtable sessions covered a variety of different topics, some research based, some experiential, and some featuring creative achievements.

PRTE continues to publish its peer reviewed journal, *The Reading Professor*. Journal editor Dr. Terrence Stange has arranged for the journal to be listed in Cabell's Directory of Publishing Opportunities and be indexed in ERIC.

PRTE co-sponsored the World Congress on Reading held in July in Auckland, New Zealand. For those of us attending the

conference via armchair, resources are available at [http://www.reading.org/General/Conferences/WorldCongress/WC\\_PresenterHandouts.aspx](http://www.reading.org/General/Conferences/WorldCongress/WC_PresenterHandouts.aspx).

As we move into 2011, there is a lot for PRTE to accomplish. First, we need to increase membership. Our campaign is that each PRTE member "**Add a Member by December.**" We'd like to ask each member to invite one colleague to join PRTE. Members are also encouraged to purchase gift memberships. PRTE membership is a practical gift for a new graduate and a thoughtful holiday gift for a colleague. Note also that memberships make welcome door prizes at conferences, workshops, etc. We ask all members who are involved in state and local IRA councils to mention PRTE membership at their state and local meetings, in their newsletters, and on their websites. Please mention PRTE membership at your faculty meetings. A membership application is available in this newsletter and on our website, <http://www.nipissingu.ca/prte/membership.htm>.

Next, I encourage members to become involved in PRTE activities. Specifically, PRTE needs to recruit a secretary to its executive board. If you are interested, please contact me at [m.pershey@csuohio.edu](mailto:m.pershey@csuohio.edu) for information. I will forward your inquiry to the executive board.

Third, planning is underway for the 2011 IRA conference in Orlando. We invite PRTE members to attend our session and business meeting, scheduled for Tuesday morning of the conference. Please check conference materials for scheduling updates. The session keynote speaker is Dr. Richard Allington. We need PRTE members to volunteer to staff the PRTE membership table at our session and in the conference main exhibit hall. No experience is necessary! Please contact me to volunteer.

Fourth, PRTE will co-sponsor the 17<sup>th</sup> European Conference on Reading in Mons, Belgium from July 31 to August 3, 2011. The call for papers is open until October 1, 2010 and can be found at [http://www.nipissingu.ca/prte/proposalcall\\_2011\\_euro.htm](http://www.nipissingu.ca/prte/proposalcall_2011_euro.htm).

Finally, PRTE will co-sponsor the 2011 International Literacy Coaching Summit, planned for April 14 to April 16 in Philadelphia.

In closing, I'd like to offer one more quote, this time from Ralph Nader: "The function of leadership is to produce more leaders, not more followers." Please remember to renew your PRTE membership and step forward to join the leadership of this special interest group. Help us enact PRTE's mission to promote literacy through research, education, professional service, and public advocacy.

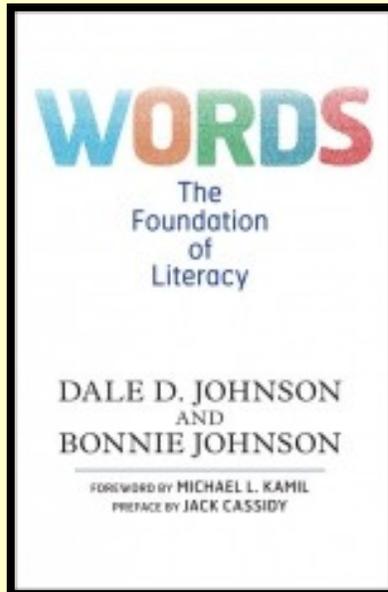
Thank you for being a part of this organization.

With warm regards,

Monica Gordon Pershey  
[m.pershey@csuohio.edu](mailto:m.pershey@csuohio.edu)

Photograph by Ed Pershey

## NEW BOOK PUBLICATION



### Brief Description of Book:

*At a time when high-stakes testing has squeezed substance from many curricula, Johnson and Johnson provide ways to enhance students' understanding and appreciation of language and all its subtleties. Words: The Foundation of Literacy explores how meaning in language is created by the use and interrelationships of words, phrases, implications, and ambiguities.*

*In his preface to the work, Dr. Jack Cassidy, Professor at Texas A&M University-Corpus Christi, says, "What Dale and Bonnie Johnson have written is a wonderfully readable volume about our language—about words, the true foundation of language and literacy—idioms, eponyms, toponyms, onomastics, word origins, euphemisms, hyperbole, chiasmus—are all here. And you cannot help but be fascinated by their descriptions."*

*In the Forward to the book, Michael Kamil, Professor at Stanford University, writes, "Words: The Foundation of Literacy is a book one can read for multiple purposes: curiosity, enjoyment, and pedagogy. It blends linguistics, discourse, analysis, education practice, history, and fun."*

## REMEMBERING 2010

### “Reading in Many Different Languages”

PRTE Session

55th International Reading Association  
Convention—Chicago, Illinois  
April 26, 2010



**PRTE Chairperson:**

*Dr. Monica Gordon Pershey*

**Program Co-Chairpersons:**

*Dr. Stephanie Grote-Garcia and Dr. Chyrese Wolf*

**Roundtable Discussion Coordinators:**

*Debra D. Murphy and Tammy M. Milby*

**Roundtable Presentations With Abstracts**

**Group 1: Literacy Coaching: Linking Theory and Best Practices**



**Getting from Ambiguity to Certainty with Literacy Coaching**

**Presenter:** Annemarie B. Jay

The evolving role of the literacy coach has been characterized as ambiguous due to the variability across coaching situations. This presentation will provide information about national surveying and interviewing of literacy coaches regarding their primary functions as well as current shadowing of coaches in schools.

**Assessing the Impact of Literacy Coaching on Student Achievement in High-Needs Schools**

**Presenters:** Maureen Spelman and Ruth Rohlwing

This study reports the findings of a 3-year partnership between an urban university and a high-needs elementary school. A professional development series in tandem with one-to-one literacy coaching provides the framework for professional development sessions, modeling, and coaching conversations. The ultimate goal of this partnership is increased student literacy achievement.

**Mentoring of Literacy Professionals: Three Viewpoints**

**Presenters:** Judy C. Lambert, Joan Simmons, and Elizabeth Alderton

The procedures for implementing a university-wide mentoring program will be shared. The mentoring program coordinator and a team consisting of mentor and mentee will share their experiences from a unique situation where all three were literacy professionals. Program materials and research findings will be shared.

**Group 2: Creating Connections with Children's Literature**



**Investigating Preservice Teachers' Attitudes About Reading Information Books in the Elementary Classroom**

**Presenter:** Barbara Kane Schneider

Preservice teachers were surveyed to determine their knowledge of and enthusiasm for using information books in the elementary classroom. Questions focusing on knowledge of the differences between narrative and expository texts, strategies for engaging elementary students with expository text, criteria for evaluating texts, and sources for texts will be discussed.

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### Group 2: Creating Connections with Children's Literature (Continued)

#### The Riddle of Nonfiction Non-Text Elements: Visual Elements in Content Textbooks

Presenter: Debra D. Murphy

This session presents the results of a study involving sixth-grade students' comprehension of non-text elements in science and social studies textbooks (i.e., tables, graphs, charts, photographs, diagrams, and illustrations). Student performance was analyzed in relation to grade-level expectations identified in state standards, state assessments, and NAEP nonfiction categories.

#### Using Digital Story Creation to Engage Preservice Teachers in Children's Literature

Presenters: Linda K. Lilienthal, Daphney Leann Curry, and Ann Estrada

This study explored three preservice elementary teachers' integration of reading, writing, and technology following a literacy course assignment. The case study design included semi-structured interviews, field notes, and digital story creation projects.



### Group 3: Enhancing Instruction with Technology

#### Using Clickers in Preservice Literacy Classes to Increase Student Understanding and Engagement

Presenter: Tamby Allman

This presentation will share techniques for more effectively using clicker technology in a preservice literacy class. Reflecting on strategies that worked well, and some that didn't work well, the presenter will facilitate a discussion on how to model purposeful literacy instruction and create questions that increase student learning and engagement.

#### Taking it to the 'Net: Using Technology to Support and Foster Professional Development

Presenters: Kathy M. Brashears and Nancy J. Kolodziej

The purpose of our research was to investigate the efforts of long-term, online professional development on teacher practice. Specifically, we investigated how participation in long-term, online professional development affected teachers' (a) knowledge of the use of literature circles, (b) rate of use of literature circles, and (c) job satisfaction.

#### Hybrid Venue in a Reading Masters Program: Instructor/Student Roles and Competencies

Presenter: Michelina Manzi

This presentation shares an opportunity to level the playing field for all learners, especially non-traditional students, using online learning, while addressing the Standards for Reading Professionals. Participants will share the experience of a traditional course transformation to one that became hybrid, featuring the latest innovations, models, and best practices.

### Group 4: Assessment and Outcomes of Instruction

#### Assisting Preservice Teachers in Using Progress Monitoring and in Evaluating Web-Based Systems

Presenter: Pamela M. Stecker

This presentation focuses on preservice instruction related to the use of progress monitoring data for instructional decision making. In addition to learning about critical features of progress monitoring tools, methods for helping preservice teachers evaluate the reliability, validity, and instructional utility of Web-based progress monitoring tools are explained.

#### Learning Language and Literacy Assessments: Creating Quality Teachers of Reading

Presenter: Terrence V. Stange and Shelly Ratliff

This inductive investigation focuses on the element of assessment. Teachers must learn various assessments that can inform language and literacy processes so optimal and personalized reading and writing instruction can occur.



## “Reading in Many Different Languages”

### PRTE Session

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#### Group 4: Assessment and Outcomes of Instruction (Continued)

**Providing Preservice Teachers Authentic Experiences: Developing Literacy Activities For The Big Read**  
**Presenter:** Ann Curry Ruff

The Big Read, a nationwide effort to increase recreational reading, is supported by the National Endowment for the Arts. Preservice teachers enrolled in a literacy block at a mid-western college have supported the Big Read through a variety of activities, and this presentation will share their involvement.

#### Group 5: Preparing for the Classroom

**The Reading Experiences of First Generation Preservice Teachers**

**Speakers:** Daniel L. Pearce and Gina Stocks

The reading experiences of first-generation students and non-first generation students enrolled in Texas elementary teacher preparation programs were gathered through a survey at different Texas universities.

**Creating High Quality Language and Literacy Preschool Environments for English Language Learners**

**Speaker:** Noreen Moore

This presentation will explore research on effective literacy pedagogical models and methods for English language learners (ELL) in preschool. A specific emphasis will be placed on methods for supporting the oral language and vocabulary development of ELLs.

**Read to Me Papa: Developing Effective Parent Involvement**  
**Presenters:** Margaret Pray Bouchard and Audrey E. Wright

This literacy project, modeled after a Swedish program, is predicated on two important research-supported considerations in literacy educators' preparation: 1) the critical role of family literacy in literacy development and 2) the need for teacher education to provide a knowledge base for effective parent/school partnerships.



#### Group 6: Increasing the Effectiveness of Reading Teachers

**New Teachers' Literacy Instruction: Reflection, Self-Assessment, and Support**

**Speakers:** Holly Mackley and Peter Hilton

What challenges do novice P-8<sup>th</sup> grade teachers believe they face as instructors of reading, and how successful do they feel they are at meeting those challenges? Is the self-assessment of literacy teaching similar or different among first-year and other new teachers? The results of a comparative study of new teachers' self-assessment will be reported and discussed.

**Preparing Teachers for 21<sup>st</sup> Century Literacies**

**Presenter:** Amy R. Hoffman

Key features of the 21<sup>st</sup> Century Skills movement are examined as well as experiences implementing the model as part of a school-university partnership. Implications for literacy learning and teaching are highlighted.

**Critical Thinking in Reading Education Courses: Essential Skills for Excellent Teachers of Reading**

**Presenter:** Michael S. Smith

This exploratory study looked at the critical thinking of excellent teachers of reading. Four categories of critical thinking emerged: questions, observations, analysis, and instructional decisions. Woven throughout the categories was a framework of five conceptual dimensions: miscue analysis, word identification, fluency, engagement, and comprehension strategies.



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### Group 7: Increasing the Content Knowledge of Reading Teachers

#### Concept-Based Teacher Education

**Speaker:** Carol Louise Campbell

A concept-based teacher education course will be examined. It will be illustrated that organizing concepts bring coherence and clarity to course curriculum and instruction. This discussion will be conducted in the context of Lynn Erickson’s Tripartite Model.

#### Teachers’ Knowledge of Nonfiction: What, When, and How Do They Learn?

**Speakers:** Sherrye Dee Garrett and Connie Patchett

This session presents the results of a study of inservice teacher knowledge and perceptions of nonfiction issues, and instruction related to nonfiction in undergraduate preservice teacher education. Inservice teachers identified where they learned about nonfiction trade books and strategies. Undergraduate syllabi for reading courses were examined for evidence of nonfiction topics.

#### More Than Speed: The Contribution of Vocabulary Instruction to Oral Reading Fluency

**Speakers:** Gail Coulter and Chuck Lambert

Oral reading fluency is considered a link between decoding and comprehension. This study examined the relationship of word knowledge, beyond decoding.



### Group 8: Motivating Older Readers



#### A Shifting Culture: A National Study of High School Literacy Coaches

**Speaker:** Mary Campbell

This presentation will focus on a research study that investigated the practices and cultural contexts of high school literacy coaches in the United States. The findings provide a descriptive view of the current roles and responsibilities of literacy coaches and point to implications for secondary literacy coaches and teacher education.

#### Latino Scholars’ “Must Reads” for Latino Graduate Students

**Speaker:** Corinne Valadez

This round table presentation will discuss the findings of a national survey asking Latinos in higher education to identify their top ten “must reads” for up and coming Latino scholars enrolled in masters or doctoral degree programs. Their responses were tabulated and categorized, and a book list was generated.

#### The Impact of a Text-Reader Support Program on Intermediate Students’ Reading Comprehension

**Speakers:** Vera E. Woloshyn and Tieha McGee

This study examined the efficacy of providing Grade 7 and 8 students with reading difficulties with explicit reading comprehension strategy instruction while using text-reader software. Our findings support the integration of evidence-based strategy instruction as vital for programming accommodations involving text-reader software. Specific recommendations for practice are provided.

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### Group 9: Strategies for Reading Instruction

#### Strategies to Promote Reflective Cognitive Learning Styles

Speakers: Mary H. Mosley and Shoudong Feng

Presenters will share research on effective, cognitive strategy instruction for students with literacy learning disabilities. Emphasis will focus on how different strategies can affect cognitive outcomes, the specific needs of the individual students, and a caveat for careful and limited selection of strategies.

#### Motivating Older Struggling Readers Through Interactive Writing

Speakers: Katherine Wiesendanger, Jeannine Perry, Gretchen Braun, and Barbara Williams

This presentation presents a model of an instructional practice that was implemented in a summer reading program and used successfully with older, struggling readers who were language delayed.



## Keynote Address Dr. D. Ray Reutzel



*The Professors of Reading Teacher Educators were honored to have Dr. D. Ray Reutzel, former member of the IRA Board of Directors, as the 2010 Keynote speaker. Dr. Reutzel's keynote address was entitled, "The Role of Teacher Content and Content-Pedagogy Knowledge in Student Reading Achievement: A Tale of Teacher Quality." In this presentation, Dr. Reutzel reported on the development of the Literacy Instructor Knowledge Scale (LIKS), an instrument intended to assess what teachers need to know about effective, evidenced-based reading/writing instruction. Dr. Reutzel's presentation was focused around four inter-related questions:*

- 1. What characteristics of effective reading instruction did we choose to measure and why?*
- 2. How did we go about measuring these characteristics of effective reading instruction?*
- 3. What evidence do we have that our measure (s) are related to effective reading instruction?*
- 4. What do we consider to be the most critical steps needed to advance research on the measurement of reading (and writing) instruction?*

*First, Dr. Reutzel described the theoretical framework. Second, he discussed the issues he confronted as he developed the assessment system for what primary grade teachers know and do in primary grade reading and writing instruction. Third, he reported extensive classical and modern validity and reliability evidence for the LIKS instrument for measuring primary grade teachers' knowledge of effective reading and writing instruction in primary grade classrooms. Finally, he discussed the degree to which primary grade teachers' reading and writing instruction knowledge, as measured by the newly constructed and validated LIKS, predicts students' reading and writing outcomes.*

## REMEMBERING 2010

### *Preparing Literacy Teachers and Leaders*

### PRTE Symposium

Presented at the:

**23rd World Conference on Reading  
Sponsored by the International Reading Association  
Auckland, New Zealand  
Tuesday, July 13, 2010**



### Program

#### *Preparing Literacy Teachers and Leaders*

Victoria Risko—Vanderbilt University, President-elect IRA  
Marino Alvarez, Professor—Tennessee State University

#### *Teacher Education in a Distressed District: The Widener Partnership Model*

Michael Ledoux, Associate Dean—Widener University  
Marcia Bolton, Assistant Professor—Widener University

## Grandparents Day, September 12, 2010: Celebrate by Reading Books with Dynamic Grandmas



Marian McQuade wanted to honor the elderly by giving them their own day. In 1978, President Jimmy Carter established the first Sunday after Labor Day as National Grandparents Day. This late-summer holiday is an excellent opportunity to encourage students to celebrate their older relatives.

Several award-winning books have dynamic grandmothers who can spark lively conversations about these aged relatives. Focusing on the perspectives of elderly characters provides the opportunity for students to engage in critical thinking by seeking multiple points of view. Getting inside the head of a grandmother may provide insights to life and relationships not commonly experienced by the young.

I have selected four Newbery-recognized books with unique grandmas as read-aloud possibilities this September. Each of these women are strong characters with stories of their own that we get to know and love, in spite of their flaws or eccentricities.

*Dacey's Song*, by Cynthia Voigt, won the Newbery Award in 1983. It is the sequel to *Homecoming*, in which Dacey Tillerman and her three siblings are abandoned by their mother in the parking lot of a shopping center. The children make their way to their grandmother's rundown house on the Maryland shore. *Dacey's Song* continues the story as they settle in and begin to know their grandmother. Thirteen-year-old Dacey discovers the reason for the rift between her mother and her grandmother that caused them not to communicate for nearly 15 years. Grandma admits the mistakes she made with her own children and determines that she will get it right with her grandchildren. This insightful book explores the complex relationships in families, and the love that is often so difficult to express.

Newbery winner *Walk Two Moons*, by Sharon Creech, is the story of 13-year-old Salamanca Tree Hiddle and her road trip from Ohio to Idaho with her grandparents to find her mother. We get to know Gram well both because of her antics along the way and by the stories she tells about Gramps. Gram's spunk and love of life makes us love her as much as Gramps does. These old love birds are memorable characters that will warm readers' hearts.

Richard Peck's *A Year Down Yonder* won the Newbery Award in 2001. The story takes place in 1937, during the depression. Mary Alice's father has lost his job, and the family is in dire straits. They decide that 15-year-old Mary Alice should go to live with her grandmother in rural Illinois, so that it will be easier for her parents to make ends meet in Chicago. Mary Alice remembers her grandmother as gruff and grumpy, and that's how things start out. As the year progresses, however, and Mary Alice begins to see beneath her grandmother's stern exterior, she comes to appreciate the humane goals that prompt her grandmother's actions. She discovers that her grandmother is one of the most selfless and generous of souls. She is also one of the most memorable of characters.

In my last recommendation, *The Underneath*, by Kathi Appelt, a Newbery Honor Book in 2009, Grandmother Moccasin is a shape-shifting water snake. For most of the book she is trapped underground in a clay pot, remembering with anger those who put her there and plotting revenge. She reeks evil and darkness. Gradually, however, we learn that her dark state of mind is the result of loneliness and loss. A glimmer of remembered happiness allows her to surprise us at the end of the book with a gesture that changes everything for the other characters of the book. This is an unusual grandmother, for sure, but one that reminds us that there is good in everyone – even in the seemingly bad and cruel.

Any of these four grandmas will ignite connections, anecdotes, and insights. They are strong female characters and they demonstrate that older is wiser. Using all four books as concurrent literature circles will naturally spark discussion of similarities and differences, multiple points of view, and self image. Enjoy one or all of the books, and make this a Grandparents Day to remember.

### References

- Appelt, K. (2010). *The underneath*. New York, NY: Atheneum.  
Creech, S. (1996). *Walk two moons*. New York, NY: HarperCollins Children's Books.  
Peck, R. (2002). *A year down yonder*. New York, NY: Puffin.  
Voigt, C. (2003). *Dacey's song*. New York, NY: Atheneum.

Article Written by:  
Dr. Joyce Herbeck  
Montana State University  
Bozeman, Montana

## A New College Opens in Jamaica, West Indies



### Former PRTE Chair and Editor Becomes President

*In 2009, Middlesex International College opened its doors as Jamaica's newest tertiary institution on this beautiful Caribbean island. This private college is located in the city of May Pen Clarendon, about an hour's drive from Kingston, the capital of Jamaica.*

*Dr. Larry Kenney, longtime chair and editor with PRTE, was elected president of the new college in July 2009, and he began duties there in November 2009. Larry explains that the college was established primarily to network with colleges and universities throughout the world that have exemplary reputations and accreditations in particular fields of study. Jamaican students are able to select an area of study from a range of accredited institutions from around the world while they remain in Jamaica.*

*Our mission statement says it well... "To deliver with institutional partners superior quality, comprehensive undergraduate, graduate, and vocational education in select disciplines, guided by faculty and staff dedicated to educational excellence."*

*Larry mentioned how busy the first several months have been. Hiring administrators, developing curricula, registering with agencies, promoting the college, networking with educational partners, and meeting with prospective students were some of the concurrent activities. These, among other kinds of work, continue. "Fortunately, we have a beautiful 15-acre campus with several buildings including a beautiful library, a campus hotel, and a sports complex, but we needed to purchase furniture, equipment, books, and computers to make the facilities operational." There is a large dining area and full-time chefs who provide American, Jamaican, and Chinese food. "Right now, we are focusing on developing and expanding some of our own curricula leading to certificates, diplomas, and degrees while networking with colleges and universities abroad to provide other specializations and their own degree programs on our Jamaican campus." Larry said.*

*Soon after arriving in Jamaica as the college's first president, Larry developed a program called LEAR of which he is very proud. Already the LEAR program has had student participants from the United States. Last March, teacher education students and nursing students from Shepherd University in West Virginia participated in the program. Shepherd was the first group.*

#### **What is LEAR?**

*LEAR is a short-term international experience intended for serious individuals abroad who are interested in pursuing concentrated study on a chosen topic or through an academic course from a particular university. The university offering the course may make academic credit available. The name, LEAR, reflects the four components of the program.*

#### **L is for Learn...**

*Interested individuals—whether undergraduate or graduate students or professional groups—select a topic or course they wish to pursue on the beautiful Middlesex International College campus located in the city of May Pen. These individuals select a leader or, in the case that academic credit is desired, a professor to head the group. They select an university to offer the course for them in Jamaica and to grant the academic credit. Examples of such offerings are as diverse as a student teaching seminar, a course in agriculture, or a clinical nursing course. The length of the course can range from three days up to several weeks. Students enrolled acquire knowledge and skills through the course content as well as gain knowledge of Jamaican history and culture through reading, on-site visits, social functions, recreational activities, and through participation in local communities.*

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## A New College Opens in Jamaica, West Indies



### What is LEAR?

#### ***E is for Earn...***

*Students opting for academic credit are able to enroll for either elective or required course credit at the institution chosen for course delivery.*

#### ***A is for Apply...***

*Students have opportunities to apply their understanding of course material in a cultural setting different from their own. Appropriate field sites are made available for students, too. For example, education students do their observations and participation at public schools; nurses at hospitals and health centers; social workers at social agencies; agriculturalists at farms; and business students at banks, corporations, and retail stores.*

#### ***R is for Recreate...***

*Students will be given time for leisure activities while in Jamaica through sightseeing and cultural events. More active students may wish to bike, hike, swim, or raft; climb Dunn River Falls; dance to Reggae; or take in mountain climbing or horseback riding. Everyone always enjoys having a boat ride on the 240 passenger college-owned boat in the nearby Caribbean Sea. There is much to do on the beautiful island of Jamaica.*

### Popular Areas/Disciplines for Courses and Topics:

- ◆ *Agriculture*
- ◆ *Environmental Science*
- ◆ *Hotel and Tourism Management*
- ◆ *Marine Science*
- ◆ *Nursing and Other Health Sciences, Including Clinical Internships*
- ◆ *Political Science*
- ◆ *Sociology and Social Work*
- ◆ *Sports Sciences*
- ◆ *Teacher Education, Including Student Teaching*

### How to Apply for the LEAR Program

1. *Interested students must secure at least one faculty leader for every 10 students.*
2. *University students should contact their Financial Aid Office to seek funds to defray their travel course experience.*

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## A New College Opens in Jamaica, West Indies



### How to Apply for LEAR Program (Continued)

3. *The chosen faculty leader must fax (876-986-2709) Middlesex International College to provide name of course, number of students, lodging and meal requests, and dates of arrival and departure via Norman Manley International Airport in Kingston. The college provides airport transfers at a modest cost. All requests for the LEAR program should be directed to Dr. Larry Kenney six months in advance of the intended visit.*
4. *Requests will be confirmed via fax with a quote for a comprehensive package to include airport transfer, meals, lodging, any excursions, and any admission fees to sites. Confirmation, registration, and a deposit are expected within 30 days.*
5. *A current passport is required for entry to Jamaica.*

*Larry said that the LEAR program is gaining popularity in Canada and in the United States. Many students are desirous of having an international experience, but they cannot go away for a semester or year. They can, however, afford to go abroad for a week or two. Jamaica, an English speaking country, is close by (a little more than one hour from Miami) and the experience is modestly priced. Winter break and spring break are the two most frequently used time periods, but LEAR operates year round. It is always summertime in Jamaica!*

*Middlesex International College is attempting to attract more groups that are interested in early childhood education, literacy, and special education as these are high need areas in Jamaican schools. However, there are other high need areas in the Jamaican society, and all groups are welcome.*

**Article Written by:  
Dr. Larry Kenney  
Middlesex International College  
May Pen, Jamaica**

## From the Editor of *The Reading Professor*

Thank you to the PRTE Editorial Board members for their continued commitment and expertise in conducting reviews to produce the Summer and Winter issues of *The Reading Professor*. I also would like to thank and recognize Guest Reviewers on the Editorial Advisory Board appointed in 2009:

Dr. Stephanie Grote-Garcia, University of the Incarnate Word, Texas  
Ms. Shelly Ratliff, Glenville State College, West Virginia

In April, Dr. Anne E. Elliott, Brock University, St. Catharines, Ontario, Canada retired and resigned her Board position with PRTE. She will be spending her time writing a book, so we can all look forward to reading it when it is released.

### **The Reading Professor & IRA**

The first draft of the Summer, 2010 issue has probably reached you by this date. This year, the Executive Office of the International Reading Association Board requested a PDF of the Winter 2009 Issue of our journal to upload to the IRA Board Wiki. In late June, a Communications Office specialist with the International Reading Association requested copies of the Summer 2010 issue of the journal regarding a story they are working on for *Reading Today*, which will highlight a couple of Special Interest Groups that focus on teacher education.

### **Author Guidelines**

You may have noticed that the author guidelines were updated in November 2009, and forwarded to Dr. Janet McIntosh, Canadian Membership Chair, to upload to the PRTE website.

### **Cabell's Directory and ERIC**

As of April 8, 2010, *The Reading Professor* was approved and added to the Cabell's Publishing Directory. Listing our journal in Cabell's provides visibility, and an opportunity for others to discover our journal.

The review cycle for ERIC has been extended to late Summer and early Fall 2010. Based on instructions from the Content Development Assistant with the ERIC program, I forwarded paper copies and electronic copies of the most recent issues of *The Reading Professor* for reviewers to consider adding our journal to the ERIC database.

### **Awards**

Earlier this year, eligibility criteria were developed for awards to acknowledge outstanding publications submitted to *The Reading Professor*. Please refer to the information provided herein to learn more about the awards, which will include an Outstanding Article Award and a Special Award for Preferred/Favorite Article.

Thank you, members of PRTE, for your accomplishments and contributions in READING EDUCATION!

Terrence

Dr. Terrence Stange

Editor, *The Reading Professor*  
Professor, Literacy Education  
Marshall University Graduate College  
100 Angus E. Peyton Drive  
S. Charleston, West Virginia 25303-1600  
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**Submit manuscripts to my email or mailing address. Author guidelines are provided on the PRTE Website: [www.nipissingu.ca/PRTE](http://www.nipissingu.ca/PRTE)**



**Announcement – Two Awards to be Presented in 2011**  
**Outstanding Article Award**  
**Special Award, PRTE Preferred Author**

**Eligibility** – Articles eligible for competition must be publications in ***The Reading Professor*** between Winter, 2006 and Summer, 2010. The articles must be informative, relative to the field of reading, distinctive and engaging, and timely for 21<sup>st</sup> Century learning.

- (1) Editor will recommend three (3) Nominees (articles to consider for award), prepare a ballot and forward to Board members. Members of the Editorial Advisory Board will vote for the *Outstanding Article*. (Should a Board member's article be recommended, that Board member will not be eligible to vote.) Editor will announce all Nominees by officially contacting the Nominees and releasing info in PRTE Newsletter, website, journal and other publication opportunities. The Outstanding Article Award will be announced and presented at IRA 2011.
- (2) **Special Award, PRTE Preferred Author** – Editor will prepare a ballot noting articles published in ***The Reading Professor*** (Winter 2006 – Summer 2010) and post a ballot on the PRTE members listserv. Members of PRTE will participate by voting for their top two (2) preferred/favorite articles and submit their ballot to Editor (contact info will be provided on the ballot). Editor will tally and announce/present the *Special Award, PRTE Preferred Author*, at IRA 2011.

**Reminder**

*Your membership in PRTE must be current to be eligible for an award.*

## MEMBERSHIP MATTERS



### A Letter from the United States Membership Chairperson

*Greetings PRTE Members,*

*PRTE has 225 members, making us one of the largest Special Interest Groups of the International Reading Association. Our members continue to renew their membership in our organization. Yet, there is still room for growth. I want to encourage each and every member of PRTE to recruit one colleague and one graduate student. That's all, just one professional colleague and one graduate student. Here are a few reasons you can share for joining PRTE. First, as a Special Interest Group of the International Reading Association, PRTE is a special niche for professors of reading teacher educators. Second, our organization provides opportunities to present at national and international conferences. Another reason for continued membership in PRTE is the semiannual journal, The Reading Professor. Members are encouraged to submit manuscripts for review for publication in The Reading Professor. With so many benefits associated with PRTE, it is easy to see why our professional organization continues to flourish despite the economy. I invite you to share details of our organization with your colleagues and graduate students and encourage them to join PRTE.*

*I look forward to seeing you all in Orlando!*

*Respectfully,*

**Dr. Corinne Valadez**  
*Membership Chair – United States*

### Canadian Membership Report for PRTE

*In the past few months, a number of membership renewals have been received for a 2-year period. Although there is an option of a 1- or 2-year membership, PRTE members are encouraged to choose the 2-year option.*

*A common membership form is used for Canadian, U.S., and other countries. Canadian members are not required to submit U.S. funds. I look after conversion of these funds before they are sent to the US Membership chair. We maintain a single database for all PRTE members.*

*Membership forms are available on the website at [www.nipissingu.ca/prte](http://www.nipissingu.ca/prte). Current information about our SIG is located here. You are encouraged to check the website at regular intervals in order to keep yourself informed about our organization.*

**Dr. Janet E. McIntosh**  
*Canadian Membership Chair*

## **SIGN UP A New Member by December**



Thank **YOU** for your involvement and membership in PRTE! As a current member of PRTE, we invite you to be a part of **sign up a new member by December 2010**, by asking a colleague at your University, peer at another institution, or doctoral candidate in reading education to join PRTE.

You can help new members locate the membership application on the PRTE website or provide contact information for the Membership Chairs for the United States and/or Canada. You can remind them of the benefits, including scholarly associations with leading reading educators and researchers from around the world, roundtable presentations at PRTE sessions at the International Reading Association conferences, SIG subscription to *The Reading Professor* and the PRTE Newsletter, opportunities to submit proposals for PRTE's involvement in the World Congress and European Conferences, and potential to submit manuscripts to *The Reading Professor*.

### **Editorial Advisory Board**

## **Membership Alert**

### **Important Announcement about IRA Membership!**

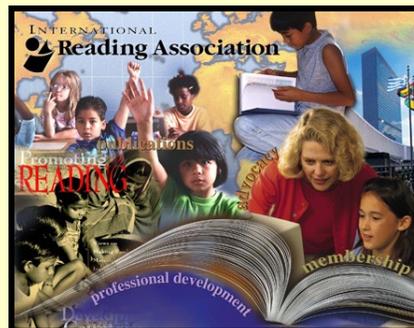
**All PRTE members MUST be members of IRA!**

It is the number of our IRA/PRTE members that guarantees us a session at the annual IRA convention. Please be sure you are a current member of IRA.

**Please visit the IRA Website:**

[www.reading.org](http://www.reading.org)

**Join IRA or Renew Your Membership Today!**



## Family Literacy Night: Engaging Parents, Children, and Preservice Teachers

The importance of strong early experiences with literacy, and the connection needed between home and school have been validated by research reports such as *Preventing Reading Difficulties in Young Children* (Snow, Burns & Griffin, 1998) and that of the *National Early Literacy Panel* (2008). More recently, a report entitled, *Turning the Page: Refocusing Massachusetts for Reading Success* (2010), outlines five recommendations for the improvement of literacy outcomes for children ages birth to nine. One of those recommendations is to “expand and strengthen partnerships with families to focus on improving children’s language and reading” (Lesaux, 2010, p. 23).

Family Literacy Night at Framingham State University in Massachusetts is one way I help my Early Childhood Education majors realize the value inherent in partnering with families to promote language and literacy. The students are enrolled in the course, *The Young Child: Emerging Literacy with Field Study II*. As part of the course, the education majors work one-half day a week in the Jeanne Canelli Child Development Lab, a campus-based preschool. They engage in numerous activities in the Lab school, but the most rewarding is planning for Family Literacy Night.

In preparation for Family Literacy Night, the education majors vote on a theme to be used for the event (i.e. under the sea). The students then bring in selected children’s books that fit the theme, and they feel are appropriate for reading aloud to young children. They are expected to evaluate each book using a form that highlights criteria for selecting quality children’s literature. We also discuss consideration of the diverse backgrounds of the preschoolers. The education majors then finalize the book choices. The college students work in small groups to design literacy-based centers that the children can participate in with their families. It’s planned so that there is some variety throughout the centers, including activities with writing, movement, and artistic expression. Many times, the centers work on name and letter recognition, phonemic awareness, and oral language. The education majors design each center starting with a written plan that includes the link to the MA State Curriculum Frameworks, NAEYC Standards, learning objectives, prerequisite skills, materials list, and directions. Another important piece is a handout that each group provides to parents explaining the centers and offering directions for a literacy activity that families can do at home.



**“Fishing for Letters”  
Family Literacy Night**

## Family Literacy Night

(continued from previous page)

When Family Literacy Night arrives, the college students are just as excited as the preschoolers. Their centers are on display, and they are ready to meet and greet the parents of the children they've been working with each week. The families are placed in groups to hear read alouds conducted by the college students. Afterwards, the families are free to engage in the various centers. The atmosphere is electric! When the night ends, the children get a free book to take home, and the families get a packet of literacy ideas. Parents are asked to complete a brief evaluation form that provides feedback to the education majors on their centers.



*“Working Together”*  
Family Literacy Night

The interaction between school and home does not begin or end with Family Literacy Night. The education majors also design take-home literacy bags for the children and implement literacy rich lessons that are shared with families. The lesson for my education majors is this: “Though our relationships with children are powerful, they are also fleeting. Their parents’ influence will go on long after we are out of the picture. One of the best ways to ensure our children’s ongoing literacy development is to educate their families about literacy” (Bennett-Armistead, Duke, & Moses, 2005, p. 223).

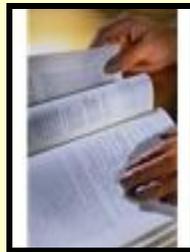
### References

- Bennett-Armistead, V.S., Duke, N., & Moses, A. (2005). *Literacy and the youngest learner: Best practices for educators of children from birth to 5*. New York, NY: Scholastic.
- Lesaux, N. (2010). *Turning the page: Refocusing Massachusetts for reading success*. Boston, MA: Strategies for Children, Inc. Retrieved July 7, 2010, from <http://www.strategiesforchildren.org/Publications/TurningThePageReport.pdf>
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- Snow, C., Burns, M., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

**Article Written by:  
Dr. Marlene P. Correia  
Framingham State University  
Framingham, Massachusetts**

# ANTICIPATING 2011

## Widener University Literacy Coaching Summit



### SAVE THE DATE

**When:** April 14, 2011: Pre-Conference Institute—Separate Registration Required  
April 15, 2011: Full Day Conference  
April 16, 2011: Half-Day Conference

**Location:** Center City Sheraton  
17th and Race Streets  
Philadelphia, PA 19103

**Featured Speakers:** *Sharon Walpole*—Author of *The Literacy Coaching Challenge*  
*Rita Bean*—Author of *The Reading Specialist: Leadership for the Classroom*  
*Jack Cassidy*—Author of *What's Hot, What's Not*

**Children's Authors:** Frank Murphy and Judy Schachner

**Conference Co-Chairs:** Mary Strong and Annemarie Jay

For more information as well as a conference proposal form, please follow this link:  
<http://literacycoachingsummit.widener.edu/>

**The PRTE Session at the 56th Annual IRA Convention  
Orlando, Florida  
May 8-11, 2011**

**“The Power of Literacy”**



**A Message from the PRTE Program Co-Chair**

*Dear PRTE Members:*

*The PRTE roundtable sessions and business meeting for 2010 were well attended and very successful in Chicago. Now the PRTE Conference Committee is planning for Orlando 2011. All who submitted a roundtable session proposal to the PRTE session have been notified of acceptance or regrets. The topics are diverse and contemporary to literacy teacher educator issues. Please plan to attend the PRTE session on Tuesday, May 10, 2011. You are encouraged to ask your colleagues who may or may not be a current PRTE member to attend the session as well.*

*The breath of information shared during the roundtables is outstanding. The business meeting is a time to become updated as to the organizational status of our SIG. All members have a voice in the business meeting discussions. Fresh ideas, valued suggestions, and new ideas for leadership and involvement are available and encouraged.*

*The 2011 PRTE Session speaker is the legendary Dr. Richard Allington. He will present his views on the current state of literacy policy, legislation, and RtI implementation.*

*A lunch social is planned for PRTE session attendees from approximately 12:00 noon to 2:00 PM. The restaurant location and details will be announced at the PRTE session. This is a no-host event intended to enhance PRTE's opportunities for collegiality and networking. All PRTE members are welcome and encouraged to join their PRTE colleagues for lunch.*

*The 2011 PRTE IRA Conference Co-Chairs, Dr. Stephanie Grote-Garcia and Dr. Chyrese S. Wolf, are seeking suggestions for the 2012 PRTE Session Keynote Speaker. It is imperative that recommended individuals have a strong background knowledge as well as instruction and/or administrative experiences in the development of literacy professionals. Please contact Dr. Chyrese S. Wolf ([cwolf@csu.edu](mailto:cwolf@csu.edu)) with suggestions.*

*Sincerely,*

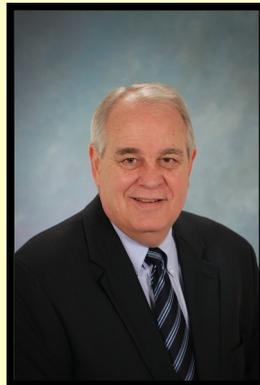
**Chyrese S. Wolf, Ed.D.**  
Chicago State University

**The PRTE Session at the 56th Annual IRA Convention  
Orlando, Florida  
May 8-11, 2011**

**“The Power of Literacy”**



**Dr. Richard Allington, Keynote Speaker**



**Presentation Abstract**

Federal legislation has literally banned reading difficulties from American schools. Along with that comes a legislated mandated reduction in the numbers of pupils with disabilities (to no more than 2% of the school population). To accomplish this mandate, Congress created Response to Intervention, a general education initiative funded with up to 15% of each district's special education funding. Congress based their decisions on a series of studies showing that 98% of all entering kindergarteners could be reading on level by the end of first grade if only schools spent the available funding on well designed intervention rather than on retention, labeling children as disabled, and simply waiting, hoping kids will somehow catch themselves up. This session will discuss the Congressional moves, a key Supreme Court decision, and what research says reading specialists should be doing when it comes to RTI.

**The PRTE Session at the 56th  
Annual IRA Convention  
Orlando, Florida  
Tuesday, May 10, 2011**

**“The Power of Literacy”**

**PRTE Chairperson:** *Monica Gordon Pershey*

**Program Co-Chairs:** *Stephanie A. Grote-Garcia and Chyrese S. Wolf*

**Roundtable Coordinator:** *Tammy M. Milby*



**Presenters, Presentations, and College/  
University Affiliations**

**Group 1: First Generation and First-Year Teachers**

**Title:** *The Reading Experiences of First Generation Preservice Teachers*

**Presenter:** *Gina Stocks*

**Affiliation:** *Sol Russ State University-RSC*

**Title:** *Extending the Role of Associate and Classroom Teacher: The Journey of a First-Year Language Arts Teacher Educator*

**Presenters:** *Vera E. Woloshyn and Liz McAnanama*

**Affiliation:** *Brock University, St. Catherines, Ontario*

**Title:** *Classroom Literacy Instruction: New Teachers Self-Assess and Reflect on Professional Practice*

**Presenters:** *Peter Hilton and Holly Mackley*

**Affiliation:** *Saint Xavier University, Chicago, Illinois*

**Title:** *Nontraditional Second-Year Teachers Know That Teaching is for Them*

**Presenter:** *Ronda J. Brown*

**Affiliation:** *Decatur, Illinois*



**Group 2: Children’s Literature and Teaching for the  
21st Century**

**Title:** *Stereotypes and Award Winning Latino Children’s Literature*

**Presenters:** *Corinne Valadez and Sandra Murillo Sutterby*

**Affiliation:** *Texas A&M University-Corpus Christi, Texas*

**Title:** *Teaching Reading the SMART Way: Interactive Whiteboard Technology as an Instructional Tool*

**Presenters:** *Andrea M. Kent, Rebecca M. Giles, and Jennifer Simpson*

**Affiliation:** *University of South Alabama-Mobile, Alabama*

**Title:** *New Literacies: Empowering Middle Level Students, Teachers, and Teacher Candidates*

**Presenter:** *Amy R. Hoffman*

**Affiliation:** *John Carroll University, University Heights, Ohio*

**Title:** *Preparing 21st Century Literacy Teachers: What Teacher Action Research Reveals*

**Presenter:** *Carol A. Smith*

**Affiliation:** *West Chester University of Pennsylvania, Deptford, New Jersey*

**Group 3: Reading to Gain Knowledge**

**Title:** *Using Vocabulary Matching to Monitor Progress in Middle and Secondary Content Areas*

**Presenter:** *Pamela M. Stecker*

**Affiliation:** *Clemson University, Clemson, South Carolina*

**Title:** *Research in Content Area Reading Across the Curriculum*

**Presenters:** *Terrence V. Stange and Shelly Ratliff*

**Affiliation:** *Marshall University, South Charleston, West Virginia; Glenville State College, Glenville, West Virginia*

**Title:** *How Preservice Content Area Teachers Seamlessly Embed Literacy Within Their Theme Studies*

**Presenter:** *Joan Lea Simmons*

**Affiliation:** *University of Wisconsin, Oshkosh, Wisconsin*

**Title:** *Nonfiction Content and Pedagogy: An In-depth Analysis of Teacher Preparation*

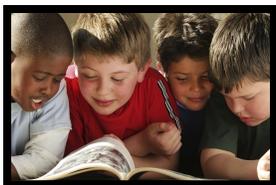
**Presenter:** *Sherrye Dee Garrett*

**Affiliation:** *Texas A&M University, Corpus Christi, Texas*



**The PRTE Session at the 56th  
Annual IRA Convention  
Orlando, Florida  
Tuesday, May 10, 2011**

**“The Power of Literacy”**



**Presenters, Presentations, and College/  
University Affiliations**

**Group 4: Assessment and the Enjoyment of Reading**

**Title:** *Fostering Children’s Love of Reading*

**Presenters:** Katherine Wiesendanger and Gretchen Braun

**Affiliation:** Longwood University, Farmville, Virginia

**Title:** *Should I or Shouldn’t I? Talking Before Assessing in Literacy Courses*

**Presenter:** Elizabeth Alderton

**Affiliation:** University of Wisconsin, Oshkosh, Wisconsin

**Title:** *The Impact of High-Stakes Testing on the Professional Lives of Literacy Teachers*

**Presenter:** Mary Campbell

**Affiliation:** Saint Xavier University, Chicago, Illinois

**Title:** *Returning to In-Situ Observations of Students When Delivering a Hybrid Assessment and Planning in Literacy Undergraduate Course: Flip Cameras Bring it to life*

**Presenter:** Michelina Manzi

**Affiliation:** University of Wisconsin, Oshkosh, Wisconsin



**Group 5: Methods Used for Training Teacher Candidates**

**Title:** *Information Literacy: Implementing American Library Association Standards in a Senior Capstone Course*

**Presenter:** Monica Gordon Pershey

**Affiliation:** Cleveland State University, Cleveland, Ohio

**Title:** *The Power of Releasing Responsibility: Teaching Teacher Candidates the Basics*

**Presenters:** Joyce R Shatzer, Jacqueline Hansen, and Greg Gierhart

**Affiliation:** Murray State University, Murray, Kentucky

**Title:** *Literacy Steeped Student Teacher Education*

**Presenter:** Marcia Bolton

**Affiliation:** Widener University, Chester, Pennsylvania

**Title:** *Integration of Literacy in a Cohort Model of Teachers and Candidates*

**Presenter:** Peggy L. Snowden

**Affiliation:** SUNY, Plattsburgh, New York

**Group 6: Perceptions and Reflections of Preservice Teachers**

**Title:** *Student Perception of Effective Use of Class Time*

**Presenter:** Judy C. Lambert

**Affiliation:** University of Wisconsin, Oshkosh, Wisconsin

**Title:** *Exploring the Written Discussions Between Secondary Preservice Teachers and University-Developmental Reading Students*

**Presenters:** Stephanie A. Grote-Garcia, Forrest D. McDowell, and Tammy Francis Donaldson

**Affiliation:** University of Incarnate Word, San Antonio, Texas; Texas A&M University, Corpus Christi, Texas

**Title:** *Developing and Enriching Practical Knowledge: Reflection Pieces in Preservice Intermediate English Courses*

**Presenter:** Janet E. McIntosh

**Affiliation:** Nipissing University, North Bay, Ontario, Canada

**Title:** *Reflective Practice and its Relationship to the Preservice Teacher’s Literacy Pedagogy*

**Presenter:** Kit L. Blake

**Affiliation:** Missouri Western State University, St. Joseph, Missouri



**The PRTE Session at the 56th  
Annual IRA Convention  
Orlando, Florida  
Tuesday, May 10, 2011**

**“The Power of Literacy”**



**Presenters, Presentations, and College/  
University Affiliations**

**Group 7: Literacy Outside the Classroom**

**Title:** *Examining the Multifaceted Benefits of School-Based Reading Clinics*

**Presenter:** Tammy Marsh Milby

**Affiliation:** Virginia Commonwealth University,  
Richmond, Virginia

**Title:** *Children’s Reading Difficulties and Successful Instructional Practices in a University-Based Tutoring Program*

**Presenter:** Elizabeth C. Webre

**Affiliation:** University of Louisiana, Lafayette,  
Louisiana

**Title:** *An Exploration of Shared Reading Interactions Between Mothers and Their Preschoolers*

**Presenters:** Daphney Leann Curry, Ann Estrada, and  
Linda K. Lilienthal

**Affiliation:** Midwestern State University, Wichita Falls,  
Texas

**Title:** *Literacy Workshops for Parents Whose Children Attend a Reading Clinic*

**Presenter:** Davida R. Schuman

**Affiliation:** Kean University, Union, New Jersey



**Group 8: Developing Professionals**

**Title:** *Teaching Reading Effectively: Perception is Everything*

**Speaker:** Neva Cramer

**Affiliation:** Schreiner University, Kerrville, Texas

**Title:** *Providing Professional Development in a Real Classroom with Real Students*

**Presenter:** Kathy M. Brashears

**Affiliation:** Tennessee Technological University,  
Cookeville, Tennessee

**Title:** *The Externship Experience for the Reading Specialist Candidate*

**Presenter:** Susan Blair-Larsen

**Affiliation:** The College of New Jersey, Ewing, New  
Jersey

**Title:** *The Power of Literacy Coaching Through Relationship Building*

**Presenters:** Thomas Cornell and Cartelia Lucas

**Affiliation:** Webster University, St. Louis, Missouri

**Group 9: Literacy Instruction**

**Title:** *A Study of Four Successful Fourth-Grade Classrooms in Four South Texas School Districts*

**Presenter:** Roberta Simmacher Pate

**Affiliation:** Texas A&M University, Corpus Christi,  
Texas

**Title:** *Spelling Strategies to Help Students Without Inhibiting Their Writing Perspectives*

**Presenter:** Mary H. Mosley

**Affiliation:** University of Central Arkansas, Conway,  
Arkansas

**Title:** *Comprehension of Narrative Text: A Study of Two Strategies*

**Presenters:** Cheryl Lisa McNair and Daniel Pearce

**Affiliation:** Texas A&M University, Corpus Christi,  
Texas



# Announcing...

**The 17th European Conference on Reading  
Mons, Belgium  
July 31, 2011-August 3, 2011  
Conference Theme: Literacy and Diversity**



## PRTE Symposium Proposal

1. Name (Last, First, Middle Initial)
2. Current Position/Title
3. Institution
4. Address (City, Province/State, Country, Zip Code)
5. Telephone (Work, Home)
6. Email Address
7. Please attach a list with any additional presenter, including name, position, institution, address, telephone, and email.
8. Please complete the following information on a separate page:
  - A. Title of Presentation
  - B. Short Description of the presentation (25-30 words)
  - C. Abstract (not to exceed 250 words and should include objectives, content, and method of presentation)

Electronically submit proposal by October 1, 2010 to Dr. Mary W. Strong at [mwstrong@widener.edu](mailto:mwstrong@widener.edu)  
Or Fax proposal to: 610-499-4623—Dr. Mary W. Strong, Widener University, One University Place,  
Chester, PA 19013

# Announcing...



Middlesex International College and Group Travel Directors  
present

## HIGHLIGHTS OF THE LOW COUNTRIES

The Netherlands, Luxembourg & Belgium  
with a side trip to Trier, Germany

July 20-30, 2011 11 Days

Hosted by Dr. Larry Kenney, President

**Post-tour option for educators and others interested in literacy:**  
Attend the 17th European Conference on Reading in Mons, Belgium,  
July 31 – August 3, 2011. See conference website for details and registration:  
[www.mons2011.eu](http://www.mons2011.eu)

 Group Travel Directors  
Enriching Lives Through  
Travel Since 1982

For more information contact: Dr. Larry Kenney, Middlesex International College, [kenneyl@uww.edu](mailto:kenneyl@uww.edu)  
OR Group Travel Directors, Janelle Ekstrom, 2000 West 98th Street, Minneapolis, MN 55431-2593, tel:  
952-885-2129 or 800-747-2255, ext. 129, fax: 952-881-6276, email: [jekstrom@gtd.org](mailto:jekstrom@gtd.org), [www.gtd.org](http://www.gtd.org)

# Shining the Spotlight On...



## *Dr. Mary Kropiewnicki*

### **Editorial Advisory Board Member for *The Reading Professor***

*Dr. Mary Kropiewnicki is an Associate Professor of Education and Chair of the Doctor of Education Department at Wilkes University, a comprehensive university located in Wilkes-Barre, Pennsylvania. Dr. Kropiewnicki has been at Wilkes in various capacities, ranging from adjunct faculty, to assistant provost for program review, to department chair, after serving as a teacher and principal in K-12 schools. Throughout her years at Wilkes, she has been instrumental in developing teacher preparation in the Undergraduate Education Department to expand its offerings in reading education. Dr. Kropiewnicki developed the minor in reading for preservice teachers after seeing her own children struggle to maintain a strong interest in reading and writing after entering school. The hallmark of this program was the creation of a reading academy, "The Reading Round-Up," which engaged undergraduate students enrolled in the reading minor to serve as summer academic camp teachers for students in preschool through grade eight. Those preservice teachers who worked in the academy also presented at various regional and state reading conferences to further their professional development and to promote this program's replication. A number of the graduates enrolled in the reading minor have gone on to pursue advanced studies in reading at the graduate and doctoral levels.*

*The success of this program reinforced Dr. Kropiewnicki's dedication to promoting teacher education through the development of programs that enable teachers to attain the knowledge and instructional strategies that promote a love of reading in children and adolescents through the development of essential skills that build fluency and comprehension. After moving to chair the doctoral program, which Dr. Kropiewnicki developed, the reading academy continues. Dr. Kropiewnicki continues to keep the development of literacy in children and adolescents at the core of her professional interests. She now chairs dissertation committees that focus on reading and literacy and maintains her research interest in reading comprehension.*



## Shining the Spotlight On...



### *Dr. Donita Massengill Shaw*

#### **Editorial Advisory Board Member for *The Reading Professor***

*Dr. Donita Massengill Shaw is an Associate Professor of Education at the University of Kansas in Lawrence, Kansas. She teaches undergraduate courses in elementary literacy methods and content area reading. The graduate level courses she teaches include writing, spelling development, and instruction; comprehension; foundations of reading; and the reading specialist. Dr. Massengill Shaw has been at the University of Kansas since 1999 as a supervisor of student teachers and student interns, an instructor of reading methods and practicum courses, an assistant professor, and now an associate professor. Dr. Massengill Shaw has authored and co-authored numerous articles in state, national, and international journals.*

*In her spare moments, Dr. Massengill Shaw enjoys walking and bicycling, stamping/making cards, sewing, baking, and, of course, reading. A most enjoyable part of Dr. Massengill Shaw's life is listening to children read stories with her dog, Doogan, a wheaten terrier. Doogan is a certified therapy dog and, more importantly, a Reading Education Assistance Dog. Please enjoy viewing below these two pictures of Dr. Massengill Shaw and Doogan listening to children read.*



## A Message from the PRTE Newsletter Editor

(continued from page 1)



This has been an exciting and successful year for the Professors of Reading Teacher Educators (PRTE). There were 26 interesting and informative papers presented at the PRTE session as part of the 55<sup>th</sup> Annual International Reading Association's (IRA) Convention Program in Chicago, Illinois on April 26, 2010. Dr. D. Ray Reutzell, former member of the IRA Board of Directors, gave the keynote address. Earlier in April, 2010, PRTE co-sponsored the International Literacy Coaching Summit at Texas A&M University in Corpus Christi, Texas. Finally, on July 13, 2010, PRTE presented a symposium at the 23<sup>rd</sup> Conference on Reading in Auckland, New Zealand. Dr. Victoria Risko, President-elect of the International Reading Association, and Dr. Marino Alvarez discussed teacher leadership preparation. Dr. Michael Ledoux and Dr. Marcia Bolton described a teacher education program in a distressed school district.

With anticipation, PRTE members look forward to PRTE's representation at three international conferences in 2011. Proposals are now being accepted for the 3<sup>rd</sup> International Literacy Coaching Summit, which will take place in Philadelphia, Pennsylvania in April 2011 as well as for the PRTE symposium at the 17<sup>th</sup> Annual European Conference on Reading in Mons, Belgium from July 31<sup>st</sup>-August 3<sup>rd</sup>, 2011. Additionally, an exciting PRTE session is planned for the 56th Annual IRA Convention in Orlando, Florida, May 2011. Thirty-five roundtable papers have been accepted for the PRTE session. Dr. Richard Allington, Past President of the International Reading Association, will be the keynote speaker.

Please take some time out of your busy schedules to read and enjoy the 2010 PRTE Newsletter. Please share the Newsletter with an interested colleague. I hope each of you will be informed by the talents and successes of fellow PRTE members.

Happy Reading!

Sincerely,

*Elaine M. Bukowiecki, Ed.D.*

Dr. Elaine M. Bukowiecki  
Associate Professor of Literacy Education  
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Bridgewater, Massachusetts 02325  
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PRTE Newsletter Editor

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