Educating for a Just Society

Association of Literacy Educators and Researchers
62nd Annual Conference

Seelbach Hilton Hotel
Louisville, Kentucky
November 8-11, 2018
Welcome

Dear ALER Colleagues,

Welcome to the 62nd annual meeting of the Association of Literacy Educators and Researchers (ALER)! The theme of this year’s conference is, *Educating for a Just Society*. In 2009, Secretary of Education, Arne Duncan, said *I believe that education is the civil rights issue of our generation. And if you care about promoting opportunity and reducing inequality, the classroom is the place to start. Great teaching is about so much more than education; it is a daily fight for social justice.* Today, more than ever, education at all levels continues to be an important foundation for shaping the kind of society that values and celebrates the ideas, contributions, and accomplishments of all citizens. It is my hope that this year’s conference will offer attendees opportunities to explore how education can contribute to a just society.

This organization and conference has a long-standing tradition of supporting doctoral students and early career educators. If this is your first time to attend ALER, I want to extend a special welcome. You will find a network of collaborative, like-minded professionals who are eager to connect with you and support your work. Be sure to attend the New Member Meet and Greet on Friday evening that was scheduled just for you!

We have planned great speakers and special events for this conference and I’d like to share some of the highlights. Thursday evening, the award winning young adult author, Brendan Kiely, will engage us in a discussion about the intersection of literature, social justice, and the art of listening. Our welcome reception follows as the first opportunity to begin connecting to long-standing members, old friends and new ones. Please plan to attend both events on Thursday evening.

Friday morning, future scholars will share their research at the Graduate Poster Sessions from 8:00-9:30 in the Medallion Foyer. Please plan to stop by and show your support for their work.

The ALER Prospective Author and Reviewers’ Session will be held from 4:00-5:00 p.m. in the Gold Room. Editors from *Literacy Research and Instruction* and the *ALER Yearbook* will be there to talk about the journals and how you can contribute.

All of the division meetings are held on Friday. This is an opportunity to engage in discussion with colleagues within a specialized area of literacy. All the division meetings will be held in the Grand Ballroom West.

**Clinical Division** 8:00-9:30  
**Adult Learning Division** 11:00-12:30  
**Teacher Education Division** 1:30-2:55  
**College Literacy Division** 3:00-4:30

Dr. Erika Abrams will be our General Assembly speaker this year. A western North Carolina native, she will be sharing information from her book, *Negotiating a Perilous Empowerment: Appalachian Women’s Literacies*, describing how mountain writers portray identify conflicts literacy attainment can cause for Appalachian women. You won’t want to miss this.

Friday, from 5:30-6:30, please plan to attend the New Member Meet and Greet where everyone, long-standing members and new ones, enjoy time to visit and relax. There will be refreshments and a cash bar at this event.
The Friday evening special event will be held at the multicultural Muhammad Ali Center, where you will find that Ali’s six core principles, and his life’s work support our theme of *Education for a Just Society*.

Saturday morning kicks-off with the ALER Awards Breakfast from 7:45-9:50 a.m. Kentucky Poet Laureate, George Ella Lyons, will share her poetry and talk about “literacy and the right to a voice”. You will need to purchase a ticket for the breakfast, but are welcome to come hear the speaker.

The Presidential Address will occur immediately after the ALER Awards Breakfast. Dr. Tami Al-Hazza, 2018 ALER President from Old Dominion University, will share her special thoughts on literacy.

The J. Estill Alexander Forum celebrates leaders in literacy. This forum will be held on Saturday from 4:00-4:50 in the Grand Ballroom East and will celebrate, posthumously, the leadership legacy of last year’s awardee, Dr. Betty Sturtevant. This year’s awardee, Dr. Jeanne Cobb, will share her experiences from a multi-year professional development series with teachers from Guatemala.

Also, please join Dr. Al-Hazza at the Presidential Reception Saturday evening from 5:00-7:00 in the Grand Ballroom Foyer. This is the perfect time to congratulate our president on the hard work she has put in over the past two years and enjoy some time to mix and mingle. Desserts and cash bar will be available at the reception.

The final event of the conference takes place on Sunday morning. The Town Hall Meeting is offered for members to share ideas about future conferences and insights about the current one!

Throughout the conference, the Reading Room in the Oakroom Ante will display academic books from ALER authors and members. You may engage in the silent auction to obtain these books for your own professional library. Bidding closes on Saturday afternoon.

You will want to print a copy of this program if you wish to have a hard copy with you at the conference. We will only have a few copies of the program at the registration desk. In early November, the ALER 2018 app will be available to download a digital version of the conference program that will be updated in real time throughout the conference.

Along with these highlighted events you will find many stellar academic sessions, workshops, and symposia with which to engage. A big THANK YOU to everyone who contributed a session, or served as a reviewer for this conference. Also, a special thanks to the ALER Executive Committee, Division Chairs, and our conference coordinator, Mary Beth Allen. Conference planning is a year-long endeavor and we strive to make each conference a success!

*Connie Briggs*

ALER Program Chair
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Future Conference Sites

Corpus Christi, Texas
November 7-10, 2019

Santa Fe, New Mexico
November 4-8, 2020
ALER Officers and Elected Board Members

ALER Executive Committee
President: Tami Craft Al-Hazza, Old Dominion University
President-Elect: Connie Briggs, Texas Woman’s University
Vice President: Seth Parsons, George Mason University
Past President: David Paige, Bellarmine University
Past Past President: Julie Kidd, George Mason University
Executive Secretary: Ashlee Horton
Treasurer/Business Manager: April Blakely, Eastern Kentucky University
WebMaster, ex officio member: April Blakely, Eastern Kentucky University

Board of Directors
Tammy Donaldson, Del Mar College
Barbara McClanahan, Southeastern Oklahoma State University
Sylvia Read, Utah State University
Doris Walker-Dalhouse, Marquette University
Michael Manderino, Northern Illinois University
Sara Helfrich, Ohio University
Julie Ankrum, Indiana University of Pennsylvania

Division Chairs
Adult Learning Division Chair: Chyllis Scott, University of Nevada-Las Vegas
Teacher Education Division Chair: Patricia Durham, Sam Houston State University
Clinical Division Chair: Debra Coffey, Kennesaw State University
College Literacy Division Chair: Dianna Sand, Holy Family University

Literacy Research and Instruction Editors
Adriana L. Medina, University of North Carolina, Charlotte
Paola Pilonieta, University of North Carolina, Charlotte
S. Michael Putnam, University of North Carolina, Charlotte
Jean Vintinner, University of North Carolina, Charlotte

ALER Yearbook Editors
Robin D. Johnson, Texas A&M University-Corpus Christi
Juan Araujo, Texas A&M University-Commerce
Nedra Cossa, Armstrong State University
Alexandria Babino, Texas A&M University-Commerce

Literacy News Editors
Valerie Robnolt, Virginia Commonwealth
Joan Rhodes, Virginia Commonwealth
Committee and Commission Chairs

Conference Coordinator  Mary Beth Allen, East Stroudsburg University
Conference Program Chair  Connie Briggs, Texas Woman’s University
Awards  David Paige, Bellarmine University
Reading Room/Exhibits  Robin D. Johnson, Texas A&M University - Corpus Christi
                      Micheal Kessner, Mesquite ISD, Mesquite, Texas
Research  Tracey Hodges, University of Alabama
           Leslie La Croix, George Mason University
Publications  Sheri Vasinda, Oklahoma State University
Membership  Katina Kerney-Edwards, Salisbury University
             Nedra Cossa, Armstrong State University
Public Information  Catherine McGeehan, Kutztown University
Historian  Peggy Lisenbee, Texas Woman’s University
           Barbara McQanahan, Southeastern Oklahoma State
           Wayne Linek, Texas A&M University-Commerce
Photographer  Rob Erwin, Niagara University
Resolutions and Rules  Carolyn Walker Hitchens, Ball State University
Legislative and Social Issues  Mary McGriff, New Jersey City University
                               Nancy Stevens, University of Wisconsin-Whitewater
Elections  Julie Kidd, George Mason University

2018 ALER Conference Personnel

Program Chair  Connie Briggs, Texas Woman’s University
Assistant to Program Chair  Holly Duhon, Texas Woman’s University
Conference Coordinator  Mary Beth Allen, East Stroudsburg University
Reading Room/Exhibits  Robin D. Johnson, Texas A&M University - Corpus Christi
                      Micheal Kessner, Mesquite ISD, Mesquite, Texas
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<tr>
<th>Name</th>
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<tr>
<td>Tami Al-Hazza</td>
<td>Old Dominion University</td>
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<tr>
<td>Stephanie Alexander</td>
<td>University of West Florida</td>
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<td>Becky Anderson</td>
<td>The University of Findlay</td>
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<td>Allison Baer</td>
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<td>Sherry Been</td>
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<td>Elizabeth Bemiss</td>
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<td>Julia Kate Bentley</td>
<td>Texas A&amp;M University - Corpus Christi</td>
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<td>Kelli Bippert</td>
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<td>Joel Blaylock</td>
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<td>Shirley Bleidt</td>
<td>Texas Woman's University</td>
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<td>Lorilynn Brandt</td>
<td>State University of New York at New Paltz</td>
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<td>Connie Briggs</td>
<td>Purdue University Northwest</td>
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<td>Tiffany Cameron</td>
<td>Armstrong State University</td>
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<td>Jean Cobb</td>
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<td>Nedra Cossa</td>
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<td>Jaime Coyne</td>
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<td>Angela Curfman</td>
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<td>Deidre Cutter</td>
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<td>Nisreen Daoud</td>
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<td>Jennifer Davis-Duerr</td>
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<td>Diana Firley</td>
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<td>Monica Gordon-Pershey</td>
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<td>Meghan Gowin</td>
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<td>Anne Gregory</td>
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<td>Marie Heath</td>
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<td>Sara Helfrich</td>
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<td>Nicholas Husbye</td>
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<td>Jacqueline Ingram</td>
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<td>Hitomi Kambara</td>
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<td>Stacey Korson</td>
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<td>Linda Lilienthal</td>
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<td>Peggy Lisenbee</td>
<td>Educating for a Just Society</td>
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<td>Mark A. Loya</td>
<td>George Mason University</td>
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ALER Past Presidents
(Including the former College Reading Association)

David Paige, 2016-2017
Julie Kidd, 2015-2016
J. Helen Perkins, 2014-2015
Parker Fawson, 2013-2014
Rob Erwin, 2012-2013
John Smith, 2011-2012
Mary Roe, 2010-2011
Laurie Elish-Piper, 2009-2010
Mona Matthews, 2008-2009
D. Ray Reutzel, 2007-2008
Ellen Jampole, 2006-2007
Karen Bromley, 2005-2006
Jon Shapiro, 2004-2005
Wayne M. Linek, 2003-2004
Robert J. Rickelman, 2002-2003
Jane Matanzo, 2001-2002
Maria Valeri-Gold, 2000-2001
Jack Cassidy, 1999-2000
Nancy J. Padak, 1998-1999
Timothy V. Rasinski, 1997-1998
Marino C. Alvarez, 1996-1997
Judy S. Richardson, 1995-1996
Betty S. Heathington, 1994-1995
Patricia S. Koskinen, 1993-1994
Victoria J. Risko, 1992-1993
Norman A. Stahl, 1991-1992
Lonnie D. McIntyre, 1990-1991
June B. Ewing, 1989-1990
Jerry L. Johns, 1988-1989

James R. Layton, 1986-1987
Lois A. Bader, 1985-1986
George Mason, 1984-1985
Susan M. Glazer, 1983-1984
Rita M. Bean, 1982-1983
Linda B. Gambrell, 1981-1982
William E. Blanton, 1979-1980
Thomas P. Fitzgerald, 1978-1979
Janet Carsetti, 1977-1978
Phil Nacke, 1976-1977
Richard Carner, 1975-1976
Paul R. Kazmierski, 1974-1975
Daniel T. Fishco, 1972-1973
Jules C. Abrams, 1971-1972
Robert M. Wilson, 1970-1971
J. Roy Newton, 1968-1969
Leonard S. Braam, 1966-1967
Robert Aukerman, 1965-1966
M. Jerry Weiss, 1964-1965
Martha Maxwell, 1963-1964
Clay E. Ketcham, 1962-1963
Albert J. Mazurkiewicz, 1961-1962
Bruce Brigham, 1960-1961

Goals of the Association of Literacy Educators and Researchers
• To stimulate the self-development and professional growth of teachers and reading specialists at all educational levels.
• To encourage the continuing improvement of college and university curricula and encourage preparation programs for teachers and reading specialists.
• To encourage the continuing improvement of administrative, clinical, diagnostic, and instructional practices related to the learning process.

Association of Literacy Educators and Researchers Mission
• Promotes standards and competency within the profession.
• Stimulates the professional growth of literacy educators and researchers.
• Encourages the continued improvement of college and university curricula and contributes to the research-based knowledge related to the preparation of teachers and literacy specialists.
• Acts as a resource for the consideration and dissemination of information related to the field of literacy.
• Prepares and distributes professional publications.
• Sponsors conferences and meetings to satisfy the professional needs of its members.
Past ALER Award Recipients

A. B. Herr Award

No recipient 2015 Rita Bean 2000 Jeanette Veach 1986
William Rupley 2013 D. Ray Reutzel 1999 Ira E. Aaron 1984
Elizabeth G Sturtevant 2010 Tim Rasinski 1996 Phil Nacke 1981
Judy Richardson 2006 Lois A. Bader 1992 M. Jerry Weiss 1973
Nancy J. Padak 2003

Albert J. Mazurkiewicz Special Services Award (formerly the Special Services Award)

Tony and Mary Applegate 2016 Marino C. Alvarez 1999 Emma W. Rembert 1987
Kathleen (Kit) Mohr 2015 Nancy J. Padak 1999 Irene Payne 1986
Doris Walker Dalhouse 2013 Maria Valeri-Gold 1997 James E. Walker 1984
Joan Elliot 2005 Susan M. Glazer 1990 Jules Abrams 1978
Judy Richardson 2001

ALER Laureate Award

Wayne Linek 2015 Marino Alvarez 2008 Jeanette Veach 2000
Mary Roe 2014 Maria Valeri-Gold 2007 Patricia S. Koskinen 1999
Jack Cassidy 2010 Jerry L. Johns 2003
The Jerry Johns Promising Researcher Award

No recipient 2017 Sarah Clark 2013 Donna Mahar & Cindy D. Jones 2009
Tammy Donaldson 2016 Seth Parsons 2012 Caitlin McMunn Dooley 2008
Chase Young 2014 Deanna M. Laverick 2010

Judy Richardson Literacy as a Living Legacy Award

No recipient 2017 Geore Curl 2013 Arburim Iseni & Hyreme Gurra 2008
Peggy Lisenbee 2016 Brenda Rosler 2012 Mary Spor 2007
AMC Macedonia Project 2015 Kathryn Bauserman 2011 Cvetanka Ivanova 2006
Literacy Coalition of Palm Beach County 2014 Brenda Rosler 2012 Natasha Blazeska-Tabakovska 2006
Jeannie Heavilin 2014 Susan E. Glaeser 2010

J. Estill Alexander Future Leaders in Literacy Awards (formerly the Leaders in Literacy Award)

Dissertation Award

Paula Di Domenico 2015 Michelle Marie Fazio 2002 Kathleen David 1988
Amie Sarker 2013 Christine A. McKeon 2000 Timothy V. Rasinski 1986
Michael Mandarino 2012 Barbara S. Abromitis 1999 Lynn Smith 1985
Donna Wake 2007 Gaoyin Qian 1993 Daniel Pierce 1982
Roberta Linder 2006 Elizabeth G. Sturtevant 1992
Barbara Ann Marinak 2005 Patricia L. Scharer 1991

Master's Paper Award

Chang Yuan 2017 Elizabeth M. Kingery 1999 Janet M. McConologue 1983
No recipient 2015 Melissa L. Brock 1997 Renee Close Goostree 1982
Lesley Alison Gear 2013 Linda B. Hunter 1995 Margaret B. Robertson 1981
No recipient 2012 Randale Reese 1994 Phyllis Chatlos 1981
Wendy Warnken 2005 Mary Jane Pearce 1987 Wendy S. Keeler 1979
Susan Porter 2004 Cynthia M. Battaligia 1986 Patricia Borowiec 1979
Tracy Zimmerman 2003 Martha W. Johnson 1985 Patricia Fischer 1978
Cindy Hayes-Low 2002 Harvey M. Rubenstein 1984 Ernest Balajthy 1978
Stephanie Gerdes 2000

Educating for a Just Society
# Conference Overview

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<td>Hilton Board Room</td>
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<td>Board of Directors Meeting</td>
<td>1:00 pm – 4:45 pm</td>
<td>Mezzanine Salon C/D</td>
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<td>2:00 pm – 6:00 pm</td>
<td>Mezzanine Foyer</td>
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<td>Exhibit/Reading Room</td>
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<td>Medallion Ballroom A</td>
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<td>Reading Room</td>
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<td>Presidential Address and Legislative Assembly Tami Craft Al-Hazza</td>
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<tr>
<td></td>
<td>Welcome Reception</td>
<td>8:30 pm – 10:00 pm</td>
<td>Grand Ballroom Foyer</td>
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</table>
Brendan Kiely is the author of The Last True Love Story, The Gospel of Winter, and coauthor of All American Boys. Brendan's novels have been awarded the American Library Association's Top Ten Best Fiction for Young Adults, *Kirkus Reviews* selection for best books of the year, The Walter Award, and the Coretta Scott King Author Honor Award. He has a new book that will be out soon.

**Welcome Reception**

8:30 PM – 10:00 PM  
Grand Ballroom Foyer  
Join us for the kick-off celebration of the 62nd Annual ALER Conference. Enjoy a book signing and informal gathering with Brendan Kiely, and meet fellow ALER conference attendees.  
(Desserts and cash bar)
## Friday Events Overview

**November 9, 2018**

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<th>Event</th>
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<tr>
<td>Registration</td>
<td>7:00 am – 5:00 pm</td>
<td>Oakroom Ante</td>
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<tr>
<td>Editorial Board Breakfast (by invitation)</td>
<td>7:30 am - 9:30 am</td>
<td>Walnut Room</td>
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<tr>
<td>Reading Room</td>
<td>7:00 am – 5:00 pm</td>
<td>Oakroom Ante</td>
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<tr>
<td>Clinical Division Meeting</td>
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<td>Sessions</td>
<td>8:00 am – 4:55 pm</td>
<td>Breakout Rooms</td>
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<td>Graduate Poster Sessions</td>
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<td>Medallion Foyer</td>
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<td>General Assembly, Erica Abrams Locklear</td>
<td>9:45 am – 10:55 am</td>
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<tr>
<td>Adult Learning Division Meeting</td>
<td>11:00 am – 12:30 pm</td>
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<tr>
<td>Teacher Education Division Meeting</td>
<td>1:30 pm – 2:55 pm</td>
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<tr>
<td>College Literacy Division Meeting</td>
<td>3:00 pm – 4:30 pm</td>
<td>Grand Ballroom West</td>
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<tr>
<td>Idea Exchanges</td>
<td>3:00 pm – 4:30 pm</td>
<td>Grand Ballroom West</td>
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<tr>
<td>ALER Prospective Authors and Reviewers Session</td>
<td>4:00 pm – 5:00 pm</td>
<td>Gold Room</td>
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<tr>
<td>New Member Meet and Greet</td>
<td>5:30 pm – 6:30 pm</td>
<td>Oakroom Ante</td>
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<tr>
<td>Friday Evening Event: Muhammad Ali Museum &amp; Dinner</td>
<td>6:15 pm – 8:30 pm</td>
<td>Meet in Hotel Lobby</td>
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Literacy memories of Hispanic parents: How the past influences the present
*Mezzanine Salon A*

**Presenter**
Larkin Page, Xavier University of Louisiana

**Abstract**
As family involvement in education is advocated there is value in understanding the past reading and literacy memories, beliefs, and actions of parents. It is important for educators to recognize these dynamics because parents not only bring their children to school but they also “bring” their memories and experiences of their own schooling. These recollections and experiences can contribute in understanding the present-day perspectives of families, their motives, and actions with schools and teachers.

Assessing Preservice Teachers Ability to Provide Higher Level Comprehension Instruction
*Blue Room*

**Presenters**
Catherine McGeehan, Kutztown University
Mary Applegate, St. Joseph's University
Tony Applegate, Holy Family University
Ailing Kong, Saint Joseph's University
Kimberly Lewinski, La Salle University
Jennifer Davis-Duerr, State University of New York at New Paltz

**Abstract**
The results of a multi-year project that measured the effectiveness of a series of online modules designed to increase participants' ability to uncover and use underlying themes to prepare comprehension instruction that promoted deep thinking and active engagement for their students. Pre-post results will be shared, as well as the results of an informal assessment designed to measure preservice teachers’ knowledge of underlying themes in text after they complete the online modules.

Literacy Clinic Experiences: Influencing Pre-Service Teachers’ Self-Efficacy
*Mezzanine Salon C*

**Presenters**
Katherine Wright, Boise State University
Susan Massey, Northern Illinois University

**Abstract**
Pre-service teachers participated in a university-based literacy clinic tutoring program as part of their teacher preparation courses. The participants’ knowledge about literacy instruction and their perceptions of their preparation to teach literacy were probed through a survey instrument at the beginning and end of their clinical tutoring experience. Results indicate that participants’ beliefs about literacy instruction showed statistically significant positive growth as a result of their tutoring experiences in a supervised clinical environment.
Transformation of the School Environment: Meeting the Needs of Students, Teachers and Administrators

Green Room

Presenters
Kathryn Bauserman
Linda Martin, Ball State University
Diana Quatroche, Indiana State University

Abstract
This workshop will begin with the most current research on school transformation, followed by research on high quality literacy instruction. This foundation will be set in the context of 5 effective professional development traits. Then participants will analyze two case studies of failing schools and make recommendations for effective professional development that can meet the needs of students, teachers, and administrators.

Critical Conversations: Integrating Young Adult Literature in Teacher Education

Gold Room

Presenters
Lina Soares, Georgia Southern University
Maryann Mraz, University of North Carolina - Charlotte

Abstract
For preservice teachers to engage their future students in critical conversations addressing relevant social issues, one method that holds promise is to expose preservice teachers to prominent and challenging themes in young adult literature. This workshop provides the foundation for a literature–based instructional model that integrates strategic practices in critical literacy with social studies content using the Four Dimensions of Critical Literacy (Lewison, Flint, and Van Sluys, 2002).

From Posterboards to Infographics: Visual Literacy for Digital Natives

Suite 210

Presenter
April Blakely, Eastern Kentucky University

Abstract
Infographics use data and graphic design to tell stories, teach concepts, and present information. Digital activities integrating visual data develop visual literacy and hone analytic thinking. Learn how to locate, evaluate, and integrate infographics into your teaching, as well as explore the possibilities for creating infographics with your course content. You will review the research behind what makes infographics so compelling, and why they are effective cognitive tools for communicating information and data. (BYOD workshop).
Connecting Theory and Research in Practice-Based Literacy Education Coursework
Mezzanine Salon B

Presenters
Nicholas Husbye, University of Wisconsin - Milwaukee
Christina Wessel Powell
Beth Buchholz, Appalachian State University
Julie Rust, Millsaps College
Sarah Vander Zanden, University of Northern Iowa

Abstract
Teacher education holds promise in addressing the social inequities elementary, middle, and secondary students face every day, particularly when emphasis is placed on how to teach. In this symposium, five literacy educators provide a slice inside of work done within their undergraduate coursework emphasizing the practices of literacy education, bridging theory and practice. Examples will include rehearsals, video and audio feedback, behind-the-glass, lesson play/scripting, and embodied, collaborative teaching opportunities.

Language, Culture & Pedagogy: Challenges and Realities in Diverse Literacy Contexts
Rose Room

Presenters
Mohammed Albakry, Middle Tennessee State University
Jennifer Meyer, Middle Tennessee State University
Karilena Wood, Karilena
Jessica Abarquez-New, Middle Tennessee State University
Nicole Crouch, Middle Tennessee State University

Abstract
In this symposium, we explore literacy as a linguistic and cultural practice in diverse settings and discuss such issues as integrating multicultural literature, helping struggling writers, supporting English language learners, and fostering collaboration between teachers and literacy coaches. Interweaving theory and practice, the symposium contributes to the larger debates concerning equity and effective instruction and raise important pedagogical questions that impact classroom teachers, literacy coaches, policy makers as well as other stakeholders in literacy education.

What We Have Learned from Implementing Online and Hybrid Literacy Programs: A View from the Field
Medallion Salon F

Presenters
Valerie Robnolt, Virginia Commonwealth University
Joan Rhodes, Virginia Commonwealth University
Ottile Austin, The University of Virginia
Julie Gray, The University of Virginia
Sheri Vasinda, Oklahoma State University
Pamela Sullivan, James Madison University
Leslie Haas, Buena Vista University
Susan Thacker-Gwaltney, University of Virginia
Carrie Simkin, University of Virginia

Abstract
Due to the increase in students taking online courses, literacy education faculty across the country have been working diligently to provide their face-to-face programs either in a hybrid (a combination of face-to-face and online) or online format to meet the needs of students, either undergraduate or teachers who are interested in becoming literacy professionals. This symposium is designed to explore the issues that face literacy faculty in moving to these new formats.
**Clinical Division Meeting**  
Division Chair: Debra Coffey  
*Grand Ballroom West*

We invite you to our 2018 Clinical Division meeting. Our meeting will shine a spotlight on leaders in literacy. Have you wished for an opportunity to explore significant strategies, hear about career highlights, and make connections with leaders in the field of clinical literacy? This is your golden opportunity. Debra Coffey, Clinical Division Chair, will lead a panel discussion featuring insights from leaders in clinical literacy, including past Chairs of the Clinical Division:

*J. Helen Perkins - Jeanne Cobb - Jerry Johns - Kristine Wilke - Mary Applegate - Stephanie McAndrews*

Our meeting will focus on strategies you can use on Monday morning and enjoy throughout your career. We will celebrate literacy with light refreshments and door prizes, which will be books pertinent to literacy clinics.

We look forward to seeing you!
An Exploratory Study of Children's Interactions with Augmented Reality Enhanced Text  
Presenters  
Rebeca Grysko, University of Central Florida  
Melissa Mitchell, University of Central Florida  
Abstract  
This presentation presents the results of a qualitative study that explored eight intermediate-grade students’ experiences with an augmented reality (AR) enhanced text. Data included participant observations (recorded as field notes) and transcriptions from individual, semi-structured interviews. The findings revealed the following: (a) high level of student engagement and enthusiasm when interacting with the AR enhanced text; (b) insights about student reactions to manipulations of animations; and (c) usability concerns for elementary age children.

The Faucet Blew Away  
Presenter  
Shelley Dominguez  
Abstract  
What happens to the reading gap when disaster strikes a school district? Hurricane Harvey hit the Texas Gulf Coast on August 25, 2017. Several districts were unable to open their doors for as many as seven weeks. Did this extended summer break cause an increased gap in reading achievement? This poster presentation will include background information and preliminary results from a current research study being conducted in several school districts on the Texas Gulf Coast.

Low Fluency, High Comprehension: A Case Study of a Third-Grade Student with Autism  
Presenter  
Bronwyn Harris, Appalachian State University  
Abstract  
Do you have difficulty helping your students with Autism grow as readers? Do you teach students who have good comprehension skills, but lack reading fluency? In this poster session, the researcher will: (a) describe a pilot study conducted in a third-grade classroom; (b) provide a detailed case study of a reader with autism spectrum disorder with high comprehension and low fluency; and (c) share strong explanations of behavioral and fluency interventions used to increase fluency.

Teachers Reading Young Adult Literature: A Self-Determination Theory Approach  
Presenter  
Samantha Ives, George Mason University  
Abstract  
This qualitative interview study investigated teachers’ reading of young adult literature (YAL). Six middle school reading instructors participated in interviews about their reading and classroom practices. Interviews were analyzed through the lens of self-determination theory. Teacher interviews revealed reading YAL fulfilled instructors’ needs for competence and relatedness. Additionally, the level of autonomy teachers felt in their own reading connected with their instructional practices and ideals for student reading.

We Don’t Have Time to Write: Teacher Perceptions of the Internal and External Barriers to Writing Instruction in Their Classrooms  
Presenter  
Jennifer Cooper, Ball State University  
Abstract  
This phenomenological study will explore the internal and external barriers to writing instruction experienced by a sample of purposefully selected elementary in-service teachers. Preliminary analysis of interviews conducted with three third-grade teachers revealed beliefs and ideologies that hindered their enactment of evidence-based writing instructional practices. Findings may guide future educational research, along with reform efforts within classrooms and districts.
I would never write this much with just my pencil: How 4th graders meditate written compositions with Google Voice Typing

Presenter
Sheri Vasinda, Oklahoma State University

Abstract
This study contributes to the understanding of how fluent and non-fluent 4th grade writers use the speech-to-text software, Google Voice Typing, in the composing process. Researchers observed students’ composing using this free speech-to-text software during three argument mini-units during the 2017-18 school year. Student interviews, writing samples, and Writing Attitude Survey results show similarities and differences of how writers of various abilities use this tool and what additional supports are needed for its transformative potential.

From Seeing to Achieving: Using Graphic Novels as a Tool to Support the Writing Skills in an Intermediate Classroom

Presenter
Sandi Sumerfield

Abstract
This session is designed to challenge your approach to student engagement and writing in the intermediate classroom. Come join in the conversation as we consider a curious approach to bring visual learners to the text-centric world of school writing. Through the rich imagery found in comics and graphic novels, reluctant and disengaged writers are given the opportunity to draft stories as a graphic novel to influence their motivation and engagement in the writing process.

This Essay Nicely Follows a Narrative Arc: Pre-Service Teachers’ Use and Misuse of Genre Terminology Before and After Writing-Focused Coursework

Presenters
Lisa Hawkins, Ball State University
Nicole Martin, Ball State University
Jennifer Cooper, Ball State University
Diane Bottomley, Ball State University

Abstract
This session shares results of our examination of elementary pre-service teachers’ [PSTs] responses to instruction in a writing-focused course. Qualitative content analysis of a pre/post task revealed growth in PSTs’ use of genre terminology in their assessments of children’s narrative texts. However, PSTs continued to struggle when assessing informational texts, often drawing on more familiar narrative terms to discuss non-narrative writing. Findings may inform future reform and research in teacher education.

Proficient or Not, How Do You Know?: Empirical Evidence Linking Proficient Foundational Reading Skills to State Reading Proficiency

Presenters
David Paige, Bellarmine University
Theresa Magpuri-Lavell, Bellarmine

Abstract
What evidence can be collected to predict end-of-year outcomes on state reading assessments? This study presents a hypothesized model to explain the relationships among foundational skills and state reading proficiency in 1,064 third-grade students at-risk for reading failure. Results show the model explains 41% of the variance and that students proficient in foundational skills have a 71% chance of being state reading proficient compared to a 20% chance for students not proficient in foundational skills.
Sessions

Bridging School and Community Literacy Strategies to Support Language Acquisition
*Blue Room*

**Presenters**
Crystal Cook, University of Memphis
J. Helen Perkins, University of Memphis

**Abstract**
Dr. Cook and Dr. Perkins will present their current research on key literacy strategies. Using the research that is presented, teachers will identify ways they can connect their current literacy strategies to support ELs language acquisition through family engagement.

Sifting and sorting through the core reading program “eye candy”: How to get to the heart of instruction
*Mezzanine Salon D*

**Presenters**
Jen Knight, University of Iowa
Angie Child, Dixie State University

**Abstract**
This presentation is based upon a content analysis of Core Reading Programs (CRPs). The content analysis looked at the text type being offered in the main selections of four of the popular and most recent published CRPs, the skills and strategies for instruction on the main selection; what those are and how they are being defined. In this presentation, we will share findings and implications of these findings for researchers, publishers, classroom teachers and students.

Disciplinary Literacy: Discourse and Social Justice in Grades 6-12
*Mezzanine Salon A*

**Presenter**
Vicky Zygouris-Coe, University of Central Florida

**Abstract**
Lack of literacy skills limits students’ learning and engagement in the world. Disciplinary literacy skills enhance students’ participation and engagement in the world. In this session, the presenter will (a) present a summary of theory and research evidence about disciplinary literacy and social justice; (b) provide authentic instructional examples from disciplinary literacy instruction in ELA and Social studies classrooms; and, (c) discuss advantages and barriers to developing students’ discipline-specific literacy knowledge, discourse, and skills.

Understanding and Supporting Students’ Reading of Complex Texts through Retelling
*Mezzanine Salon C*

**Presenters**
Patricia Watson, Texas Woman's University
Connie Briggs, Texas Woman's University

**Abstract**
Retelling is commonly used as an assessment of comprehension, however, students often do not have opportunities to practice retelling during instruction. Consequently, retellings performed during assessments frequently do not represent students’ abilities. Advantages and challenges of using retelling as a regular element of classroom assessment and instruction were revealed through an inquiry with elementary grade readers.
Dr. Abrams Locklear will discuss both the benefits and the perils of acquiring new literacies for Appalachian learners and women in particular. Drawing from historical, contemporary, and fictional examples, Abrams Locklear asks what happens when pursuing new literacies has the potential to strain important familial and communal bonds. Using the New Opportunity School for Women as an example, she posits that reading and discussing fictional depictions of those same identity conflicts in the classroom opens a crucial space for addressing the pain sometimes associated with education.

**Erica Abrams Locklear** is an associate professor in the English department at UNC Asheville. Her first book, *Negotiating a Perilous Empowerment: Appalachian Women's Literacies*, was published by Ohio University Press in 2011 as part of their Series in Race, Ethnicity, and Gender in Appalachia. Her research interests include Appalachia, literacy, the South, foodways, and gendered issues within each of these categories. Her current project, *Appalachia on the Table: Representing Mountain Food and People*, explores depictions of Appalachian food in multiple outlets ranging from local color literature to missionary publications to contemporary fiction and poetry. University of Georgia Press will publish it as part of their Southern Foodways Alliance Studies in Culture, People, and Place series. She has also published in *The Southern Literary Journal, Appalachian Heritage, North Carolina Folklore Journal*, and various essay collections.
Using Multimodal Ensembles to Scaffold Students Learning of Rhetorical Analysis  
*Mezzanine Salon A*

**Presenters**  
Mary Kallus, Eastern New Mexico University  
Ashley Leatherman, West Mesa High School

**Abstract**  
Improving rhetorical analysis skills of students in Advanced Placement English Language and Composition® and ‘regular’ English courses in a low-socio-economic high school can be challenging. Using multimodal ensembles, students learned the skill of rhetorical analysis through visual rhetorical analysis. Students demonstrated their understanding through visual and auditory methods as well as in written responses. While students’ scores did not improve on the final exam, they demonstrated growth and proficiency in the area of rhetorical analysis.

Responding to Legislative Mandates: What Do Teacher Candidates Know about the Science of Reading?  
*Mezzanine Salon C*

**Presenters**  
Susan Perry, UA Little Rock  
Wendy Holmes, UA Little Rock  
Kent Layton

**Abstract**  
In response to the new reading test legislation, low passing rates of first-time test takers in Massachusetts and low passing rates of teacher candidates at other institutions, a convergent parallel mixed-methods research design was employed to explore candidates’ knowledge and perceptions of the ‘science of reading’ as measured by a commercial reading test. Findings revealed significant modifications to courses and curriculum were needed. Implications for teacher preparation programs are reviewed.

Reading Comprehension of Narrative vs. Expository Text: How Literal and Inferential Reading and Listening Comprehension Contributes to Overall Reading Comprehension of Each Text Type  
*Mezzanine Salon D*

**Presenter**  
Wolfram Verlaan, University of Alabama In Huntsville

**Abstract**  
The Common Core State Standards emphasize literal and inferential reading comprehension of both expository and narrative text-types by requiring that students be able to “… determine what the text says explicitly and make logical inferences from it”; the CCSS have also included similar requirements in the listening comprehension standards. In this session, researchers will present data showing how literal and inferential reading and listening comprehension performance are related to overall reading comprehension in each text-type.

Blue Room  
Increasing the Duration and Sophistication of Guided Reading Can Have Large Effects on Students' Reaching Improvement  
*Blue Room*

**Presenter**  
Chase Young, Sam Houston State University

**Abstract**  
I report on a year-long quasi-experimental study examined the effects of two approaches to guided reading on second graders’ reading abilities. The 79 subjects were chosen as a non-probability sample and served as the treatment and comparison groups. The groups were pre- and post-tested using the DRA2 in order to determine students’ reading levels. A 2 x 2 repeated measures ANOVA revealed significant main and interaction effects and participants experienced a large effect.
Collaborative Construction: Bringing Interactive Writing to the Intermediate Grades

*Green Room*

**Presenters**
Leah Bryars, Texas A&M University--Corpus Christi
Robin Johnson, Texas A&M University - Corpus Christi

**Abstract**
In this session, we will discuss how interactive writing, a technique typically implemented in primary grades, can be utilized to enhance older students’ understanding of the writing process, increase their motivation to write, and improve their attitudes about writing. Strategies for planning the sessions and incorporating them into the classroom day will be presented. We will also discuss how interactive writing can be used to address a wide variety of writing purposes across the disciplines.

Every Child in a Book: Using Picture Books to Explore Characters with a Disability

*Suite 210*

**Presenters**
Ashley Pennell, Appalachian State University
Bronwyn Harris, Appalachian State University
David Koppenhaver, Appalachian State University

**Abstract**
Using inclusive literature, teachers can provide opportunities for children to explore the range of ability in our world. Children can see new possibilities, explore new ways of thinking, and get lost in fantasy or adventure. In this session, the researchers will present criteria for selecting inclusive literature and guide the participants through a hands-on exploration of representations of multidimensional characters with disabilities in picture books.

Supporting Teachers in the Use of Graphic Texts

*Gold Room*

**Presenters**
Barbara McClanahan, Southeastern Oklahoma State University
Maribeth Nottingham, Southeastern Oklahoma State University
Susan Morrison, Southeastern Oklahoma State University

**Abstract**
Although use of graphic texts in schools is growing, there is evidence that many teachers are not yet comfortable with them. This workshop will offer several strategies to help teachers master the basics of graphic “novel” reading, with the goal of incorporating them in their work with students reading graphic texts.
Elevate Online Teaching and Learning among Adult Learners

*Grand Ballroom West*

**Presenter**
Laurie Sharp, West Texas A&M University

**Abstract**
Technology has reshaped understandings about literacy (Leu, Kinzer, Coiro, Cammack, 2004), as well as literacy instructional approaches (Leu, 2000). Literacy in the 21st century requires expertise with technology, cultural competence, collaborative skills, global perspectives, and use of higher order thinking skills with multiple sources of information in varied formats (NCTE, 2013). The purpose of this presentation is to describe specific literacy practices used with adult learners in online contexts.
Technology in the Classroom: Perceptions of Preservice Training  
*Mezzanine Salon D*  
**Presenter**  
Lori McLaughlin  
**Abstract**  
Obstacles have slowed technology-rich instruction from becoming the norm (Koh, Chai, & Lim, 2015). Teachers often lack technology skills and knowledge of how to integrate ICTs into instruction appropriately (Crompton, 2015). This qualitative research explored the experiences of new teachers regarding their college training and their initial workforce practices relating to ICTs. The data showed that technology access has improved, but obstacles continue to hinder effective use of technologies with students.

A young bilingual boy’s intergenerational interaction with his family through a digital tool  
*Mezzanine Salon C*  
**Presenters**  
Zehra Ozturk, Georgia State University  
Mona Matthews, Georgia State University  
**Abstract**  
New Literacy Studies (Gee, 1990, 2010) extends the scope of literacy practices to include new technologies. Digital literacies embody new literacy practices mediated by new technologies (Lankshear & Knobel, 2006; Marsh, 2011). These practices are connected to culture’s values, attitudes, feelings, and transmitted through social relationships (Barton & Hamilton, 2000; Scribner & Cole, 1981). This session presents findings from a study that examined an emergent bilingual’s intergenerational interactions with his family especially his mom and digital tools.

Assessment and Instruction: Considering Preservice Teachers’ Assessment Tools and Instructional Literacy Lessons  
*Mezzanine Salon A*  
**Presenters**  
Leslie La Croix, George Mason University  
Sehyun Yun, George Mason University  
Julie Kidd  
**Abstract**  
This study examines instructional literacy plans designed by early childhood teacher candidates as part of a course dedicated to the exploration of diverse assessment strategies. Course requirements immersed teacher candidates in a field experience with a culturally, linguistically, or ability diverse child. Findings revealed candidates considered diverse methodologies for promoting children’s literacy skills and leveraged multiple contexts for supporting children’s reading and writing. Further attention to literacy practices that enhance children’s efforts may be warranted.

Learning Phonics, Phonological Awareness, and Phonemic Awareness: Case studies of Pre-Service Teachers  
*Blue Room*  
**Presenter**  
Stacey Bose, Liberty University  
**Abstract**  
This qualitative study examines the experiences of pre-service teachers in learning phonics and phonological and phonemic awareness (PPA). Data was collected from pre and post-test scores, literacy life maps, semi-structured interviews, and phonics questionnaires and was analyzed using conventional and summative content analysis. Findings are compared with current literature related to the need for phonics and PPA in teacher preparation programs, the challenges pre-service teachers face in learning phonics, and the perceptions of pre-service teachers.
Exploring Korean heritage language teachers’ strategies to foster young bilingual writers
Mezzanine Salon C

Presenters
Sehyun Yun, George Mason University
Leslie La Croix, George Mason University
Julie Kidd

Abstract
This qualitative study investigated Korean heritage language (HL) teachers’ writing instruction and perceptions toward young bilingual children’s writing development in Korean. Four Korean HL teachers participated in the discussions and shared 18 Korean authoring samples from their kindergarten and 1st grade HL learners. Through these teachers’ reflections, educators can get better insight of how to foster young bilingual children’s writing.

Pre-Service Teachers’ Construction and Implementation of Academic Language in a Mathematics Classroom
Mezzanine Salon D

Presenter
Lori Ferguson

Abstract
This qualitative study focuses on early and middle childhood pre-service teachers’ (PSTs) constructions of academic and mathematical academic language. Using literature (Barrow, 2014; CCSS, 2013; edTPA, 2012; Fang, 2014; Moje, 2008; Schleppegrell, 2012; Shanahan & Shanahan, 2012; Siebert & Draper, 2008) we wrote definitions for academic and mathematical academic language and used them to develop codes to categorize the PSTs’ definitions. The findings indicate a need to help PSTs deepen understandings on this construct.

Digital Literacies For All: Cultivating Applied, Meaningful, Connected Experiences for Preservice Teachers
Blue Room

Presenter
Julie Rust, Millsaps College

Abstract
In this presentation, I share the impact of one literacy education course which asked PSTs to produce podcasts/digital graphic novels as well as teach middle school youth how to produce podcast/digital graphic novels while facilitating after school clubs for underserved youth at a nearby public school. Findings illuminate the ways these applied experiences resulted in shifting understandings around what quality literacy instruction entails.

Developing, Validating, and Utilizing the Writing Rubric to Inform Teacher Educators (WRITE)
Mezzanine Salon A

Presenters
Tracey Hodges, University of Alabama
Sharon D. Matthews, Texas A&M University
Katherine Wright, Boise State University
Wendi Zimmer, Texas A&M University

Abstract
Individuals with more advanced writing skills are afforded more opportunities for professional growth than individuals who struggle with writing. The purpose of the present study was to create a rubric to measure preservice teachers’ writing achievement and compare writing achievement with writing self-efficacy. We found that about 50% of our sample perceived their self-efficacy in agreement with their writing achievement. We conclude that preservice teachers are largely unable to perceive their own writing skill level.
Shifting from content to disciplinary literacy: Exploring “thinking” strategies in elementary mathematics problem solving  
*Gold Room*  
**Presenters**  
Jennifer Jones Powell, Radford University  
Katherine Hilden, Radford University  
Jean Mistele, Radford University  
**Abstract**  
This workshop will showcase an evolutionary journey of transforming content-area reading strategies into disciplinary “thinking strategies” needed to solve mathematics problems. Research on the development thinking strategies, teacher-‘friendliness’ and student outcomes will be shared. We will apply “thinking strategies” to sample PARCC mathematics problems and examine graphics found in mathematics and contemplate the thinking strategies needed to comprehend them. We will discuss the a before-, during-, after- framework to mathematics problem solving.

Developing Strategic Writers in the Primary Grades: Combining collaborative reasoning and strategy instruction for opinion writing  
*Green Room*  
**Presenter**  
Zoi Philippakos, UNCC  
**Abstract**  
Writing is challenging to teachers and students. Writing persuasively is one instructional goal, but this type of writing is challenging to developing writers. The session presents an instructional approach for primary-grade students and teachers. The approach combines dialogic argumentation through collaborative reasoning with strategy instruction, connects both reading and writing and transitions students from writing responses to read alouds into opinion writing. The session will address its evidence base and how to apply the approach.

Teaching Literacy Skills with Interdisciplinary Daily Life Themes: Family, Food, and Housing  
*Suite 210*  
**Presenter**  
Cynthia Resor, Eastern Kentucky University  
**Abstract**  
Close reading, primary source analysis, and media literacy – all three require thoughtful, critical analysis of texts and images. This workshop will demonstrate a thematic interdisciplinary approach to teaching these skills with social history themes - family, food, and housing. Participants will engage in activities using modern and historical primary source texts and images, seeking to answer the essential question – *What is real and what is ideal in descriptions of families, food, and homes?*
Symposium

Literacy Motivation: Perspectives from Elementary to Undergraduate

*Medallion Salon F*

**Presenters**
Barbara Marinak, Mount St Mary's University
Linda Gambrell, Clemson University
Jacquelynn Malloy, Clemson University
Seth Parsons, George Mason University
Allison Ward Parsons, George Mason University
Mary Applegate, St. Joseph's University
Tony Applegate, Holy Family University
Leslie Roberts, Clemson University
Carolyn Cook, Mount St. Mary's University
Meihua Meihua Qian, Clemson University
Ernest Solar, Mount St. Mary's University
Samantha Ives, George Mason University

**Abstract**
Research over the past several decades points to an undeniable relationship between literacy motivation and literacy achievement. However, these same investigations reveal that there is much yet to learn. Clearly, there is a motivation research imperative. The more nuanced our understanding; the more effective we can be designing instruction and intervention. This symposium will examine numerous aspects of literacy motivation ranging from text-specific motivation in elementary school to writing motivation in teacher candidates.
Teacher Preparation for Response to Intervention: A Literacy Clinic Approach  
*Mezzanine Salon A*

**Presenters**
Bethanie Pletcher, Texas A&M University - Corpus Christi  
Phyllis Robertson, Texas A&M University - Corpus Christi  
Maureen Sullivan, Texas A&M University - Corpus Christi

**Abstract**
The purpose of this study is to explore the ways in which current university-based reading clinics operate. We are conducting a literature review, interviewing clinic directors, and will visit at least two reading clinics this spring. We will share our findings and how they might assist us in implementing our own university-based literacy clinic where special and general education teacher candidates work together to mirror the practices of RTI in their future school settings.

Using Poetry to Increase Fluency and Comprehension for Sixth Grade English Language Learners  
*Mezzanine Salon D*

**Presenter**
Jeanne Sutton, Texas A&M University-Commerce

**Abstract**
This presentation offers recognition of the significance of daily repeated reading of poetry for six weeks in a 6th grade rural, public school English/Language Arts classroom, as a means to enrich English language learners’ reading fluency and thus reading comprehension. Utilizing Rasinski’s pre- and post- 3-Minute Reading Assessments, data indicates an increase in reading fluency and reading comprehension.

Correlation between Fourth-Graders’ Comprehension and Their Reported Strategies for Reading Multi-modal Texts that Explain a Scientific Process  
*Mezzanine Salon C*

**Presenters**
Sharon Pratt, Indiana University - Northwest  
Julianne Coleman, University of Alabama  
Anita Martin, Indiana University - Northwest

**Abstract**
Young readers’ strategies for reading multi-modal texts are often limited and hinder their comprehension of the texts. We explored what strategies fourth graders’ report when reading multi-modal texts that explain a scientific process and how their strategies correlated to their comprehension of concepts presented in both the written text and diagrams. Results will be shared using both quantitative statistics and Epistemic Network Analysis, to demonstrate the strength of the correlation and interconnectedness of reported strategies.
Cultural literacy: Rethinking academic writing in the United Arab Emirates
Mezzanine Salon D
Presenter
Peter Parker
Abstract
This study examines the writing difficulties of Arabic-speaking university students from three perspectives: students’ academic essays, students’ perceptions of their writing strengths and weaknesses, and faculty’s perceptions of students’ writing strengths and weaknesses. Survey data both supported and contradicted students’ actual writing difficulties, suggesting a disparity between production and perception. In light of these findings, considerations for intercultural rhetoric, teaching and program development are considered.

Girls Fighting Against Set Gender Roles in Middle-Grade Literature
Mezzanine Salon A
Presenters
Emily Sherwood, University of Tennessee
Rachelle Savitz, Clemson University
Abstract
Females around the world are not provided equality when it comes to education. In many underdeveloped countries, females are not allowed to participate due to socially constructed norms of gender. This paper examines how middle-grade novels could be a potential tool for engaging discussion on how to disrupt gender inequality in educational settings.

Enacting Assessment: Exploring the Relationship between Literacy Teacher Preparation and In-Service Teacher Practice in General and Special Education
Blue Room
Presenters
Elizabeth Belcastro, Geneva College
Julie Ankrum, Indiana University of Pennsylvania
Maria Genest
Abstract
This study stems from a larger study that examined perceptions of the influence an in-depth case study completed in an undergraduate special education reading course had on the current reading instruction of in-service teachers. All study participants stated that the case study did impact current teaching practices. This presentation examines the context of participants’ current teaching positions in special education and general education and the components of the assignment that each found most useful.

Course Assignments That Foster Culturally Responsive Teaching
Mezzanine Salon C
Presenter
Shirley Bleidt, Texas Lutheran University
Abstract
This session will share findings of a study that investigated how selected course assignments affected preservice teachers’ cultural competence and ability to deliver culturally responsive teaching. Data was gathered from a pre-post survey. The findings suggest implications for designing critically important learning experiences for undergraduate teacher candidates.
Digital vs. In-person Learning Environment in EFL/ESL/ESP Classrooms: Let the Students Decide.
Mezzanine Salon A

Presenters
Judy Richardson, retired
Daniela Kirovska, South East European University

Abstract
When instructors realize whether their students prefer digital or in-class learning, and/or in what circumstances, they can prepare assignments that are learner-centered. In this study of English Foreign Language Learners, all students were provided with the same content, course materials, assignments and time for completing the tasks. They were all given the same pre and post learning questionnaire, writings and final exam. However, the setting was either in digital or in-class.

Effects of a state-sponsored professional development model on student end-of-year reading scores
Blue Room

Presenters
CCLD Research Team, The Collaborative Center for Literacy Development
Christina Grant, Murray State University
Nancy Hulan, Western Kentucky University
George Hruby, University of Kentucky
Jacqueline Hansen, Murray State University
Holly Bloodworth, Murray State University

Abstract
This session reviews a highly successful reading instruction professional development (PD) program. The model is notable for the duration and intensity of the PD, and for the long-term sustainability of its effects. After 20 years, evidence has been collected to demonstrate its evolution, characteristics, impact, and allow for some speculation as to the principles driving its success. We suggest emulation of the program in other states and research on its effects is warranted.

Supporting and Sustaining Specialized Literacy Professionals in Teacher Leadership Positions
Mezzanine Salon D

Presenter
Thea Yurkewecz, State University of New York at Geneseo

Abstract
Specialized literacy professionals are enacting leadership roles to develop schoolwide literacy improvement (Calo, Sturtevant & Kopfman, 2015; ILA Position Statement, 2015). This presentation focuses on the experiences three specialized literacy professionals as teacher leaders and professional development facilitators. The examination of their roles and responsibilities provide implications for the structures, resources, and types of support school districts and policies initiatives can provide to sustain specialized literacy professionals in teacher leadership positions.

Learning about Disciplinary Literacy Development from Higher Achieving Adolescents
Mezzanine Salon C

Presenters
Emily Rainey, University of Pittsburgh
Michelle Kwok, California State University, San Bernardino

Abstract
This qualitative study examines adolescents’ developing disciplinary literacy understandings and practices. The students exhibited a range of developing disciplinary literacy practices and understandings; these varied by students’ awareness of the purposes, practices, and people of the disciplines and how the disciplines relate to one another, and by their degree of dependence on school-based purposes. Our findings highlight the complexity of disciplinary literacy learning and point to primary considerations for K-12 disciplinary literacy teaching.
The State of Close Reading: What We Know, What We Need to Learn

Green Room

Presenters
Valerie Robnolt, Virginia Commonwealth University
Jennifer Jones Powell, Radford University
Jodi Welsch, Frostburg State University

Abstract
This symposium will explore the state of close reading due to the inclusion in the Common Core State Standards (National Governors Association Center for Best Practices & Council of Chief State Officers, 2010). The presenters will share what the research and practitioner journals have to say about close reading, research they have conducted on close reading, best practices to implement close reading in classrooms and the future research directions of close reading.

Achieving Writing Success through Genuine Personalized Learning

Suite 210

Presenter
Joel Johnston, Let Me Learn

Abstract
Writing is not a natural skill. It is taught through experience. This workshop demonstrates how we achieved success with elementary students in a county where the literacy rate is 79%. Participants will use the same holistic advanced learning system that assesses one’s own learning behaviors and catalogues one’s metacognition. Participants will complete a learning inventory, develop a Personal Learning Profile, process and decode an assignment, and generate personalized learning strategies carefully directing them to completion.
Stellaluna: A Lesson In Understanding and Appreciating Differences
Presenter
Eva M. Ogens, Ramapo College of New Jersey

Abstract
The book *Stellaluna* provides a wonderful opportunity to integrate, language arts, science, geography, health, math, and civics while demonstrating how two creatures can “feel so different and be so much alike” and “be so different and feel so much alike.” Participants will explore the book, learn how to integrate many subjects while addressing both Common Core and the new science standards, and leave with ideas that can be implemented immediately in the classroom.

Book Buddies to Increase Pre-service Teacher Teaching Efficacy
Presenters
Christopher Sloan, Tarleton State University, Stephenville, TX
James Gentry, Tarleton State University

Abstract
The Book Buddies program, conducted in lower elementary grades by pre-service teachers, is a combination of structured instruction, informal assessment, and one-on-one read alouds, typically experienced in the first semester junior year. It is a program that significantly increases pre-service teacher efficacy. This study included giving 51 students the Teacher Sense of Efficacy Scale (long form) pre-and post-Book Buddy experience over the course of a semester to determine whether there was an increase in efficacy over the duration of the treatment. The effects were both positive and significant.

Internationalizing Teacher Education through a Comparative Study of Literacy Pedagogy
Presenters
Leslie Bohon, Virginia Commonwealth University
Joan Rhodes, Virginia Commonwealth University
Susan Dudley, Virginia Commonwealth University

Abstract
Pre-service early/elementary educators enrolled in a graduate reading class engaged in a global learning experience to empower them to internationalize instruction practices within tutoring sessions. Participants investigated Reggio-Emilia, Montessori, and Waldorf pedagogical techniques through research, observations, and interviews with Italian and U.S. teachers, incorporating new literacy instructional strategies in tutoring sessions with early/elementary students. Preliminary results suggest that pre-service educators and their early/elementary students benefitted from the international perspectives in literacy tutoring.

Pre-Service Teachers’ Perceptions: How Teacher Candidates Perceive of Themselves as Teachers of Literacy
Presenter
Susan Sturm, SUNY Fredonia

Abstract
Phenomenological methods were used to explore the perceptions of eight pre-service teachers regarding the teaching of Common Core-aligned English language arts (ELA). Major themes to emerge include that pre-service teachers felt well-prepared to design ELA lessons but unprepared to develop an ELA curriculum; they were unaware of the political implications of literacy curriculum development and what this work entails; and they were anxious about becoming teachers during a time of great educational change.
Teacher Candidates Educating for a Just Society
**Presenters**
Robin Erwin, Niagara University
Kathleen McGrath, Niagara University
Michelle Ciminelli, Niagara University

**Abstract**
How may teacher education programs, and literacy courses, in particular, contribute to education for a just society? Curricula and field experiences may be designed and managed with this intention, and this roundtable will present one institution’s experiences in this effort. Guiding principles, course content, field experiences, and program assessments will be described, and participants will be invited to share insights about social justice in teacher education.

“This project was my favorite”: Incorporating technology into elementary literacy teacher education to enhance pedagogical content knowledge and engagement
**Presenters**
Katie Wester-Neal, Gordon State College
Autumn Schaffer, Gordon State College

**Abstract**
Literacy teacher educators are expected to develop and use strong pedagogical practices to enhance teacher candidates’ understanding of reading instruction (Risko et al., 2008; Status of Reading Instruction Institute, 2007; Wold, Young & Risko, 2011). In this roundtable session, we share, discuss, and question two successful methods for using technology in an elementary literacy teacher education course to increase teacher candidates’ pedagogical content knowledge and engagement.

Are Literacy Conference Presentations a reflection of the What's Hot, What's Not Survey?
**Presenters**
Jacqueline Ingram
Robert D. Raymond, University of Houston-Clear Lake
Gayle Butaud, Lamar University

**Abstract**
Are “hot” and “cold” topics identified in the What’s Hot, What’s Not survey reflected in the following year’s literacy conference presentations? Authors of the WHWN survey state the goal of the list is to give researchers insight into areas of current/potential research, promote timely research for literacy teachers, and discover areas for future professional development. Findings related to teacher education from the content analysis of four years of a literacy conference’s programs will be discussed.

Making Writing Assessment Personal: The Revision of an Informal Writing Inventory for Use in a Reading Diagnosis Course
**Presenters**
Bethanie Pletcher, Texas A&M University - Corpus Christi
Jeannette Gomez, Texas A&M University - Corpus Christi
Crystal Elliott, Texas A&M University - Corpus Christi

**Abstract**
The purpose of this pilot study was to implement the use of a revised informal writing inventory in an undergraduate reading diagnosis course. We obtained information on how teacher candidates administer the writing inventory while using their tutees’ personal narratives, as well as the ways in which they use the results as a starting place for writing instruction during tutorial sessions.
National and Global Perspectives: Creation of Research-Informed Literacy Frameworks
*Mezzanine Salon D*

**Presenters**
Amy Heath, Ball State University
Nicole Martin, Ball State University

**Abstract**
Additional guidance in creating literacy frameworks which lead to increased student achievement is needed. This session describes our process for creating a statewide literacy framework. We reviewed prior research and conducted a content analysis of existing state and national literacy frameworks. The results were used to inform a multi-componential, student-centered literacy framework. Our process shows how research can be used alongside practice to support educational reform and students’ literacy growth.

Small Group, Differentiated Reading Instruction Is Not Used Unless It Is Fully Understood: Apprehension, Opposition, & Toils of Teachers
*Blue Room*

**Presenters**
Larkin Page, Xavier University of Louisiana
Jeanne Sutton, Texas A&M University-Commerce

**Abstract**
This presentation offers recognition of the significance of small group, differentiated reading instruction within various grades, especially as a means to continue to enrich student reading and literacy skills. Specific attention to apprehension, opposition, and toils of educators in public, private, and charter schools is communicated with examples and experiences.

Cross-state Comparisons of Literacy Laws: Consistent? Contradictory? Disquieting?
*Mezzanine Salon A*

**Presenter**
Mary Roe, Washington State University

**Abstract**
Federal and state educational laws have long guided literacy practices. This proposal initially compares 10 states’ implementation of the federal law, Every Student Succeeds Act (2015). It then looks at their state laws, identifying overlaps and differences. Finally, it considers the implications of the commonalities and differences of these laws and their implementation for literacy teacher education, students’ literacy achievement, and this country’s commitment to equal opportunity for all students.
Engaging High-Ability Intermediate Students in Novel Studies: A University Partnership with a High-Poverty School

**Mezzanine Salon D**

**Presenter**
Denise Frazier, Purdue University Northwest

**Abstract**
High-ability (HA) students, especially in high-poverty schools, are often underserved as they meet grade-level standards while preservice teachers receive little education in how to teach HA students. In the qualitative study, a regional university partnered with an elementary school to provide HA curriculum and instruction to intermediate-aged students through engaging novel studies using diverse texts within a literacy methods course.

“I Feel Normal Here” The Social Benefits of Participating in a Book Club in a Residential Recovery Program

**Blue Room**

**Presenters**
Laurie MacGillivray, Year
Samuel Wiggin, University of Memphis
Margaret Curwen, Chapman University, Attallah College of Education Studies
Amy Ardell, Chapman University, Attallah College of Educational Studies

**Abstract**
Based on a 3 ½-year study of weekly book club sessions in a women’s residential treatment program, this paper focuses on the residents’ perceptions of the social ramifications of participation rather than focusing on improvement in reading or content analysis of the actual book club sessions. One of the three themes we found note-worthy was that book club nurtured a shared sense of normalcy. We present the implications for book clubs across settings.

Strategy Instruction on Opinion and Procedural Writing with Primary-Grade Students: A Time Series Design

**Mezzanine Salon A**

**Presenters**
Zoi Philippakos, UNCC
Logan Robinson, UNCC
Sarah Munsel, University of Pennsylvania
Ashley Voggt, UNCC

**Abstract**
The purpose of this study was to examine the effects of strategy instruction combined with collaborative reasoning for opinion writing and with dramatization for procedural writing with K-2 students. A time-series design was employed with 193 students and 11 teachers. Instruction lasted for five weeks and students wrote opinion and procedural papers across three assessment periods. Results found statistically significant differences across time ($p < .001$). Implications for research and practice will be further discussed.

Question-Answer Guides to Teaching Writing to ELs

**Mezzanine Salon C**

**Presenter**
Ana Lado, Marymount University

**Abstract**
English Learners (ELs) and struggling writers in a freshman remedial writing course improved their process and product with a series of Question & Answer Guides. I will show the use of the Science Writing Heuristic (SWH), a Close Reading questions, and Question and Answer Guides for the basic paragraph, five paragraph essay, and basic research paper. Students write the answers to each question. The questions are removed. The result is a first draft.
Online Reading Practicums: Lessons Learned and Next Steps  
*Blue Room*

**Presenters**  
Mary Beth Allen, East Stroudsburg University  
Shawn Watkins, East Stroudsburg University  

**Abstract**  
This session will focus on the processes and procedures used for implementing an online reading practicum. Specific ideas for communicating, collaborating, observing, and evaluating using a variety of online tools will be discussed. Lessons learned from past experiences that have led to changes and refinements will be shared.

Young Adults Use Literature to Navigate through Identity Crises Phase II  
*Mezzanine Salon D*

**Presenters**  
Divonna Stebick, Gettysburg College  
Erin Coursey, Gettysburg College  
Grace Temko, Gettysburg College  

**Abstract**  
Young adults strive to find their identity through literature, peers, and media. Using digital humanities research, we investigated the intersection of adolescent literacy pedagogy with young adult identity development theories to create a database of high-quality, young adult titles of literature. Participants will explore the evolution of field-tested evaluation tools used to populate the database, the effectiveness of the book trailer development process, and discuss the implications literature has on today’s young adult’s identity development.

Literacy Challenges in Content Areas like Science  
*Mezzanine Salon C*

**Presenters**  
Mark Carbajal, Texas A&M University - Corpus Christi  
Corinne Valadez, Texas A&M University Corpus Christi  

**Abstract**  
When it comes to adolescent literacy in content areas like science, observable struggles have come from the adolescent’s reluctance to assimilate to the syntax and technical vocabulary that is not ordinarily present in any other content specific reading areas. In short, for many secondary students unless they have a prior knowledge of the particular content science area, they will ultimately struggle with new concepts and a technical vocabulary that seems at times alien to them.
Friday, November 9 3:00 PM - 4:30 PM

College Literacy Division Meeting
Division Chair: Dianna Sand
Grand Ballroom West

Friday, November 9 3:00 PM - 4:30 PM

Idea Exchanges
Grand Ballroom West

Scaffolded Video Analysis to Enhance Learning in Teacher Preparation Programs
Presenter
Susan Gapp, The University of South Dakota

Abstract
This session will share a scaffolded video analysis activity used in a reading methods course to enhance pre-service teachers' learning. The video analysis activity will be described. Examples of exemplary teaching videos used for the activity will be shared as well as guided questions used to focus observation and scaffold learning. Ideas for extending the use of video analysis in methods courses will be discussed.

Creating a Shared Culture through a Common Reading for First-Year Students
Presenter
Ellen Kaiden, Ramapo College of New Jersey

Abstract
The first-year student’s immersion into College life often begins with a reading-in-common text, required of all entering students. This presentation will provide an overview of common reading programs centering on a description of key programmatic elements and outcomes that are considered current best practices. Such topics as how to launch a program, select a text, align service learning activities, and link to the college’s academic programs will be explored.

Reading Between the Lines: Understanding Post-Secondary Reading Needs
Presenter
Dianna Sand, Holy Family University

Abstract
This session presents the results of a study which analyzed the responses of approximately 200 incoming undergraduates. Postsecondary reading comprehension difficulties emerged as an unexpected literacy need for incoming undergraduate populations. An analysis of the responses demonstrated the need to support reading comprehension in various postsecondary courses and at an institution level. Implications of this study suggest that disciplinary reading demands influence student achievement as well as institutional retention and persistence measures.

Justice and Society: A Course Designed for College Freshmen
Presenter
Bettina P. Murray, John Jay College of Criminal Justice CUNY

Abstract
This presentation discusses a required introductory and interdisciplinary course entitled Justice and the Outsider designed for freshmen at a large city university. The course engages students with a variety of texts and assignments in different disciplines to increase students’ language skills and gain multiple perspectives on how the processes of exclusion or inclusion of the outsider impacts on questions of justice. Course goals include activities which enhance students’ roles as citizens and advocates of justice.
Extending the Walls of Our Classrooms with Online Informal Learning Environments
Presenter
Rebecca Putman, Tarleton State University
Abstract
Traditional learning environments are often constrained by time and place. Many researchers have suggested that social networking tools are one way to support a more participatory and interactive experience for students in the higher education classroom and encourage learning connections across time and place. While social networking tools, such as Facebook, Twitter, and YouTube are commonly used and studied in higher education, the use of Google+ communities is still in its infancy. The purpose of this study was to explore how the utilization of an online informal learning environment (Google + Communities) and the creation of a Personal Learning Network (PLN) influenced the success of preservice teachers in a children’s literature course.

Integrating Children’s Books into Teaching Math and Science
Presenter
Eva M. Ogens, Ramapo College of New Jersey
Abstract
Reach all your students using engaging children’s books! Learn new ways to combine language arts literacy with all the disciplines. Who would have thought that you can learn geometry by following the adventures of Sir Cumference or The Greedy Triangle. Students learn best by making connections to what they are familiar with or already know. Books can be the vehicle through which we travel to discoveries in science, math, and beyond!

Engaging Family Literacy: A Framework
Presenter
Hannah Wells
Abstract
This program implemented in rural Kentucky helped engage parents and children in family literacy practices, while educating parents on technology, resources, and technique. During the program, adult learners were given the opportunity to practice family literacy activities with their children and empowered to help their children succeed in school. A framework was created, to serve as an example for other schools and community programs.

Formative Feedback: Scaffolding Student Growth as Writers
Presenters
Sharon D. Matthews, Texas A&M University
Tracey Hodges, University of Alabama
Abstract
This idea exchange presents a scaffolded pedagogical structure that incrementally embeds components of good writing across multiple authentic engagements with student work. These increasingly complex and authentically-situated workshop modules couple repetitive exposure with instruction, models, and substantive feedback to culminate in completion of a specific project while simultaneously building writing self-efficacy.

Adding a Spark and Promoting Equity by Illustrating Text Features with Multi-Media
Presenter
Debra Coffey, Kennesaw State University
Abstract
Multi-media brings texts to life and adds a spark of vitality to literary exploration. This presentation features strategies to promote equity by increasing students’ access to expository text structures. This empowers them to analyze texts more closely and comprehend them more deeply. We will consider the ways interactive word walls and various multi-media resources can enhance student achievement and prepare students to create their own texts while they gain insights from mentor texts.
**Online Practicum: Effective Practices to Engage and Motivate Adult Learners and Increase Purposeful and Intentional Learning.**  
*Mezzanine Salon D*

**Presenters**  
Kari Pawl, Concordia University Chicago  
Dara Soljaga, Concordia University Chicago  
Samantha Lazich, Concordia University Chicago  
Veronica Richard, Concordia University Chicago  
Simeon Stumme, Concordia University Chicago

**Abstract**  
Professors will share their experiences with designing an online Practicum course for students in a graduate preparation Reading Specialist program. During this interactive presentation, presenters will share effective practices for guiding students through the process of implementing data-driven instruction and reporting student progress. The content of this course is guided by the International Literacy Association's learning standards and grounded in principles of adult learning and professional development and research based best practices for teaching online.

**From Debate to Written Arguments: Strengthening the Model**  
*Blue Room*

**Presenters**  
Kelly Tracy, Western Carolina University  
Jacquelynn Malloy, Clemson University  
Kristin Menickelli, Cullowhee Valley School  
Roya Scales, Western Carolina University

**Abstract**  
This presentation shares how one fifth-grade teacher (Katie) made intentional revisions and refinements to the use of academic debate to improve argumentative writing as part of a longitudinal designed-based research study. We share Katie’s experiences with implementing debate in her classroom. We explain the instructional refinements Katie made in response to findings from Year 1, including her pacing and positioning, focus on metacognition, and attention to issues of equity and power.

**Kindergarteners' Talk During Scaffolded Partner Reading**  
*Mezzanine Salon C*

**Presenters**  
Paola Pilonieta, Co-Editor, Literacy Research & Instruction  
Jennifer Hathaway, George Mason University

**Abstract**  
Are kindergarten students strategic readers and if so, what is the nature of student talk during scaffolded partner reading? After participating in explicit comprehension strategy instruction, researchers observed and audio recorded pairs of students as they participated in partner reading. The majority of student talk was on task and related to the text. For example, students made predictions about and retold the story, remarked upon interesting text illustrations, or commented on story plots.

**Valuing Voice through Middle School Videogame Book Groups**  
*Mezzanine Salon A*

**Presenter**  
Carolyn Stufft, Berry College

**Abstract**  
Videogames are a form of literacy that interests students and may promote their engagement in literacy practices (Author, 2016; Gee, 2007; Gerber, 2009). As youth increasingly spend time navigating online spaces, including those of videogames, they layer literacies as they move between online and offline spaces (Abrams, 2015). This qualitative case study focused on a group of 6th and 7th grade students who were avid videogamers and who participated in a researcher-led videogame book group.
Educating for a Just Society

Friday, November 9 4:00 PM - 4:25 PM

Sessions

Literacy Mentors and Career-Technical Education Students: Collaborating to Share Knowledge, Build Relationships, and Develop Curriculum

Mezzanine Salon D

Presenter
Marta Albert, State University of New York at Potsdam

Abstract
In this presentation, artifacts and analysis related to a “near-peer” literacy mentoring project that connects graduate students with high school Career and Technical Education (CTE) students will be shared. College participants are rural literacy education graduate students who are focused largely, though not exclusively, on elementary-level instruction and intervention. Mutual benefits of the project in terms of fostering leadership development, new perceptions of literacy purposes, and effective literacy curriculum and pedagogy will be explored.

Lighting the Spark: Engaging Early Literacy Instruction in Urban Schools

Mezzanine Salon A

Presenter
Katina Kearney-Edwards, Salisbury University

Abstract
This presentation will examine data gathered from a mixed-method inquiry into the beliefs of kindergarten teachers in an urban school district. Strategies from teachers who were able to “light the spark” of early literacy learning despite the mandated use of didactic interventions are highlighted. Discussion will also include an overview of implications for urban school districts and teacher education programs that serve high populations of children of color living in poverty.

Impacting third-grade students’ reading achievement: The relationship between mentor teachers, professional interns, and students within the clinical model of teacher preparation

Mezzanine Salon C

Presenters
Sara Helfrich, Ohio University
Theda Gibbs Grey
Julie Francis, Ohio University
Samantha Goble, Ohio University

Abstract
This presentation focuses on how, within the clinical model of teacher preparation, the relationship between and roles of mentor teachers and professional interns (PIs) impacts third graders’ literacy performance. The clinical model aligns university preparation programs with school districts to promote sustained clinical experiences with P–12 student learning at its core. Findings indicate the inclusion of a PI increases student achievement. The presenters will share findings and implications for teacher educators and program developers.

Bad Rap or Bad Wrap: Mentoring Elementary Teacher Candidates in Literacy edTPA Tasks

Blue Room

Presenters
Nancy Peterson, Utah Valley University
Ann Sharp

Abstract
Appointment as mentors for edTPA adoption thrust two elementary literacy instructors into a storm of controversy. Initial reactions university-wide created a “bad rap” for edTPA. After three years of success and progress, and recognition of edTPA’s validation of qualities of exemplary teachers (Duke, Cervetti & Wise, 2016), reluctant mentors have become “first responders,” noting not only progress in teacher candidates, but lasting change in their own teaching dispositions and efficacy.
Dialogue Journaling in the ESL Classroom Serving Multilingual Newcomer Learners

Mezzanine Salon C

Presenter
Rebecca Linares, Montclair State University

Abstract
The purpose of this paper is to explore a small portion of a yearlong ethnographic case study in which I document the at-school and out-of-school literate lives of multilingual, transnational, Guatemalan, English Language Learner (ELL) youth living, learning, and working in the United States. The purpose of this paper is to explore one core literacy practice utilized by the focal classroom teacher: dialogue journaling. The paper highlights the educational and socioaffective benefits dialogue journaling yielded with this population of students.

Centering Youth: Young Adult Literature for Social Justice

Mezzanine Salon A

Presenters
Michael Manderino, Leyden HS District 212
Melanie Koss, Northern Illinois University

Abstract
This session focuses on the use of YA literature as a pedagogical tool for teaching for social justice. Many teachers teach social movements through textbook lenses that focus on adults. In order to make issues relevant to youth, this volume will focus on the roles children and teens have in affecting social and political change. We will foreground young people, ages 14-21, as central to social movements such as the Civil Rights Movements.

From Seeing to Achieving: Using Graphic Novels as a Tool to Support the Writing Skills in an Intermediate Classroom

Mezzanine Salon D

Presenter
Sandi Sumerfield

Abstract
This session is designed to challenge your approach to student engagement and writing in the intermediate classroom. Come join in the conversation as we consider a curious approach to bring visual learners to the text-centric world of school writing. Through the rich imagery found in comics and graphic novels, reluctant and disengaged writers are given the opportunity to draft stories as a graphic novel to influence their motivation and engagement in the writing process.

Development and Validation of the Digital Learning Identity Survey (DLIS)

Blue Room

Presenter
Wendi Zimmer, Texas A&M University

Abstract
Teachers feel inadequately prepared to integrate digital literacy into their curriculum. Therefore, to improve the quantity and quality of technology instruction, we must recognize teachers’ personal use of technology for higher purposes of learning. This knowledge informs teacher preparation and professional development, ultimately transferring to the classroom environment. The purpose of this study is to develop an instrument to adequately assess both teachers’ affect toward and personal use of technology for higher purposes of learning.
Friday, November 9 5:30 PM - 6:30 PM

**New Member Meet and Greet**

*Oakroom Ante*

Hors d’oeuvres and cash bar

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Friday, November 9 6:15 PM – 8:30 PM

**Friday Evening Event: Muhammad Ali Museum**

*Meet in Hotel Lobby at 6:15*

Muhammad Ali Museum and Dinner

The Friday evening event includes:

- Transportation to and tour of the Museum
- Dinner buffet to include:

  *Beef, chicken, vegetable lasagna, green beans, roasted potatoes, salad, dessert, coffee, and iced tea.*

  Cash bar
Saturday Events Overview
November 10, 2018

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<td>Awards Breakfast &amp; Speaker, George Ella Lyon</td>
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<td>Medallion Ballroom A</td>
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<td>Reading Room</td>
<td>8:00 am – 3:00 pm</td>
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<td>Presidential Address and Legislative Assembly <em>Tami Craft Al-Hazza</em></td>
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<td>Legislative &amp; Social Issues Symposium</td>
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<td>Conference Planning Lunch (by invitation)</td>
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<td>Dissertation &amp; Master's Award Presentations</td>
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<td>Registration</td>
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In 1993, I wrote a poem called 'Where I’m From' The process was so rich that I used it as a prompt in a teacher workshop. They liked it, too, and passed it on. Now, thanks to unnumbered teachers and the Internet, “Where I’m From” has gone around the world. There are more poem videos on YouTube than I can watch, bilingual anthologies, culinary adaptations, collections from substance abuse facilities, refugee camps, and prisons. It has shown up paired with photos in a Berkeley gallery, in theater pieces & obituaries, on memorial cards. Why did this happen? What does it tell us about the deep need everyone feels to be asked who they are? To have their authentic voice welcomed? And how can we answer that need in ways that go beyond one assignment, one poem? How can we help people claim their voices and empower them to speak out in their own behalf? To find community? To make change? Grace Paley said, “Every time you speak the truth, you’re making justice in this world.” I want to look at some ways we can help each other give that truth a voice.

George Ella Lyon has written many books in almost every genre, but is known for her poetry. She and her husband are activists for Kentucky environmental issues. Lyon’s work has received many awards including the American Library Association’s Schneider Family Book Award, a Jane Addams Honor, a Golden Kite and the Kentucky Bluegrass Award. George Ella Lyon was named Kentucky Poet Laureate from 2015-2016.
Using Collective Memories to Construct Meaningful Textual Connections in an Out-of-School Program: Implications for the Classroom
*Mezzanine Salon C*

**Presenters**
Ruth Sylvester, Cedarville University
Margaret Grigorenko, Cedarville University

**Abstract**
The aim of this qualitative study was to examine how 21 tutors employed collective memories in an out-of-school setting to facilitate learning for 60 3rd-6th graders who had a history of struggling to meet academic expectations. Data sources included audio recordings of tutor training and weekly planning and informal interviews of tutors and lesson plans or notes, researchers’ field notes, and student artifacts. Data gives evidence that tutors sporadically employed collective memories throughout.

Writing Feedback: An Authentic Literacy Experience between Fourth Grade Students and Pre-Service Teachers
*Mezzanine Salon D*

**Presenters**
Roberta D. Raymond, University of Houston-Clear Lake
Lillian Mcenery, University of Houston-Clear Lake
Rose Toman, University of Houston-Clear Lake

**Abstract**
Immersing our pre-service teachers in authentic writing experiences allows them to practice the pedagogy learned in class. This session will share the findings of how a community service project strengthened the writing knowledge and self-efficacy of pre-service teachers. Finally, the implications for literacy teacher educators will be shared.

Assisting Pre-Service Teachers in Recognizing How They Use Technology to Learn for Classroom Transfer
*Rose Room*

**Presenters**
Wendi Zimmer, Texas A&M University
Sharon D. Matthews, Texas A&M University

**Abstract**
Using an instrument designed to support teachers in recognizing their own digital learning identity, this study aimed to link teachers’ personal use of technology for learning to classroom instruction. Fifty-four senior level pre-service teachers took part in this study. Using pre- and post-survey data, a mixed method approach demonstrated an increase in digital learning identity when participants received direct instruction in better recognizing how they use technology for higher purposes of learning.

Understanding Children with Specific Reading Comprehension Difficulties: A Systematic Review
*Mezzanine Salon A*

**Presenters**
Daibao Guo, Texas A & M University
Luxi Feng, Texas A&M University
Tracey Hodges, University of Alabama

**Abstract**
To provide effective intervention for students who struggle with comprehension, educators must determine the strengths and needs of this population. Unfortunately, definitions of poor comprehenders are usually inconsistent. Therefore, this study examined universal screening focusing on children with specific reading comprehension difficulties, who have sufficient decoding ability but poor reading comprehension. We examined 32 studies conducted since 1987 to synthesize information about measures for screening reading and established a profile for specific poor comprehenders.
Pre-service Teachers Taking a Critical Stance When Examining Children’s Literature  
*Mezzanine Salon B*  
**Presenters**  
Roberta Linder, Wittenberg University  
Fran Falk-Ross, Pace University  
**Abstract**  
In this session, the presenters will share how they adapted a media literacy framework, Five Key Questions ([http://www.medialit.org](http://www.medialit.org)), to guide their preservice teachers (PSTs) in a critical analysis of children’s literature texts. Results from the study indicated that the framework enabled PSTs to examine children’s literature in ways they had not previously considered and identified areas of difficulty in the PSTs’ critical examinations. Presenters will provide the titles of selected children’s literature and resources.

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**Saturday, November 10 8:00 AM - 8:55 AM**  
**Workshops**

**Little Acts of Drama: Promoting Equity and Understanding through the Transmediation Process**  
*Gold Room*  
**Presenters**  
Cynthia Wadlington, University of West Georgia  
Tamra Ogletree  
**Abstract**  
How can the arts be used to challenge injustice and change the world? In this session the presenter will engage participants in ways that students may safely come to terms with, accept, and understand situational conflict through the use of children’s books and creative drama. Participants will leave knowing how to enhance children’s literacy courses to better prepare teacher candidates to use creative drama to deal with situational conflict (Edmiston, 2000).

**Exploring Daily Life through Primary Sources: The History of Dating and Courtship**  
*Medallion Salon F*  
**Presenter**  
Cynthia Resor, Eastern Kentucky University  
**Abstract**  
What are the “rules” of modern relationships? Are females and males expected to act differently? Why do manners change over time? Social studies and language arts can be integrated by exploring themes and essential questions such as courtship and dating that relate to the daily experience of students. Participants will examine primary source images, texts, and recordings from the 19th, 20th, and 21st century and consider how culture, socio-economic/social class, and sex/gender impact daily life.
Who Do Children See?: Representations of Diversity in Leveled Text Sets

*Mezzanine Salon B*

**Presenters**
Melanie Koss, Northern Illinois University
Melanie Walski, Northern Illinois University

**Abstract**
This study reports the findings from a content analysis that systematically explored leveled texts of two commonly used benchmark assessment systems – the Fountas and Pinnell Benchmark Assessment System and the Developmental Reading Assessment 2 – for representations of diversity, including race/ethnicity, gender, age, religion, and disability.

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Reading Places: Exploring Historical Places through Picture Books

*Mezzanine Salon A*

**Presenter**
Dana Evans, University of Alabama

**Abstract**
Elementary preservice teachers engage with picture books through place-based educational practices within this pilot study. Twenty preservice teachers took part in the social act of literacy through discourses surrounding read alouds conducted within local community places. Audio recordings, images, and multimodal responses served as expressions of the lived experiences of participant researchers. The preliminary results show potential for future exploration with place-based literacy interactions.

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Content Analysis of 15 Literacy Journals Over the Last 10 Years: Topics, Theories, Methods, and Data Sources

*Rose Room*

**Presenters**
Seth Parsons, George Mason University
Melissa Gallagher, University of Louisiana at Lafayette
Alicia Bruyning
Samantha Ives, George Mason University
Allison Ward Parsons, George Mason University

**Abstract**
For this study, a team of researchers examined the articles published in 15 journals from 2007 to 2016. The researchers conducted a content analysis of the topics studied, theoretical perspectives used, methodologies implemented, and data sources collected in each article from each journal during this time period. This research shows patterns of publication over time and in different journals.

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University Literacy Support in a Designated ESOL Professional Development School

*Mezzanine Salon D*

**Presenters**
Nedra Cossa, Georgia Southern University
Alisa Leckie, Georgia Southern University

**Abstract**
Developing a true PDS requires commitment from the university as well as the partnering P-12 school. The purpose of this presentation is to describe the development of a Professional Development School that not only supports pre-service teachers and their cooperating teachers, but also enhances the professional knowledge of other teachers at the site based on needs identified by both teachers and administration.
Exploring Rape Culture with Young Adult Literature

Mezzanine Salon C

Presenters
Brittany Adams, University of Florida
Gillian Mertens, University of Florida

Abstract
This presentation describes a qualitative study that investigated the experiences of a group of undergraduate students and their instructor during a semester long, 1-hour, weekly book study focused on rape culture. The book study used a young adult novel to springboard discussions about the culture of sexual violence that is pervasive in the United States.
The View from Inside: How retrospective video analysis impacts teacher thinking and practice of literature circles

*Nancy Hulan, Western Kentucky University*

**Abstract**

The literature circle is a valuable instructional practice, yet many teachers do not incorporate them in their literacy instruction. Here we share findings from an investigation involving practicing teachers’ engagement in literature circles and their reflections of participation through retrospective video analysis. Twice during a two-week summer literacy institute teachers analyzed their own engagement and contributions to literature circles through video analysis. Teachers’ reflections on participation and implications for classroom instruction will be shared.

Definitional Disparity in Dyslexia: Science vs. Practice

*George Hruby, University of Kentucky*

**Abstract**

A disparity exists between clinical definitions of dyslexia (as defined by scholarly sources) and operative definitions (as enacted through legislated policies and interventions within school classrooms). Dyslexia intervention across the US is inconsistent and likely ineffective as a result. In this session, the presenter will suggest that greater cohesion between science and practice, and greater reliance on well tested reading research, would benefit children who need assistance in learning to read.

Exploring Strong Female Characters in Children's Literature for Social Justice

*Patricia Crawford, Sherron Killingsworth Roberts, Vicky Zygouris-Coe, University of Central Florida*

**Abstract**

This session explores representations of strong female characters in recent children’s literature, highlighting touchstone texts and integrating pedagogical strategies for examining complex, multimodal texts for issues related to social justice.

Mitigating the summer slide: Effects of a recurring voluntary summer reading program

*Pamela Sullivan, James Madison University*

**Abstract**

The phenomenon of the ‘summer slide’ – the literacy achievement gap between high and low socio-economic (SES) level students following the summer months – is a pervasive and continuing problem in U.S. secondary schools. Studies of voluntary summer reading programs have documented increases in literacy skills. But these studies are mainly based on data from only one or two summers of reading, even though there is evidence that short-term literacy gains fade over time. This presentation details the preliminary findings of a project focused on the timing and cumulative effects of sustained summer reading programs on the intervention rates in school through analysis of the trend lines of student reading achievement across multiple years of a reading program at two low SES schools.
The Relationship Between Visual Skills and Reading Achievement of Third – Fifth Grade Students

*Mezzanine Salon B*

**Presenters**
Corinne Valadez, Texas A&M University Corpus Christi
Frank Spaniol, Texas A&M University Corpus Christi
John Hill, Texas A&M University Corpus Christi
Mariah Clay, Texas A&M University Corpus Christi
Tomas Espinosa, Texas A&M University Corpus Christi

**Abstract**
The purpose of this study was to investigate the relationship between visual processing skills and reading comprehension scores of third through fifth grade students. Visual processing ability was assessed by Vizual Edge Performance Trainer (VEPT), a commercial software program designed to assess eye alignment, depth perception, convergence, divergence, visual recognition, and visual tracking. Reading comprehension was determined by Gates- MacGinitie designed to assess vocabulary and comprehension.

Using Children's Literature as Windows to Our Differences and Mirrors to the Similarities in Our Human Experience

*Blue Room*

**Presenters**
Pamela Dunston, Clemson University
Rachelle Savitz, Clemson University
Julia Kate Bentley, Clemson University
Hayley Hoover, Clemson University
Hannah Grace Ward, Clemson University
Shelby Smith, Clemson University

**Abstract**
Bishop (1990) suggests books function as mirrors and windows. As windows, books allow readers to see other people, places, experiences, cultures, and ways of living. As mirrors, books reflect the readers’ lived experiences, fears, hopes, dreams, and challenges. This paper examines current children’s literature as a potential tool for teaching and engaging children in discussions regarding the universality of life experiences despite differences that may or may not be surface-level and readily apparent.
Saturday, November 10 9:00 AM - 9:50 AM

Workshop

Making Thinking Visible in a Literacy Classroom: Three Essential Elements
Medallion Salon F

Presenters
Katrina Maynard, Longwood University
Gena Southall, Longwood University

Abstract
This session will discuss effective methodology for preparing preservice literacy teachers. It focuses on three essential elements that professors can implement in a higher education classroom: organizing, reflecting, and representing thinking. A number of different active learning strategies will be discussed to provide concrete examples of how to infuse each element in both the presentation and processing of new material. Thus facilitating the process of engaging students and making thinking visible to the learner.

Saturday, November 10 10:00 AM - 12:00 PM

Presidential Address and Legislative Assembly

Dr. Tami Craft Al-Hazza, Old Dominion University

Grand Ballroom East
International students, instructional practice, and the promotion of academic integrity
*Mezzanine Salon D*

**Presenter**
Peter Parker

**Abstract**
Claims of plagiarism can have serious consequences at academic institutions in the United States. This paper examines international students’ perceptions of plagiarism and identifies ways to better prepare students for study at U.S. universities and colleges. Instructional strategies and experiences from a university bridge program are shared.

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**Assessing Reading Motivation in the Middle Grades**
*Mezzanine Salon B*

**Presenter**
Leslie Roberts, Clemson University

**Abstract**
The Middle Grades Motivation to Read Profile (MGMRP) is an instrument designed to assess middle school students’ motivation to read. This instrument was developed from the qualitative data from 30 interviews with 6th grade students. Expectancy-value theory served as a framework for item development. Therefore, the items on MGMRP focus on the constructs of readers’ *self-concept* and their *value* of reading, with additional items to address the construct of *discussion of reading*.

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**The School Leader’s Role in Improving Literacy Practice**
*Rose Room*

**Presenters**
Ann H. Burns, Eastern Kentucky University
James Dantic, Eastern Kentucky University

**Abstract**
This session examines the importance of school leadership using a framework for recognizing where a school is regarding literacy knowledge, skills and attitudes and the capacity of the school to improve literacy. Key questions will be presented to assist in guiding literacy development for teachers. School leaders must understand literacy in order to make improvement in professional practice across school settings. The session includes best practice strategies that have proven successful for other schools.

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**Preservice teachers’ experiences in planning, applying, and analyzing their use of metacognitive strategies in their field classrooms through the literacy edTPA**
*Mezzanine Salon A*

**Presenter**
Yuko Iwai, University of Wisconsin-La Crosse

**Abstract**
This study examines preservice teachers’ experiences with metacognitive strategies in the literacy edTPA. They learned about these research-based strategies in their literacy methods course, developed and taught lessons in their field classrooms and reflected on their teaching through the edTPA. The presenter will share the impacts of using metacognitive strategies on preservice teachers and their analyses on their teaching practices. Recommendations for educators on how to teach metacognitive strategies will follow.
What Does Adaptive Teaching Look Like? Video Exemplars for the Adaptive Teaching Observation Protocol (ATOP)

Mezzanine Salon C

Presenters
Julie Ankrum, Indiana University of Pennsylvania
Allison Ward Parsons, George Mason University
Aimee Morewood, West Virginia University
Seth Parsons, George Mason University
Margaret Vaughn, University of Idaho

Abstract
This session is designed to provide descriptive samples, through video and explicit explanations, of instructional adaptations captured during literacy instruction. These videos serve as exemplars to use in conjunction with the Adaptive Teaching Observation Protocol (ATOP), which the presenters created to document and measure teachers’ instructional adaptations within classroom literacy lessons. An overview of the ATOP will also be provided.

Saturday, November 10 12:00 PM - 12:50 PM

Workshop

The Language, Literacy, & Cultural Practices of High-quality Middle Schools

Gold Room

Presenter
Katie Walker, Coastal Carolina University

Abstract
Schools are experiencing growing diversity within English as a Second Language (ESL) populations and are recognizing that there is no one-size-fits all solution. This session is based on the findings from a qualitative case-study of high-quality middle-schools in Texas. The schools provided a wide-ranging look at the language, literacy, and socio-cultural approaches being used to respond to the needs of unique ESL populations.
Saturday, November 10 12:00 PM - 1:30 PM

Legislative Committee & Social Issues Symposium
Co-Chairs: Mary McGriff and Nancy Stevens

Literacy Educators as Advocates

Presenters
Mary McGriff, New Jersey City University
Ashlee Horton, University of South Carolina Aiken
Nancy Stevens, University of Wisconsin-Whitewater
Tammy Donaldson, Del Mar College
Stephanie Alexander, University of West Florida
Janice Alvarez, Jersey City Public Schools
Mary Ann Cahill, Bellarmine University
Anne Gregory, Purdue University Northwest
Monica Yoo, University of Colorado-Colorado Springs

Abstract
Join the Legislative and Social Issues Committee for a symposium examining Every Student Succeeds Act implementation. Literacy educators from Kentucky and around the nation will also share their stories, via video, of what advocacy looks like through the lens of the modern classroom. Attendees will leave the session with a protocol they can use to share stories of advocacy and a charge to advocate in their own contexts/communities.

Saturday, November 10 12:30 PM - 12:55 PM

The Power of School-Based Teacher Education Coursework: Preparing Future Literacy Teachers in Diverse Classrooms, for Diverse Classrooms.

Presenters
Norine Blanch
Sherron Killingsworth Roberts, University of Central Florida
Marni Kay, University of Central Florida
Nicolette Hunter, University of Central Florida

Abstract
Barriers persistently thwart efforts to ensure that all students, regardless of academic ability, or family circumstance, have equal opportunities to learn. Policy reform organizations, interested in improving the effectiveness of teacher education nationwide, encourage a forging of strong clinical partnerships between universities and schools by relocating coursework to school-based settings that more closely resemble the reality of today’s classrooms. Evidence for this powerful innovation will be revealed. Hear first-hand how school-based coursework impacts future teachers.

James Hinshelwood and His Seminal Studies in Reading Disabilities: A Historiographical and Historical Ethnographic Analysis

Presenters
Michael Pickle, St. Cloud State University, Saint Cloud · Department of Special Education
Roxanne Pickle, Bemidji State University

Abstract
Hinshelwood was a Victorian Era ophthalmologist who completed early studies of reading disabilities. His work shaped modern conceptions of reading disabilities, but his life and the factors that affected his research have not been fully investigated. This paper reports the findings from a historiographical and historical ethnographic study of his life. Field studies related to his life in Glasgow, Scotland including his studies at the University of Glasgow are reported and augment extant bibliographic data.

**Educating for a Just Society with Culturally Connected Literacy**

*Rose Room*

**Presenters**
Wally Thompson, Eastern New Mexico University
Debra Coffey, Kennesaw State University

**Abstract**
Equality in education is critical for a just society and involves many levels of consideration. On the legal front, providing equal access to schools, teachers, and facilities is often sufficient to accomplish the goals. Pedagogically, it requires equal access to educational *Discourse* (Gee, 2008, p. 3). Our presentation features a study emphasizing culturally connected literacy instruction, which reflects Indigenous American students’ Discourse for the purpose of increasing their engagement and comprehension.

**Examining the Frequency of Notable Social Studies Trade Books from 1972 – 2015 in Classroom Libraries Across Five States**

*Mezzanine Salon C*

**Presenters**
Tracey Hodges, University of Alabama
Katherine Wright, Boise State University
Julianne Coleman, University of Alabama
Holly Swain
Claire Schweiker, University of Alabama
Behzad Mansouri, University of Alabama

**Abstract**
Limited time devoted to social studies has required more integrated social studies and literacy instruction. However, researchers have observed that much of this integration may not intentionally focus on teaching social studies content while developing literacy skills. To determine high-quality books used to integrate social studies and literacy instruction, we identified the NCSS Notable Trade Books lists, and then, analyzed how frequently those books appeared in a large database of U.S. Classroom Libraries.

**Instructing Preschool Writers: Interactive Writing and the Writing Workshop**

*Mezzanine Salon A*

**Presenters**
Melinda Zurcher, Ball State University
Linda Martin, Ball State University

**Abstract**
Preschool children hold immense potential that is rarely realized in traditional writing classrooms. This mixed-methods, quasi-experimental study focused on how best to teach these emergent writers. The study built upon Jones's (2015) research that analyzed the effects of interactive writing, writing workshop, and traditional instruction on kindergarten students. With a similar design, this study was implemented in three pre-kindergarten classrooms to determine if similar effects might be found with younger students.
Is Authentic Literature Really Authentic? A Close Examination of the Language Used in Multicultural Children's Literature and Whether It Creates a Just Society for African American Students

Mezzanine Salon C

Presenters
Ramona Pittman, Texas A&M University-San Antonio
Rebekah Piper, Texas A&M University - San Antonio
Benita Brooks, Sam Houston State University

Abstract
This presentation focuses on the literature that is presented to African American (AA) students. We examined texts where the main characters were AA and used dialogue. We will provide the audience with the limited texts where the characters speak African American English (AAE), a variety of English spoken by roughly 80% of AA (Green, 2002). AAE will be explained. With such a high percentage, shouldn’t more “authentic” texts represent AAE in the dialogue of AAs?

Sports literacy, Engagement, and High School English

Mezzanine Salon B

Presenter
Elizabeth Dinkins

Abstract
This session will share the ways in which a sports-based curriculum using a range of texts (fiction, nonfiction film, and poetry) engaged students in a senior English class. The presenter will share findings from and curricular activities used a six-month long qualitative study addressing two questions: 1. How do students experience, engage with, and respond to a senior English course focused on sports and literacy? 2. How does student understanding of the relationship between sports and literacy evolve?

"If you as the teacher don’t learn to use it and model it, your students won’t use it": Teacher Learning and Employing Literacy-Based Applications to Enhance Student Success

Mezzanine Salon D

Presenter
Larkin Page, Xavier University of Louisiana

Abstract
This presentation offers recognition of the significance of teacher learning and employing literacy-based applications (apps) especially as a means to enhance student reading and literacy skills. Focused attention is on the challenges of understanding, finding, learning about, initial employing, and especially the continued utilization of these in classrooms are communicated with examples and experiences. The level of student success, or lack thereof, is centered in the context of these challenges.
The Impact of One-on-One Literacy Interventions by Pre-Service Teachers on K-8 Students with Literacy Challenges

*Mezzanine Salon A*

**Presenters**
James Gentry, Tarleton State University
Christopher Sloan, Tarleton State University, Stephenville, TX
Kelley Shaffer, Tarleton State University

**Abstract**
This study determined if the case study project, which uses one-on-one research-based literacy interventions (a course requirement) was effective as evidenced by the case reports and results completed by the pre-service teachers. The case reports summarized 112 K-8 students with literacy challenges progression using running records and informal reading inventories. Researchers reviewed pre-service teachers’ perceptions of the field based one-on-one intervention case study experience. Quantitative and qualitative results will be shared.

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Improving Reading Comprehension with Readers Theater

*Rose Room*

**Presenters**
Chase Young, Sam Houston State University
Patricia Durham, Sam Houston State University
Melinda Miller, Sam Houston State University
Donna Cox, Sam Houston State University

**Abstract**
Our quasi-experimental study involved 145 second graders and we examined the effects of a new reader’s theater framework. Treatment and comparison groups were pre- and post-tested using the Gates McGinitie (4th Ed.) to assess decoding, vocabulary, and reading comprehension. Three repeated measures ANOVAs revealed significant main effects on decoding and vocabulary, as well as significant main and interaction effects on reading comprehension measure. The framework had a large effect on students’ reading comprehension.
Faculty Sense of Efficacy for Culturally Responsive Literacy Instruction at Hispanic Serving Institutions

Presenters
Tomas Espinosa, Texas A&M University - Corpus Christi
Corinne Valadez, Texas A&M University Corpus Christi

Abstract
The purpose of this study was to investigate faculty sense of efficacy including attitudes, beliefs, and practices concerning Culturally Responsive Literacy Instruction (CRLI) in Hispanic Serving Institutions (HSIs). The purpose of this study is to better understand the success of underserved students, improve teaching and learning, create caring classroom environments, create respect for diversity, cultivate student inclusion, support cultural competence, and transform underserved students into prevailing learners who overcome past invalidation and oppression.

Exploring EFL University Student's Use of Language Learning Strategies: Chinese Students Attending a University in Korea

Presenters
Kay Hong-Nam, Texas A&M University-Commerce
Susan Szabo

Abstract
The study explored use of language learning strategies of Chinese university students attending a university in Korea. It examined differences in strategy use by gender, academic year, and language proficiency. It found the participants utilized various strategies. Compensation strategies were most preferred while affective strategies were least used. Female reported higher strategy use than male. Senior used strategies more frequently than other academic groups. There was no significant difference in strategy use by language proficiency.

Skeptic or Supporter? A Critical Investigation of Teachers’ Interactions with Graphic Novels

Presenters
Melanie Keel, Wingate University
Elizabeth Bemiss, University of West Florida

Abstract
Research on graphic novel use in classrooms focuses on their credibility (Clark, 2013) or positioning them against “real books” (Kern, 2016). Teachers are hesitant to utilize graphic novels despite the potential benefits for reluctant readers and opportunities for critical reflection (Möller, 2016). Teacher educators will share their results of research from their children’s literature classes with practicing and pre-service teachers based on their opinions of graphic novels prior to and after their experiences reading them.

Professional Development in Writing Workshop: Enhancing Equity and Improving Writing Instruction

Presenters
Joan Rhodes, Virginia Commonwealth University
Tammy Milby, University of Richmond
Fa Zhang, Virginia Commonwealth University

Abstract
Many school districts have adopted a writing workshop approach to embed greater student engagement within classroom writing instruction. How does writing workshop support diverse learners during literacy instruction? Which are the most valuable and practical components of writing workshop from a teacher perspective? This session describes a professional development model for writing workshop and evaluates which elements of this model are most useful for urban teachers.
Time and Types of Texts in Elementary Classrooms: Development of a National Survey

**Presenters**
Allison Ward Parsons, George Mason University
Kristin Conradi Smith, College of William & Mary
Margaret Vaughn, University of Idaho

**Abstract**
Do we really know what we think we know about student classroom reading? We often wonder about the types of texts and the amount of time elementary students spend reading during a typical school day. In this roundtable presentation, we will discuss the development and pilot validation of a new tool to document and measure the types of texts and amount of time students spend reading in elementary classrooms.

Reading Video Games and Playing Books in Undergraduate Teacher Education

**Presenter**
Leslie Haas

**Abstract**
The purpose of this presentation is to explore the idea of multi-modal, game-based literacy experiences in K-12 classrooms, and discuss the importance of building self-efficacy in preservice teachers in regard to accessing and utilizing these types of literacy experiences in future practice. Furthermore, the presenter will share strategies focused on facilitating understanding, motivation, and self-efficacy related to digital game-based multimodal literacy learning.

A. The ACT Test as Gatekeeper for Teacher Education Candidates: How Does a Structured Six-Week Hybrid/Blended Program Allow for Educating a Just Society?

**Presenter**
Melissa Stinnett, Western Illinois University

**Abstract**
This session will address a pilot ACT program for students struggling to earn admittance into teacher education. The hybrid/blended program will be described and initial findings regarding its effectiveness will be reviewed. Components of the program include: a series of workshops, individual coaching, weekly meetings, and online homework. Discussion will focus on test-taking strategies and methods to cope with testing anxiety.

Using Preservice Teachers’ Self-Perceptions of Competence to Prepare for a High Stakes edTPA Elementary Literacy Assessment Performance Examination

**Presenters**
Stephen Marlette, Southern Illinois University Edwardsville
Brian Johnson, Southern Illinois University Edwardsville
Barbara Martin, Southern Illinois University Edwardsville

**Abstract**
Preservice teachers take the edTPA Elementary Literacy Assessment performance examination for licensure in 40 U.S. states. This pilot study analyzed data from an assessment instrument that was designed to identify these teachers’ self-perceptions of edTPA competence. The instrument was administered to seventy-six elementary teacher candidates on two occasions prior to a high stakes edTPA submission. This presentation will discuss the candidates’ self-perceptions along with ideas about how preservice teacher self-perceptions may inform edTPA exam preparation.

Literacy for All: Supporting Student Reading in a Community Program

**Presenters**
Teresa Young, Xavier University
Rita Bitzer, Xavier University

**Abstract**
Diagnostic teaching is the process of using instruction and assessment to identify the instructional adjustments needed to support readers and writers. The university instructors connected theory to practice as teacher educators learned instructional strategies for teaching K-12 students, the underserved and refugee populations. The authors describe how they implemented the literacy program, built capacity for teacher knowledge, and impacted K-12 students’ literacy learning.
## I. Applying social justice and inclusive literacy practices in classrooms with students from culturally and linguistically diverse backgrounds

**Presenters**  
Shadrack Msengi, Southern Illinois University Edwardsville  
Stephanie McAndrews, Southern Illinois University Edwardville

**Abstract**  
This case study research began with survey, interview, and observational data in which cultural and linguistic perspectives of families, children, teachers and teacher candidates from diverse backgrounds were examined. Using this data, literacy faculty provided professional development for teachers and teacher candidates in applying social justice and inclusive literacy practices to develop a community of learners.

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**Saturday, November 10 1:00 PM - 1:50 PM**  
**Workshop**

**Using Technology to Engage and Motivate Early Childhood Students for Literacy, Writing, and Math**  
*Medallion Salon F*

**Presenters**  
C.L. McNair, Texas A&M University-Kingsville  
Marybeth Green, Texas A&M Kingsville

**Abstract**  
The session will present results from a study that investigated the impact of technology on young children’s literacy and writing development. Students were taught how to code Bee-bot robots and create stories of their adventures on story mats. Students’ attitude toward writing was measured, and technology as a means to engage and motivate early childhood students during early writing instruction while incorporating STEM areas of technology and math was explored.

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**Saturday, November 10 1:00 PM - 2:20 PM**  
**Workshop**

**Getting Inside Rehearsals in Literacy Education**  
*Green Room*

**Presenter**  
Nicholas Husbye, University of Wisconsin - Milwaukee

**Abstract**  
In this workshop, participants will explore the rehearsal as a pedagogy of enactment for use in literacy education coursework to prepare pre-service teachers to engage in ambitious and complex instruction. Participants will engage in two rehearsal simulations, a sound sort and an interactive read aloud, with opportunities to inquire into the rehearsal routine, explore resources, and make connections with their own coursework.
**Being a mentor?: expectations and identity - a case study of a mentor teacher's reality**  
*Mezzanine Salon A*

**Presenters**  
Chyllis Scott, University of Nevada at Las Vegas  
Matthew Albert, Doral Academy Red Rock HS

**Abstract**  
Mentoring provides an essential element for teaching practices and teacher retention. When effective mentoring and mentoring programs are implemented they can be beneficial to both novice teachers and mentors. The present case study examines one mentor teacher over two-years as he navigates his role and identity as a teacher and mentor.

**1:1-The power of working with one child as a tutor to develop child centered pedagogy for literacy instruction in teacher education**  
*Mezzanine Salon D*

**Presenter**  
Kathryn Will-Dubyak, University of Maine Farmington

**Abstract**  
This case study examines the undergraduate pre-service teachers’ learning in practice about child centered, data informed literacy instruction in an afterschool program. Their stories of pedagogical development are intertwined with their realizations of how children, not curriculum, are the center of their work as educators. The question of how we as teacher educators can we situate learning for future educators in order to shape their future approaches to literacy instruction is explored.

**Literacy Coaches’ Construction and Reflection of Coaching Conversations with Teachers**  
*Rose Room*

**Presenters**  
Bethanie Pletcher, Texas A&M University - Corpus Christi  
Alida Hudson, Tomball ISD  
Krystal Watson, Texas A&M University - Corpus Christi

**Abstract**  
The purpose of this multi-case study was to explore the ways in which specialized literacy professionals (SLPs) navigate and reflect on coaching conversations with teachers. We analyzed three SLPs’ coaching conversations with teachers and the debriefing sessions that occurred after each conversation by coding for themes. Several themes will be presented: the nature of the conversations, the ways in which the SLPs built rapport with their teachers, and their use of questions and paraphrasing.

**Going Retro: Revisiting Hilda Taba’s Thinking Strategies to Teach Reading Comprehension**  
*Mezzanine Salon B*

**Presenter**  
Kristen Ferguson, Nipissing University

**Abstract**  
The purpose of this instructional paper presentation is to demonstrate how Hilda Taba’s (1962, 1967, 1971) theory and strategies about thinking and questioning can be used to teach reading comprehension in today’s literacy classrooms. Four of Taba’s specific strategies are explained and adapted to teach reading comprehension. Examples are explored using children’s literature.
Teaching Social Justice to Young Children: An Afterschool Bookmaking Program

Presenters
Dana Skelley, University of Alabama in Huntsville
Becky Anderson

Abstract
Currently there is a national cry to educate our youth for a global, just society. Educators are searching for ways students can engage in authentic literacy events promoting equity for all. Since there is limited documentation about how to provide these opportunities in afterschool programs, which are a growing setting for literacy tutoring, the goal of this study was to explore an afterschool elementary bookmaking program that integrated social justice issues within its curriculum.

Master Course Design: Leading Literacy

Presenters
Leslie Haas
Jill Tussey, Buena Vista University

Abstract
This presentation will explore the pros and cons of master course design at a small liberal arts university. For the purposes of this presentation, the term “master course” refers to a literacy courses designed within a learning management system, and by fulltime faculty. Each designed course provided structure, resources, and coaching opportunities to adjunct faculty ensuring uniformity across campus sites.

The STARS@Night Families Shine Brightly! Results from a Family Involvement Literacy Program

Presenter
Peggy Lisenbee, Texas Woman's University

Abstract
This family literacy program won ALER's 2016 Judy Richardson Literacy as a Living Legacy Award. The family literacy program was offered to pre-kindergarten to second grade students attending an after-school program. Pre- and post-surveys were conducted with both the parents and students participating in this family literacy program. Students' progress in reading skills were also monitored to provide data about the possible effectiveness of including parental support with the schools’ existing computer reading program.

Building a Foundation for Disciplinary Literacy Instruction: Teachers’ Capacity for Teaching and Mentoring in Elementary School

Presenters
Nicole Martin, Ball State University
Amy Heath, Ball State University
Diane Bottomley, Ball State University

Abstract
Today’s changing, resource-limited landscape poses special challenges for supporting elementary teachers’ teaching and mentoring of teacher candidates in disciplinary literacy instruction. New insights into how these challenges can be addressed are needed. This roundtable examines one school-university partnership’s successful approach to capacity-building within constraints. The approach blended research, teaching, and service across three years. This roundtable raises questions about sustaining capacity-building within constraints and may inform teacher education reforms and new directions for research.

Removing Boundaries: Globally-Minded Literacy in Teacher Education

Presenter
Delane Bender-Slack, Xavier University

Abstract
Based on five collaborative online international learning (COIL) projects, a Fulbright-Hays grant, and Global Teacher Education Fellowship, the presenter will provide a process to create globally-minded literacy courses. With the goal of internationalizing, the presenter will share how she incorporated online international learning modules, integrated a variety of global texts, and
revised previous assignments and assessments by focusing on the development of global dispositions. Internationalization of courses can then become programmatic.

Rehearsal and Enactment for Teaching Civic Literacy in Urban Elementary School Settings
Presenter
Barbara Purdum-Cassidy, Baylor University
Abstract
This session will describe how a language arts methods course supported preservice teachers concept development around intellectually rigorous and equitable writing instruction and the research study designed to explore issues surrounding preservice teachers’ enactment of civil literacy instruction in their urban elementary field placements.

Critical Lingering: Kindergarteners’ Engagements with Critical Literacy Practices
Presenter
Elizabeth Bemiss, University of West Florida
Abstract
This case study (Yin, 2014) examines kindergartener’s interactions with a critical literacy unit conducted as a collaborative project between a kindergarten teacher and a teacher educator. Insights into how teacher educators can support critical literacy practices in early childhood classrooms will be discussed.

Picturing Diversity: Using Metaphors for Deep Understanding of Diversity While Studying Abroad
Presenters
Ruth Sylvester, Cedarville University
Lynn Roper, Cedarville University
Abstract
In this presentation the researchers describe how teacher candidates used photographs taken in a study abroad trip in Ireland to represent metaphors for areas of diversity represented in contemporary classrooms. Data sources included audio recording of researchers’ introduction to the metaphor project, teacher candidates’ reflective journals, researchers' field notes, and copies of completed Metaphor Projects. Discourse analysis and/or content analysis was used on all sources of data employing ongoing comparative analysis.

Exploring Pre-Service Teacher Beliefs and Their Intended Classroom Use of Young Adult Literature
Presenters
Monica Yoo, University of Colorado-Colorado Springs
Stephanie Spratt, Missouri Western State University
Abstract
This study examines pre-service teachers’ beliefs regarding the teaching of young adult literature (YAL) before, during, and after reading a YA novel and engaging in assignments for an English Methods course. Findings indicate that pre-service teachers may return to their experiences as former students as they envision their future practices. Implications entail that while coursework is an important aspect of shaping pre-service teachers’ beliefs, opportunities for the integration of actual fieldwork may still be necessary.

The current state of computer-based reading programs in elementary classrooms: Observations and impressions of pre-service teachers
Presenters
Michelle Kelley, University of Central Florida
Melissa Mitchell, University of Central Florida
Abstract
This session will report out the findings of a pilot study exploring the scope of computer-based technology use to teach reading in Central Florida elementary schools. This study used a survey design to investigate and describe the uses of computer-based technology to support reading development in two school districts, as reported by pre-service teachers from observations during their internship experiences. Insights and implications, related to the scope of use and challenges to implementation will be shared.
Developing Writing Identities of Pre-Nursing Students in a Discipline Specific College Writing Course

Mezzanine Salon D

Presenters
Laura Decker
Chyllis Scott, University of Nevada at Las Vegas

Abstract
Discipline-specific college writing courses aim to accomplish general college writing objectives through discipline-specific readings, projects, and written assignments. This study utilized content analysis on course artifacts and interviews from selected participants enrolled in a second-year college writing course geared toward the nursing discipline. Our qualitative analysis revealed how their experiences in the course intersect with their developing identities as writers in their discipline.

“We were never passive”: Using Differentiated Instruction in EFL and Methods of Teaching Literacy courses

Mezzanine Salon A

Presenters
Judy Richardson, retired
Iranda Bajrami, South East European University

Abstract
By using Differentiated Instruction (DI) strategies, instructors enhance learning for all students. DI has been used most in special education classrooms, but is beneficial in all classrooms, including the university level. In this study, the presenters used DI strategies in an undergraduate English Foreign Language class and in an advanced Methods of Teaching Literacy course. Results demonstrate the value of using DI for EFL and in literacy methods courses. Students “never felt left aside.”

Exploring Inservice Teachers' Linguistically and Culturally Responsive Teaching Practices

Mezzanine Salon B

Presenter
Erin Geiger, George Mason University

Abstract
This exploratory study examines inservice teachers’ perceptions and knowledge of linguistically and culturally diverse young learners and how this impacts their teaching practices. Further, this case study seeks to understand how participation in professional development experiences may enhance teachers’ classroom practices. Preliminary results indicate that teachers emphasize family engagement and multisensory learning experiences. Additionally, teachers’ backgrounds and understanding of their own positionality impact their cultural responsiveness within the classroom.

Facilitating discussions of race and stereotyping by pre-service teachers with middle school students

Rose Room

Presenter
Eileen Shanahan, Eastern Kentucky University

Abstract
Engaging in dialogue around controversial and real-world issues during teacher preparation programs can help to create equitable education opportunities. This research study highlights how one pre-service teacher facilitated critical conversations with middle school students during student teaching. Findings suggest that while it is easy to provide affirmation of student dialogue when it goes as hoped, pre-service teachers do not have the pedagogical tools to disrupt conversations about complex issues that do not go as expected.
Historical Literacy by way of Re-enactment

Presenters
Mark Carbajal, Texas A&M University - Corpus Christi
Corinne Valadez, Texas A&M University Corpus Christi
Nancy Smith, Texas A&M University - Corpus Christi

Abstract
Historical thinking by way of a re-enactment treatment would allow students in history classes to investigate the past using primary and secondary sources culminating in a re-imagining of past events. This act of exploration and interpretation usually coincides with the practice of historical argumentation in oration and writing. The “old and dry method” of rote memorization often lacks evidence of imagination, truer understanding, and a robust evaluation of historical narrative credibility.

Strategy Instruction, Drama, and Oral Discourse in Primary Grades: Results from Cycle 1 of Design Research

Presenters
Zoi Philippakos, UNCC
Sarah Munsel, University of Pennsylvania
Logan Robinson, UNCC

Abstract
The purpose of this study was to develop resources and examine the effects of self-regulated strategy instruction that included drama and oral retellings on primary students’ story writing. Further, the study strived to develop resources for professional development (PD) support for teachers. The study was a pretest-posttest design with a duration of one month. Results showed statistically significant differences on students’ writing quality and teachers positive commented on the instructional approach and on the PD.

Supporting Literacy Leadership among Preservice and Practicing Literacy Professionals through Professional Learning Events

Presenters
Laurie Sharp, West Texas A&M University
Debra Coffey, Kennesaw State University

Abstract
Literacy professionals must be literacy leaders who participate in ongoing professional learning to develop their knowledge of literacy, learners, and effective literacy practices (Arnold & Sableski, 2016; Moats, 2014; Petty & Thomas, 2014; Reed, 2009). Teacher educators are uniquely positioned to support the development of literacy leadership among preservice and practicing literacy professionals through the facilitation of professional learning events. Join us as we share several ideas and planning tools for small- and large-scale events.
Writing in Science: Integrating writing Strategy Instruction across the curriculum
Mezzanine Salon A
Presenters
Zoi Philippakos, UNCC
Leona Williams
Abstract
Writing to learn is a term used to explain the application of writing in the content areas. Learning through argumentation may be more helpful when students develop ideas for both sides and this process may support inquiry and reading and writing. The purpose of this presentation is to share procedures and tasks used on a unit on structures of life with 4th grade students.

Using Literature as a Springboard for Math Exploration: Conceptualizing Mathematical Thinking in Early Grades
Mezzanine Salon C
Presenters
Delilah Davis Gonzales, Texas Southern University
Ingrid Haynes, Texas Southern University
Abstract
This presentation addresses how mathematical concepts and skills can be less daunting when teachers allow learners to engage in experiences through math and reading integration. It conceptualizes mathematical thinking through the use of age appropriate quality children’s literature which allows of productive experiences that enhance the mastery of mathematical thinking. This hands-on presentation will demonstration effective ways to selection quality literature, which can be used to conceptualize mathematical thinking.

"Robert Likes to Talk": One Student's Success with Self-Initiated Think Alouds
Mezzanine Salon D
Presenters
Kelli Bippert, Texas A&M University- Corpus Christi
Crystal Elliott, Texas A&M University- Corpus Christi
Abstract
This case study analyzes one students’ approach to comprehending challenging texts through the use of dialogic reading strategies. Through the use of self-initiated think alouds, one seventh grade student became increasingly successful when reading challenging informational texts. Findings in this study suggest the need to honor students' strategy strengths, and to provide students with a wide range of cognitive strategies for self-selection.

Liar, liar, pants on fire! The role of executive functioning in early literacy
Rose Room
Presenters
Anne Gregory, Purdue University Northwest
Mary Ann Cahill, Bellarmine University
Mary Jane Eisenhauer, Purdue University Northwest
Abstract
Lying begins early in life, so let’s celebrate it! This session looks at lie-telling behavior, the three levels that children’s lying appears to progress through, how this is positively associated with cognitive development and literacy learning, and how dynamic structuralism may be used to understand the variability that occurs within this development. Strategies for promoting the development of executive functions, theory of mind, and early literacy development will be shared.
Teacher Educators and Their Engagement with Ongoing Professional Learning

Mezzanine Salon B

Presenters
Laurie Sharp, West Texas A&M University
Roberta D. Raymond, University of Houston-Clear Lake
Rebekah Piper, Texas A&M University - San Antonio

Abstract
Literacy teacher educators have the tremendous responsibility of promoting literacy leadership among preservice teachers (Ado, 2016; Bond, 2011; Rogers & Scales, 2013). With this in mind, literacy teacher educators themselves must be literacy leaders who engage in continuous and ongoing professional learning (Wold, Young, & Risko, 2011). During this session, findings from a state-level study conducted in the Southern United States among literacy teacher educators regarding their literacy leadership practices and challenges will be shared.

“I Did Some Research”: Elijah’s Journey To Belonging in a Nonfiction Literature Discussion Group

Gold Room

Presenter
Stacey Korson, Eastern Kentucky University

Abstract
This purpose of this study is to examine a portion of a case study, which investigated teachers’ use of nonfiction literature; as well as students’ response to nonfiction literature. The purpose of this paper is to explore the participation of Elijah, examining his transition from peripheral participation to full membership. In this paper, I will describe the tools that Elijah used to gain acceptance from other literacy discussion group members as a literacy insider.

Exploring the Factors that Contribute To An Effective Immersive Simulation Experience for Pre-Service Literacy Educators

Rose Room

Presenters
John Ponder
Terrie Ponder, University of West Georgia

Abstract
Presenters will discuss their findings with regard to the factors that contribute to effective, mixed-reality, immersive simulation experiences for pre-service literacy teachers. Immersive simulations involve interactions with life-size student avatars and allow for immediate redirection and coaching to enhance pre-service literacy teachers’ skill sets.

Teaching Experiences in Online Education

Green Room

Presenter
Tomas Espinosa, Texas A&M University - Corpus Christi

Abstract
Technology has the potential to transform education by extending the learning space beyond the four walls of a classroom. With the current accelerated growth in technology devices, we are already witnessing the development of technological environments that enable personalized learning. Now, online education is used worldwide to better meet student and teacher needs, improve our curricula, and enhance learning. This study analyzed the teaching experiences faculty in online education at a South Texas Regional University.
Developing Research Opportunities through a Free University-Based Reading Center

Medallion Salon E

Presenter
Allison Baer, The University of Findlay

Abstract
The Clubhouse Reading Center (CRC) is the only provider of free reading tutoring in Northwest Ohio and, in its three programs, serves over 350 children yearly. This presentation will describe how the different programs meet the reading development needs of these children, how the plethora of data open up research opportunities, and discuss preliminary results of current research.

Influencing the value of reading through interactive read-alouds: A descriptive study of the impact reading motivational principles had on four fourth grade teachers’ read-aloud practices

Medallion Salon F

Presenters
Ann Sharp
Lorilynn Brandt, Utah Valley University
Douglas Gardner, Utah Valley University

Abstract
Engaging teachers in literacy practices that inspire and transcend everyday reading into motivating and joyful experiences is the goal of a teacher-training workshop headed by literacy methods professors. The workshop informs and trains teachers in seven principles of reading motivation gathered from the literacy literature. This presentation focuses on changes teachers made to their daily read-aloud practice as a result of their training, and the influence those changes had on themselves and their students.
**Best Practice Strategies for Teaching Academic Language to High School English Learners**  
*Mezzanine Salon A*

**Presenters**  
Michelle Lenarz, Walsh University  
David Anderson, Canton City Schools

**Abstract**  
This session explains effective word-learning strategies to develop word consciousness in high school English learners in a comprehensive vocabulary program in English language arts. The presenters will model best practice vocabulary strategies in contextual understanding, conceptual knowledge, and the morphological nature of vocabulary, including cognates, to help English learners develop academic language.

**Combining Literacy and Classroom Management through Monotasking: A Self-Study Approach**  
*Mezzanine Salon B*

**Presenters**  
Rebecca Brown, Ball State University  
Amy Lietze, Ball State University  
Carolyn Hitchens, Ball State University

**Abstract**  
This study examines how three university instructors developed and taught an undergraduate literacy course and blocked it with an existing practicum. Self-study methodology was undertaken to answer the question: How did we create a new literacy course and successfully block it with another education course? Data included documented conversations and course documents. Ongoing analysis includes reflection, open-coding, and category development. Results include: (a) Work was intensive and cyclical; (b) Collaborative collegial relationships were essential.

**Graphic Options: A Comparison of Novels and Their Graphic Counterparts**  
*Rose Room*

**Presenters**  
Lori McLaughlin  
Jodi Pilgrim, University of Mary Hardin-Baylor

**Abstract**  
Literacy experts herald the educational benefits of using graphic novels across curriculum and with different types of students. This study included a literary analysis of the graphic novel format compared to the traditional text format for a variety of stories. This comparison provided insight into significant likenesses and differences among literary elements. Findings revealed distinctions between the two formats, which have implications for classroom teachers.

**Fluency for ALL! Effective and Engaging Interventions for Readers of All Ages**  
*Mezzanine Salon C*

**Presenters**  
Shelly Landreth, Sam Houston State University  
Chase Young, Sam Houston State University

**Abstract**  
Reading fluency is a key to reading success, and this important component of reading has been the focus of much research. Yet students of all ages continue to struggle in this area. In this presentation, we will share simple, yet effective and engaging interventions that work for both elementary and secondary students. The presenters will describe implementation and provide data to support the use of these interventions.
Text Structures in Reading, Writing, and Digital Literacies Research: A Systematic Review of Literature from 2000 to 2017

Mezzanine Salon D

Presenters
Tracey Hodges, University of Alabama
Sharon D. Matthews, Texas A&M University

Abstract
Text structures provide a framework to help readers and writers retain information. In this systematic literature review, we analyzed the pool of research on text structure instruction from 2000 to 2017. Our initial literature search found 6,101 articles, which we reduced to 84 fitting our inclusion criteria. Our findings suggest that text structures are commonly taught in elementary grades, with graphic organizers, for reading comprehension, and in English Language Arts classes.
Finding Their Way: An Exploration of Preservice Teachers’ Social and Cultural Discoveries Through Writing Literacy Autobiographies

Presenter
Angela McNulty, University of Texas at Dallas

Abstract
Literacy Autobiographies are often used to help preservice teachers become more aware of their own literacy development. They can also help them discover periods in their lives that have significantly impacted them and their future as literacy educators. This session will explore the benefits and uses of Literacy Autobiographies in an undergraduate reading course and discuss how they can be used to analyze the social and cultural impact of early reading.

Using the Newspaper an Alternative Text Type for Literacy Instruction: A Survey of Teachers Adopting Rigorous Standards

Presenters
Stephan Sargent, Northeastern State University
Melinda Smith, Northeastern Oklahoma State University
Meagan Moreland, Northeastern State University
Sherry Been, Northeastern State University

Abstract
Since the inception of new rigorous standards across the United States, literacy pedagogy has become a focus of renewed interest. The use of newspapers as a supplementary text must be examined in terms of new, rigorous standards. This study found that teachers are familiar with Newspapers in Education (NIE), but less sure of how to use them to achieve new curricular goals. Teachers tend to rely on materials provided by the school where they teach.

Implementing Teacher Training in Developing Countries: Lessons Learned from Haiti

Presenters
Michelle Ciminelli, Niagara University
Vicki Collett

Abstract
Qualified teachers are essential for producing successful student outcomes. However, not all children have access to high-quality teachers, nor do all teachers have access to excellent support systems. Haiti’s educational system faces many challenges, one of which is lack of trained teachers. Following a constructivist, learner-centered approach to professional development, the authors worked with two distinct populations in Haiti. The authors will describe challenges, successes, and overall impressions of conducting professional development in Haiti.

Teacher candidates: Do they really know the difference between content area and disciplinary literacy?

Presenters
Chyllis Scott, University of Nevada at Las Vegas
Erin Washburn, State University of New York - Binghamton
Fawn Canady, University of Nevada, Las Vegas

Abstract
Teacher educators are responsible for preparing future teachers to be successful in the classroom. This task continues to be challenging, particularly in preparing disciplinary teacher candidates for their future classroom. Teacher education programs need research that develops teachers’ lived and applied experiences of literacy instruction in the context of disciplinary instruction. In this study teacher candidates expand their knowledge of their content for the use of developing content area and disciplinary literacy lessons.
Positive Beliefs and Effective Practices: The Nature of Literacy Instructional Practices Used by General-Education Teachers Who Have Positive Beliefs about the Inclusion of English Learners in Their Classrooms

Presenter
Jennifer Gray, Marymount University

Abstract
This study explored the nature of literacy instruction provided by general-education teachers holding positive beliefs about including English learners in their classrooms. Researchers have established a relationship between teachers’ beliefs and literacy practices (McCutchen et al., 2002; Richardson, Anders, Tidwell, & Lloyd, 1993) and suggested that teacher beliefs impact students’ literacy outcomes (McCutchen, et al., 2002; Richardson, et al., 1993). However, less information exists about the relationships between beliefs and practices of teachers of ELs.

PISA (Programme for International Student Assessment): An examination of how international literacy assessment data may inform DACA, the Dreamer Act.

Presenter
Chyrese Wolf, Chicago State University

Abstract
Reportedly, 700,000 children throughout the United States are impacted by the Dreamer Act (DACA; Deferred Action for Childhood Arrivals). Almost 25 percent of DACA recipients are considered functionally illiterate. We, literacy educators, must ask what role does literacy education serve in this conversation? By analyzing three years of PISA and immigration reports, this presentation addresses the question providing a global context because the U.S. is not the only developed nation with immigrants.

What is the optimal format for the Practicum during the ELA Methods Course?

Presenter
Zaline Roy-Campbell, Syracuse University

Abstract
A teaching practicum experience in an ELA classroom should provide pre-service teachers with insights into how ELA is taught. During the placement PSTs observe instruction and implement several lessons. Recently the presenter’s university introduced a mediated field experience (MFE) for the PSTs’ placement. Since it was a new format for this presenter she is in the process of contrasting this new format with the prior one to consider the affordances and challenges of each.

"The Giver" Getting Students Out of Their Comfort Zone

Presenter
Tara Wilson, University of TX - Permian Basin

Abstract
I assigned my pre-service teachers an "out of the box" assignment. Their assignment seemed simple, or so I thought. The only directive I gave them was to “design a visual conveying The Giver’s theme.” Due to the open-ended nature of the assignment, the students asked numerous questions. This discussion will give the ending to this experience and provide participant ways to get their students (regardless of age) to mutualize divergent thinking.

Developing Literacy Identity in Writer's Workshop

Presenters
Connie Hodge, Eastern Kentucky University
Peggy Petrilli, Eastern Kentucky University
Judy Smith, Eastern Kentucky University

Abstract
This qualitative study examines the effectiveness of writing workshops in developing a literacy identity in a fifth grade setting. Students brainstormed, developed writing topics, wrote, and shared the writing with others. They reflected on their experiences and how the experiences shaped their writing voice and literacy identity. Preliminary findings indicate that students have a positive view of writer’s workshops and utilize them to develop their writing skills.

Keywords: literacy identity, writer's workshop
Report on the Development of the Test of Academic Word Knowledge (TAWK)

Mezzanine Salon A

Presenter
David Paige, Bellarmine University

Abstract
Academic vocabulary is known as the language of school, is a prominent characteristic of academic texts, and accounts for variance beyond that of general vocabulary (Halliday, 1993; Townsend et al., Zwiers, 2008). This session reviews the results of a new test measuring knowledge of academic vocabulary. Initial results for the 50-item Test of Academic Word Knowledge (TAWK) reveals good internal- and split-half reliability that explains significant variance in a standardized comprehension test.

An Investigation of Augmented Reality Picture Books: Meaningful Experiences or Missed Opportunities?

Mezzanine Salon C

Presenters
Marybeth Green, TAMUK
C.L. McNair, Texas A&M University-Kingsville
Carolyn Pierce, Texas A&M University

Abstract
Augmented reality (AR) is predicted to be one of the driving forces in education over the next five years. However, the success of this technology depends on the intelligent design of the apps. This research examined a sample of commercially available AR books to investigate their digital features, the extent to which the AR supported the storytelling, and the challenges involved in using AR book apps.

Effective Clinical Experiences for Preservice Teachers: A Comparison of Online and Face-to-Face Course Delivery

Mezzanine Salon B

Presenters
Kathleen Heubach, University of West Florida
Stephanie Alexander, University of West Florida

Abstract
During this session, we explore how a teacher education program systematically examined clinical experiences in both online and face-to-face delivery models. Considering the challenges of online teacher candidates, especially nontraditional students (Thompson, Miller & Franz, 2013), we focus on student interaction with the course content, their classmates, and the instructor. Specific comparisons are made regarding course content, instructor-student interactions, feedback opportunities, pace of instruction, and assignments.
How Teachers Can be X-Men: Popular Culture in the Classroom

*Rose Room*

**Presenter**
Julia Kate Bentley, Clemson University

**Abstract**
Accountability testing and narrow curriculum leads to a deficit view of non-mainstream students. Alternatively, using their popular culture funds of knowledge can engage reluctant students and ELLs in literacy learning. Barriers to popular culture use in the classroom include: a) concerns it is harmful, b) fears it will lead to off-task behaviors, and c) gender stereotyping. These can be overcome when teachers are made aware of the benefits revealed in research.

The Reading Maturity Survey: Steps toward instrument and construct validation with college-level readers

*Mezzanine Salon D*

**Presenters**
Katherine Wright, Boise State University
Matthew Thomas, University of Central Missouri
Yuankun Yao, University of Central Missouri
David Kreiner, University of Central Missouri

**Abstract**
Reading maturity has a long history of being, at least in principle, highly valued in education. However, it is complex and thus challenging to measure. The present study addressed this challenge by using data collected from a survey instrument called *The Reading Maturity Survey*, administered twice to 382 preservice teachers. The findings contribute psychometric validation of *The Reading Maturity Survey*, and add quantitative evidence supporting the existence of the theory-based construct of reading maturity.
Still Co-Teaching?: A Follow-Up of Co-Teaching in a College Literacy Setting

Presenters
Kelly Brooksher, Georgia Southern University
Nedra Cossa, Georgia Southern University

Abstract
This presentation will serve as a continuation of an elementary and a special education professors’ co-teaching experiences after combining their respective literacy courses. Participants will actively participate in the discussion of the importance of modeling co-teaching to pre-service teachers, developing and implementing a co-taught course at the college-level, and explore data related to students’ perceptions of their experience.

How do fathers believe they help their children acquire literacy?

Presenter
Arlene Mascarenhas, George Mason University

Abstract
A literature search to examine the role of fathers in helping their children to acquire literacy resulted in a paucity of results. A questionnaire comprised of 10 multiple choice and open-ended questions was developed to examine fathers’ roles in their children’s literacy acquisition. The questionnaire will be pilot-tested in an urban school in the mid-Atlantic region of the United States. Data will be used to determine how schools can support fathers.

International Baccalaureate Perspectives and Approaches: A Society for a Just Education

Presenters
Roberta Pate, Tarleton State University
Christopher Sloan, Tarleton State University
James Gentry, Tarleton State University
Deborah Banker, Tarleton State University

Abstract
International Baccalaureate schools are celebrating 50 years of pursuing an educational program whose mission or philosophy is to create a world of caring, innovative, and problem-solving generations to create a more friendly world. Westlake Academy is that innovative IB school situated in North Texas. This qualitative phenomenological study searches for teacher and student perceptions as they experience this high impact, problem-solving setting.

The Power of Literature: Pre-Service Teachers’ Reflections on Impactful Literature in K-12 Schooling

Presenters
Stacey Korson, Eastern Kentucky University
Connie Hodge, Eastern Kentucky University

Abstract
This qualitative study examines the literacy autobiographies of pre-service teachers to determine what books in the elementary and middle grades made an impact in their lives. As part of the study, the pre-service teachers reflect on how the experiences from the books helped to shape their teaching philosophies in preparation for their future classroom. Data for the study consisted of pre-service teachers' literacy autobiographies.
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<td>Social and Emotional Competency Development: A Content Analysis of</td>
<td>Cindy Jones</td>
<td>Social and emotional competencies are key to students’ academic and social success. In this roundtable, we will discuss the results of a content analysis that examined how core reading programs may be used to support the development of social and emotional competencies. Results include analysis of implicit and explicit social-emotional learning questions, distribution of questions based on social-emotional competencies, and utilization of for learning activity prompts.</td>
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<td>Third-Grade Core Reading Programs</td>
<td>Lisa Brown, Utah State University</td>
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<td>Promoting Inclusion and Diversity in ECE programs</td>
<td>Angela Miller-Hargis, University</td>
<td>The presenter will discuss her experiences in using diversity activities in education classrooms. These activities include critical analyses of children’s literature and exploration of hidden bias in traditional classroom texts. The purpose of the study is to determine the value of these activities for the purpose of encouraging pre-service teacher candidates to cultivate cultural awareness in teachers college in order that they will enter classrooms with a higher degree of cultural responsiveness and competence.</td>
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<td>Promoting Cultural and Linguistic Appreciation Through the use of</td>
<td>Jayne Sherman, George Mason</td>
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<td>Ensuring Equitable Literacy Education for Struggling Readers</td>
<td>Jolene Reed, Sam Houston State</td>
<td>This study followed two schools opting to place struggling first grade readers in smaller classrooms containing only students who were struggling readers. It was anticipated that, by the end of the school year, these students would be reading at the same level as other students in their same grade level. Results at both schools failed to show that these students improved their reading levels to those of peers in regular classrooms.</td>
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<td>Engaging in Authentic Learning Experiences: Implementation of an</td>
<td>Melanie Keel, Wingate University</td>
<td>Field experiences have a reputation involving indiscriminate placements, creating challenging situations for optimal student learning due to the constraints of schools and classrooms. Additionally, the connection to actual coursework is limited due to those restraints (Darling-Hammond, 2006). A teacher educator will share the implementation and reflections of an onsite literacy course with embedded field experience at a local elementary school allowing pre-service teachers to work one-on-one with students from the school’s after-school program.</td>
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Using Read Alouds and Writing with Kindergarten and First Grade Students to Support Cultural and Linguistic Diversity in Today's Global World

Presenters
Jayne Sherman, George Mason University
Mary Bartolini, GMU

Abstract
This discussion will focus on how selected texts can serve as springboards for writing with young children and support an understanding of cultural and linguistic diversity. Research suggests that young children are capable of articulating complex stories concerning issues about which they are concerned (Shagoury, 2009; Short, Harste, & Burke, 1996). Through read alouds and writing young children can demonstrate their understanding of diversity and showcase their own ideas and conceptualizations of culture and identity.

Supporting Struggling Readers: Elementary Teachers' Beliefs and Practices in Reading Comprehension

Presenters
Shakima Moore, Ball State University
Nicole Martin, Ball State University

Abstract
Increased understanding of the relationships among elementary teachers’ beliefs, their instructional practices, and struggling readers’ comprehension is urgently needed. In this roundtable, we share the results of our review of the available literature. Our findings suggest the relationships are more complicated than previously assumed. Also, more research is required. Our findings may be used to inform teacher education reforms and research and to support struggling readers’ comprehension and academic success in elementary school.

Implementation as a Dynamic Process: A Case Study of Teacher Sensemaking of a Cross-content Vocabulary Intervention

Presenter
Michelle Rimbey, University of Pittsburgh

Comparing fluency scores and reading comprehension achievement levels in fifth-grade poor comprehenders

Presenter
Christina Grant, Murray State University

Abstract
The purpose of this reading instruction study was to determine to what extent will an after-school intervention affect fifth-grade “poor comprehenders” overall fluency scores as compared to their reading comprehension achievement scores? This study focused on exposure to reading comprehension strategies using an intervention approach. This study revealed that improvements with fluency and reading comprehension level can be made; if fluency overall increases then there is a greater chance of an increase in reading comprehension.

It Is Okay To Be Different: A Look Into Children's Books

Presenter
Tara Wilson, University of TX - Permian Basin

We want to live in an accepting community. Learning about acceptance begins early in one's life. Abstract
Teachers around the world read aloud picture books daily. However, are they reading books where the main character is different from the norm? Is the main character a member of the LGBTQ community? The presenters will share some quality children's books that are about these sensitive issues and discuss how to use them in the elementary classroom.
Development of Spelling and Word Recognition Skill in the Early Grades and the Influence of Phonics Instruction
Presenter
Ashley Pennell, Appalachian State University
Abstract
During this roundtable discussion, the researcher will describe cognitive theories that attempt to explain the processes of spelling development and of word recognition development, as well as theories that attempt to describe the interaction between these two processes. The researcher will also explore the influence of phonics instruction on the developmental trajectory of spelling and word recognition skill in the early grades.

The Role of Fluency Instruction in Early Childhood Education
Presenter
Rachael Kellogg
Abstract
Critical thinking is crucial to education for social justice. If students have opportunities to improve comprehension skills, they have opportunities to improve critical thinking skills. Duke and Carlisle (2011) suggest fluency correlates with comprehension, and Smith et. al. (2014) suggest explicit fluency instruction potentially improves later comprehension. This presentation reviews some of the literature available on fluency instruction in early childhood education, and advocates for further research on fluency in the preschool sector.

The Lived Experiences of Adolescent English Learners: Perceptions of L1 and L2 Proficiencies
Presenters
Kelli Bippert, Texas A&M University- Corpus Christi
Andrea Elizondo, Texas A&M University- Corpus Christi
Crystal Elliott, Texas A&M University- Corpus Christi
Abstract
English learners come to school with a range of experiences using their first and second languages in school, at home, and in the community. The following study focuses on the lived experiences of adolescent English learners. Using positioning theory, narratives addressing students' lived experiences were analyzed to determine their perceived proficiency in both their first and second languages.

Maintaining a Thriving Book Exchange for Preservice Teacher Candidates and Academic Community
Presenter
Sherry Been
Abstract
In this study, the researcher explored the development of a book exchange to gain in-depth understanding of supporting reading for pleasure. All in an attempt to answer the question, “How does a book exchange, within a university, impact reading for pleasure among teacher candidates?” Information gleaned from this research supports teacher educators in the implementation of a book exchange within their university setting or provide ideas for expanding and promoting their current book exchange program.
Saturday, November 10 4:00 PM - 4:50 PM

J. Estill Alexander Forum for ALER Leaders in Literacy
Dr. Jeanne Cobb, Coastal Carolina University

Grand Ballroom East

Saturday, November 10 5:00 PM - 7:00 PM

Presidential Reception
Saturday, November 10 5:00 PM - 7:00 PM

Grand Ballroom Foyer

The Presidential Reception is the final conference celebration. Join Tami Craft Al-Hazza, outgoing ALER president, and your colleagues at the informal gathering.
ALER Town Hall Meeting
Sunday, November 11, 2018
9:00 AM – 10:30 AM
Blue Room

Tami Craft Al-Hazza, Old Dominion University
Connie Briggs, Texas Woman’s University

Abstract: This session provides ALER members with an opportunity to express their ideas, opinions, and suggestions on current and future ALER practices, needs, and endeavors. Everyone is encouraged to attend.

Sunday Events
November 11, 2018

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We look forward to seeing you in Corpus Christi, Texas from November 7 – 10, 2019!
Check the ALER website, www.aleronline.org, for information on the 2019 Annual Meeting

Safe Travels!
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