

Association of Literacy Educators and Researcher 2016 Conference Schedule

Thursday, November 3, 2016

7:30 PM - 8:30 PM

Kensington DEF

Author Talk

Marc Tyler Nobleman

8:30 PM - 10:00 PM

Kensington E

Member Welcome

Friday, November 4, 2016

7:00 AM - 5:00 PM

Pembroke

Reading Room

7:30 AM - 9:30 AM

Oxford

Reading Room and Legislative & Social Issues Committees Co-Sponsored Coffee Chat: Every Student Succeeds Act, CAEP, and What They Mean For Literacy Educators

M. McGriff, A. Horton, N. Stevens, T. Donaldson

Join the Legislative and Social Issues Committee for a symposium examining the impact of CAEP standards, Every Student Succeeds Act provisions, and individual state policies guiding the preparation of teacher candidates to teach literacy. A panel of teacher educators, practicing teachers and pre-service candidates will help us unpack these guidelines and identify relevant implications.

7:30 AM - 9:30 AM

Kensington A

Editorial Breakfast

8:00 AM - 8:25 AM

Eton

Getting to the Root of Words: Middle Grades Vocabulary Instruction based in Latin and Greek Morphemes

Amanda Wall

This project introduced eighth grade students to twelve Latin and Greek roots through vocabulary lessons and tasks. Since many English words may share a common Latin or Greek morpheme, or root (Padak, Newton, Rasinski, & Newton, 2008; Rasinski, Padak, Newton, & Newton, 2011; Robb, 2014), focusing on roots can aid students' word consciousness (Kieffer & Lesaux, 2007). Vocabulary strategies and tasks supported students in strengthening their vocabulary and recognizing connections among words with shared roots.

8:00 AM - 8:25 AM

Windsor A

Improving Comprehension Through Self-Questioning

S. Brown, S. Juth

Self-questioning can be an effective metacognitive strategy for diverse student populations in a variety of classroom settings. Research has demonstrated the positive effects of using self-questioning as a metacognitive strategy to improve comprehension for struggling learners. This workshop will investigate the challenges of students' low comprehension, examine the possible metacognitive deficits in students, present the intervention research addressing self-questioning, and provide instructional tools needed for pre-service teachers to implement self-questioning techniques in their future classrooms.

8:00 AM - 8:25 AM

Kensington F

"Now the Reader Knows!" Using Teacher-Student Discourse as a Tool to Strengthen Meta-Awareness and Audience Awareness in Student Writing

Lyndi Maxwell

This qualitative study revealed three salient ways that second-grade students in a socio-economically diverse inclusion classroom applied discourse from teacher-student writing conferences to enhance their authentic written texts during Writer's Workshop. Discourse analysis and document analysis revealed that students used discourse as a tool for discussing meta-awareness, which propelled them to demonstrate audience awareness in their written texts in the following categories: (a) domain-specific vocabulary, (b) elaboration, and (c) incorporation of text features.

8:00 AM - 8:25 AM

Kensington D

"Eyes on the Kindergarten Readiness Prize": Parents' Emphasis on Alphabetic Print

Nedra Cossa

This presentation reports on findings from a qualitative study exploring parents' understandings of various forms of symbolic representation (e.g., scribbles, drawings, and alphabetic letter formation). Focus group discussions, semi-structured interviews, discussions of a child's work sample, and observations of a parent-child joint activity revealed an emphasis on more conventional aspects of print. Participants understood alphabetic writing to be a requisite skill for kindergarten, emphasizing the importance of their children being prepared to enter formal schooling.

8:00 AM - 8:25 AM

Hampton

Nurturing Leaders and Readers: Collaborating for Student Success and Teacher Development

M. Goggans, K. Reining-Gray, S. Webb

How can literacy leaders foster professional learning communities centered on student literacy achievement and teacher growth? In this session, participants will learn from the varying perspectives of teacher leader, principal, and teacher educator how one diverse elementary school created a literacy team to help teachers meet the demands of the Common Core, improve student literacy achievement, and implement best practices for literacy instruction school-wide.

8:00 AM - 9:25 AM

Kensington E

Adding a Critical Dimension to Teachers' Knowledge: The ABCs of the XYZs

E. Mohr, K. Mohr

Preservice teachers represent Generations X, Y, and iYs, with Generation Z coming soon. These groups have been characterized both positively and negatively in the popular press. This workshop will share some definitions and generational profiles based on recent research. The goal is to then engage attendees in small groups to develop a listing of characteristics and finish with ways that teacher educators might better understand and relate to the next generation of teachers.

8:00 AM - 9:25 AM

Windsor B

Clinical Division Meeting

8:30 AM - 8:55 AM

Eton

Literacy in Science: Teacher Candidates Support Science Learning through Academic Language

Amanda Wall

An increasing focus on disciplinary literacy across content areas is the context for this study of the ways that middle grades teacher candidates integrated academic language (Baumann & Graves, 2010; Zwiers, 2007) in science. Teacher candidates selected language supports to engage students in scientific concepts. While some faced perceptions that language instruction is not part of science, they also noted that language tasks facilitated their understanding of students' learning in science.

8:30 AM - 8:55 AM

Kensington F

A College Reading Program in Transition: Using Best Practices to Guide the Process

Terri Tharp

Proposed changes to a college reading program at a large state university will be examined. The changes are indicative of those affecting many college reading programs, and best practices which are being utilized to guide the process as a result of the required restructuring will be shared. The pros and cons of proposed curricular changes in regards to student success, program administration, and course content will also be discussed.

8:30 AM - 8:55 AM

Hampton

Picture books: Critical resources for content area teachers

Gwyn Senokossoff

Textbooks are often the core text used in content-area classrooms, yet, they assume unrealistic levels of background knowledge, cover a wide variety of topics at the surface level, and fail to promote students' critical thinking (McLaughlin, 2010). In this presentation, the presenter will share the benefits of using picture books with adolescent readers, describe strategies that work, and provide an annotated bibliography of more than seventy books, both traditional and electronic, arranged by topic.

8:30 AM - 8:55 AM

Windsor A

Increasing preservice teachers' capacity to use digital literacies in the classroom through self-examination of beliefs and attitudes: a qualitative study

R. Raymond, G. Butaud, J. Ingram

When pre-service teachers are afforded the opportunity to interact with and integrate digital literacies in their coursework, they become more comfortable with technology integration within lessons for their own classrooms (Ma, et al., 2005; Sadaf et al., 2012). Results from a qualitative survey on pre-service teachers' perceptions of digital tools used to synthesize learning before and after implementation as well as perceptions regarding digital tool use and impact on future classrooms is explored.

8:30 AM - 9:30 AM

Eton

Maximizing the Organization and Coherence of Teacher Candidates' Literacy Conceptual Knowledge

R. Erwin, D. Phillips, S. Krickovich, M. Ciminelli

Literacy teacher educators strive to prepare teachers who will effectively develop the literacy skills of P-12 students. In guiding teacher candidates to accurate conceptualizations of literacy ideas, teacher educators within a program should be aligned with the field of literacy and with one another in their explanations of literacy concepts. Vague alignment among program faculty could lead to candidate confusion and misconceptualization of literacy ideas, but close alignment could lead to organized candidate schemata.

8:30 AM - 9:30 AM

Westminster Hall Foyer

Graduate Student Poster Session

How Prepared are Future Educators to Teach Students with Limited or Interrupted Formal Education?

Ellen Clark

Students with Limited or Interrupted Formal Education (SLIFE) are an overlooked group of students within the English Language Learner population whose numbers grow each year (DeCapua & Marshall, 2011). Each state has different requirements to teach this group (Samson & Collins, 2012), and reading teacher education programs often fail to prepare preservice teachers to meet the literacy needs of SLIFE, offering little to address language acquisition in multicultural courses designed to cover all diverse students.

Writing Workshop as an Effective Pedagogical Practice for Promoting Emergent Literacy with English Language Learners

Jayne Sherman

This poster session will examine how writing workshop is an effective pedagogical practice which serves to increase phonemic awareness, spelling, and reading achievement among English Language Learners. The writing process using explicit teacher modeling and demonstrations is discussed to further teachers' understandings of the importance of using writing with ELLs to foster emergent literacy. Implications for developing teachers' understanding of the structure of writing workshop, its implementation with ELLs, and authentic writing samples are presented.

Using Structure During Field Experiences in Literacy

N. Daoud, A. Bruyning

In this study the researchers aimed to investigate how the implementation of innovative, structured field experience protocols would affect teacher candidate's connections between theory and practice. Still in progress, the participants include nineteen elementary education teacher candidates enrolled in a literacy methods course. The teacher candidates are expected to use the Reading Lesson Observational Framework, (RLOF) and the Edthema video coding system to support their written reflections and understandings of major literacy components.

Ms. Courtney Brown

Courtney Brown

Narrative writing enables students to build needful foundations for more complex types of writing. Although current academic standards have a strong focus on text-based evidence, the interpretation of research, and depths of knowledge requiring analysis, evaluation, and inferring, beginning principles cannot be eliminated. This study is designed to show the potential effects of using a narrative journal to provide a gateway into more complex types of writing.

Confident Teachers, Confident Learners: The Role of Teacher Self-Efficacy in Kindergarten Writing Instruction

D. Robinson, J. Kidd

Literacy instruction in kindergarten often focuses more on reading than on writing. Is this because teachers know more about teaching reading or because they are less confident in their ability to teach their students to write? This poster session will present initial results from a qualitative study investigating the role of the self-efficacy beliefs of novice kindergarten teachers as they implement writing instruction in their culturally diverse classrooms.

Literature Case Study

E. Welch, N. Cossa

The purpose of this case study is to assess the impact of one preservice teacher's targeted remediation plan for a struggling 5th grade student. The preservice teacher utilized existing assessment data to develop and implement a literacy intervention plan. After completing remediation, the preservice teacher measured the impact by collecting and analyzing pre and post-assessment data.

A mixed model for academic writing assessment linked to pedagogical practices promoting learning in undergraduate students

Jennifer Lopera

Academic writing has been widely discussed in different universities in Colombia recently, as they are fundamental for students' academic production. However, there are no available reflections on how to link academic writing abilities to meaningful learning academic writing practices. This is due to the discussion on what academic writing means for Colombian context, the absence of a reflection on pedagogical practices for higher education and the absence of previous experiences for assessing academic writing learning.

Parent Involvement in Adolescent Literacy

Mary Bartolini

This literature review studies the definition and importance of parental involvement in adolescent literacy and describes findings of studies that focus on promoting home-school partnerships. The review also presents the perceptions that teachers, parents, and students have been found to hold about parent involvement in school

activities. The review includes research suggestions to improve parental involvement in adolescent literacy, particularly in schools that serve students of color or poverty.

Supporting Authoring in Bilingual Children

E. Geiger, J. Kidd

This study examines the oral language of a bilingual preschool student new to the United States as he engaged in drawing and play. The purpose was to explore whether drawing and play activities promoted the child's use of oral language and to examine any differences in the amount of oral language produced when drawing compared to playing. Preliminary results indicate that both drawing and playing while interacting with an adult influenced the child's expressive language.

Early Childhood Educators' Perception of Teaching Reading to English Language Learners With Autism

H. Sawyerr, J. Kidd

This study examines early childhood educators' perceptions of teaching reading to students with autism who are English language learners. Early childhood educators were interviewed on the instructional strategies used in teaching reading to students with autism who are English language learners and the professional development opportunities available to them in teaching these students. Participants were observed teaching reading to students over the course of a month. Implications for early childhood educators are discussed.

9:00 AM - 9:25 AM

Kensington F

Adapting American Best Practice in Literacy Instruction For English and Chinese Literacy Instruction in China

Linda Lewis-White

Can American best practices for literacy instruction be adapted for Chinese and English literacy instruction in public and private schools in the People's Republic of China? Understanding the nature and culture of schools in China is key to developing appropriate professional development for Chinese literacy teachers. This session is designed to disseminate information about literacy instruction in China and observations from the presenter's work with teachers during a sabbatical semester in southeastern China.

9:00 AM - 9:25 AM

Hampton

Peer-Coaching: Reading Specialist Candidates Co-constructing and Distributing Specialized Literacy Knowledge

Sandra Webb

What specialized literacy knowledge do peer coaches demonstrate in their interactions with colleagues? This session presents findings from three cohorts of graduate students in a reading specialist certification program. Findings indicate that peer coaches typically shared resources and experience. In addition, questioning occurred as a common practice. Implications for incorporating critical judgments based on theoretical and research knowledge and focusing on questioning that supports professional learning are key outcomes and discussion topics for session participants.

9:00 AM - 9:25 AM

Windsor A

Measuring Teacher Knowledge of Text through Performance Tasks and Calibration

Michelle Flory

This session focuses on the complex nature of measuring teacher knowledge and discusses in a literature review format some methodologies that capture teacher knowledge of literacy through performance tasks, content knowledge tests, self-perception surveys, and calibration studies. Participants will see that future research in measuring teacher knowledge in reading instruction, especially that of children's literature and text complexity is essential to match the current day accountability placed on teachers through the Common Core State Standards.

9:45 AM - 10:55 AM

Kensington DEF

General Assembly

11:00 AM - 11:25 AM

Oxford

Enriching Instruction Using Differentiation and Technology

D. Quatroche, K. Bauserman

This session will present one year of data that demonstrates how grant supported professional development can effect changes in teachers' perceptions regarding the value of differentiated instruction to enhance student outcomes, along with the use of technology.

11:00 AM - 11:25 AM

Eton

Into the ABCs: Pre-Service Teacher Candidates Learn about the Writing Process through the Creation of Multi-Genre Alpha-Autobiographies

J. Ponder, M. Reid, C. Wadlington, D. Harkins

This session will present the results of a study which explored the nature of teacher candidates' growth in understanding and developing their own writing processes. Through the creation of multi-genre, alpha-autobiographies, along with creative writing journals, teacher candidates wrote within the various writing genres during a process writing course. The creation of alpha-autobiographies not only provided the teacher candidates with the opportunity to explore the writer's craft, but also address significant events in their lives.

11:00 AM - 11:25 AM

Winchester

Field-Note Questions from an Elementary Classroom Observation: Students' Attention to Literacy

M. Kallus, B. Birky, K. Wagner

This study was conducted at a small southwestern university in the initial field-placement course undergraduate teacher candidates pursuing elementary/special education, secondary, or K12 licensure must take. Students record observational field-notes then 'wonder' about what they observe through developing a series of questions. Participants' questions were analyzed to determine the content or focus these teacher candidates expressed in their questions from their elementary classroom observation experiences.

11:00 AM - 11:25 AM

Kensington E

A Qualitative Examination of Teacher Practices on Student Motivation in Reading

L. Brandt, A. Sharp, D. Gardner

Four university professors and nine elementary teachers collaborated together to plan how to improve student reading motivation in their classrooms. Teachers were first inserviced on research-based principles of reading motivation. Each then selected practices to implement in their classrooms. Changes in reading motivation and behaviors were documented through observation notes, self-journaling, interviews, questionnaires, and pre-post attitude tests for students. Qualitative findings showed two major themes of how practices influences both teacher and students.

11:00 AM - 11:55 AM

Windsor A

The Data Matters: Using MAP Data and the Learning Continuum to Build Organic Curriculum

Terri James-Moss

The MAP and MAP-like tests are being used as diagnostic tools to tell teachers "where students are." What exactly is supposed to happen next? This workshop is about using learning continuums and strands from various diagnostic tools (particularly those administered several times each year as progress monitors) to plan curriculum appropriate to students' needs.

11:00 AM - 11:55 AM

Kensington D

Preview the ILA Standards for Literacy Professionals 2017

D. Kern, R. Bean, H. Perkins, B. DeVries, V. Goatley, D. Walker-Dalhouse, A. Swan Dagen, J. Ippolito

Be the first to know the key shifts and research informing the *ILA Standards for Literacy Professionals 2017!* These standards will affect both the preparation and certification of specialized literacy professionals. Lead

writers and the co-chairs will make brief presentations followed by opportunity to raise questions and provide feedback.

11:00 AM - 12:30 PM

Windsor B

Adult Division Meeting

11:30 AM - 11:55 AM

Kensington D

Supporting the Needs of Students at-risk in Kindergarten

Shawwna Helf

When should supplemental support in reading for kindergarteners at risk begin? In this session, I'll share the results of a study comparing progress of kindergarteners who received small-group reading intervention across the full school-year with those beginning the same intervention midyear. Because of concerns about starting a structured intervention for students transitioning to kindergarten, I'll provide suggestions for addressing readiness skills while providing early intervention.

11:30 AM - 11:55 AM

Kensington E

Are we seriously going 1:1 THIS year? A case study of teacher perceptions in the first year of an elementary 1:1 iPad adoption

D. Frazier, A. Trekles

This mixed-methods study followed K-5 elementary teachers through their first year of 1:1 iPad adoption in one mid-western school. Teachers were surveyed at the beginning, middle, and end of the school year during the first year of adoption. A primary (K-2) and upper elementary (3-5) focus group was held in September and December and is scheduled to meet for a third time in May of 2016. This presentation is research-in-progress.

11:30 AM - 11:55 AM

Eton

Is the Case Study Experience an Effective Assignment for Pre-Service Teachers?

J. Gentry, S. Titus, K. Shaffer

The purpose of this study was to determine if the case study used by a senior level university reading course, Assessment and Instruction of Developing Readers, was effective in supporting struggling upper-elementary school readers as evidenced by the case reports completed by the pre-service teachers (N=70). Reading growth and progress results of struggling elementary readers gained from reading assessment tools and methods by pre-service teachers will be explored. Pre-service teachers' qualitative perceptions will be discussed.

11:30 AM - 11:55 AM

Kensington F

College Developmental Reading Courses: A Necessary Journey from Responding to Literature to Comprehending Informational Texts

A. Baer, P. Wilson

For too many years, our university's college developmental reading class used Walls' *Glass Castles* (2006) as the main textbook. Although the catalog specified the purpose of the class as improving students' reading skills at the university level, the actual emphasis was on how to respond better to literature. This presentation provides details about how the course was revised to better meet the demands of comprehending university level informational texts.

11:30 AM - 11:55 AM

Oxford

Expanding Teacher Knowledge Through Effective Online Pedagogy

A. Morewood, J. Ankrum, A. Swan Dagen, S. Taylor

This session will examine the structure of online instruction in a graduate Reading Specialist preparation program. The conversation will focus on the Community of Inquiry (Garrison, Anderson, & Archer, 2000) framework and how this can support effective, collaborative, and engaging online instruction. Online tools will be presented through this framework and actual course strategies will be provided as examples.

11:30 AM - 11:55 AM

Winchester

Disciplinary Literacy, Teacher Knowledge, and Instruction: Lessons Learned

Vicky Zygouris-Coe

Disciplinary literacy teaching and learning requires a complex and multi-faceted framework that involves various types of knowledge. In this session, the presenter will share lessons learned from a year-long professional development on disciplinary literacy with content areas teachers, literacy coaches, and assistant principals. Main lessons include specific ways to develop key school stakeholders' knowledge, modeling discipline-specific instructional strategies, collaborative inquiry, and ongoing professional learning.

12:00 PM - 12:25 PM

Eton

Implementing Dyad Reading with Fiction and Nonfiction Texts

L. Brown, M. Klvacek, K. Mohr, B. Wilcox, T. Morrison

Dyad reading is a modified version of the Neurological Impress Method in which a lead reader and an assisted reader sit side by side and read aloud a shared text in unison. This cooperative peer-assisted reading strategy has been effective in helping English-proficient and English-learning children. Unclear is how dyad reading has been or should be employed by elementary teachers. This presentation describes how dyad reading has been implemented successfully in two elementary classrooms.

12:00 PM - 12:25 PM

Kensington E

Awakening Critical Consciousness: Exploring Ideological Diversions and Habitudes Through Selection of Diverse Texts

Brandie Buford

Pre-service teachers explored the notion and applicability of critical consciousness and critical pedagogy while investigating multicultural novels and picture book annotations for P-12. Course discourse concerning ideological diversions and habitudes revealed underlying preconceptions and biases and evoked queries concerning selection of texts based upon underlying thematic patterns for select cultures. Through insights from pre-service teachers, participants will engage in conversation concerning how to continue the work of preparing pre-service teachers to be critically conscious literacy educators.

12:00 PM - 12:25 PM

Winchester

Eli Review vs. LMS Interactive Digital Tools: The Effect of Peer Feedback Activities to Improve Writing at the Graduate Level

L. Sharp, R. Rodriguez

Peer feedback is an instructional approach that fosters positive social interactions and promotes deeper levels of cognitive understandings (Ching & Hsu, 2013). The exchange of peer feedback is a mutually beneficial process for both the giver and recipient of feedback. This session will present empirical findings from a mixed methods approach that explored (a) the way in which peer feedback was used and processed and (b) how peer feedback influenced the quality of graduate writing.

12:00 PM - 12:25 PM

Kensington F

Considering One Preservice Teacher's Reflections on Writing and Instructional Writing Practices

Leslie Lacroix

This study, explores one preservice teacher's experience reflecting on her work with a second-grade writer. Adopting a mixed-strategy approach, data sources include journal reflections, anticipated practice surveys, cognitive maps, literacy plans, and confidence level surveys. Findings reveal the PST supported multiple aspects of the child's writing and gained insight into instructional practices. The study also shows how complementarity research designs (Greene et al., 1989) contribute to teacher educators' understandings of practices used to engage PSTs.

12:00 PM - 12:25 PM

Kensington D

Leading Literacy Leaders Through School-University Partnership

J. Davis-Duerr, K. Anderson

A first-year elementary school literacy specialist and a literacy professor collaborated within a school-university partnership. Their combined efforts to meet the needs of teachers and students resulted in mutual growth in professional knowledge and skills imperative to their effectiveness in each of their roles. In this presentation, the literacy specialist and professor describe the gains they've experienced and the specific actions that led to these gains.

12:00 PM - 12:25 PM

Oxford

Exploring the World: How Study Abroad Enhances Preservice Literacy Educators' Knowledge for Working with ELLs

J. Rhodes, T. Milby

How does international work enrich preservice educators' literacy instructional practice? This session explores opportunities for embedding global experiences into the literacy curriculum as a means of enhancing preservice teachers' knowledge for working with ELLs.

12:00 PM - 12:25 PM

Windsor A

Motivation to Read Fiction and Non-Fiction: Developmental Differences

B. Marinak, L. Gambrell, J. Malloy, M. Applegate, T. Applegate, P. Fawson, A. Parsons, S. Parson, D. Reutzel

All state standards emphasize reading a wide variety of text, with an imperative on ramping up the amount of non-fiction. However, such mandates beg the question, are children equally motivated to read fiction and non-fiction? And, if not, how can we support them in becoming so? Research suggests that reading motivation may be influenced by text differences. Therefore, a ramification of more rigorous state standards is the need to explore text-based reading motivation.

12:30 PM - 12:55 PM

Windsor A

Just Because It's Digital, Doesn't Mean It's Good: A Rubric For Evaluating Digital Picture Books

C. McGeehan, S. Chambers

The goal of this study was to create and provide a reliable rubric that can be used by educators to select digital texts that are more likely to support the reading process. Based on the reviews conducted to test the reliability of the rubric, the researchers will also provide recommended digital picture books that have the potential to support the reading experiences of students.

12:30 PM - 12:55 PM

Winchesterr

Empathy and reading with the me generation

Jared Collette

Despite the crucial importance of empathy to ethical behavior, incoming college freshman have declined 40% in empathy. Growing research implies that this decline may cause and be an affect of changing literacy practices, which include an increase of media and social networking, less book reading, and a shift in popular novels with more violent intensity. The researcher proposes specific types of empirical studies to better understand the connections of literacy and empathy.

12:30 PM - 12:55 PM

Kensington F

Creating a Framework for Cohesive Literacy Instruction in Intermedia and Middle Grades

P. Watson, C. Briggs

Simple solutions to building strong literacy programs do not exist. Helping intermediate and middle grade schools rethink and revise their literacy programs is a challenging task. While much has been written about comprehensive literacy programs for elementary and secondary schools, fewer resources exist for the middle grades. Through self-

study using a tool designed to identify areas of strength, schools may move towards a focused and coherent schoolwide literacy plan.

12:30 PM - 12:55 PM

Oxford

First-Year Composition Communities: Best Practices for Helping First-Generation College Students Create Meaningful Connections to their Campuses

L. Decker, C. Scott

First-generation college students (FGCS) often face higher rates of attrition and feelings of isolation than their continuing-generation counterparts face (Irlbeck, Adams, Akers, Burris, & Jones, 2014; Mehta, Newbold, & O'Rourke, 2011). One way FGCS combat those challenges is through creating meaningful campus connections. This study looks at the way in which writing communities formed in first-year composition courses can help create those meaningful connections important to the success of FGCS.

12:30 PM - 12:55 PM

Windsor B

Content Area Literacy: Providing effective professional development to support the success of students, teachers, and schools.

B. Rickelman, J. Vintinner, M. Mraz, M. Putman, E. Donovan

In this session, we will share effective strategies for supporting literacy in content areas, as well as discuss the effective development and implementation of professional development plans to support teachers as they incorporate literacy support into content area classes.

1:00 PM - 1:30 PM

Kensington F

Creating Cross-Campus Writing Communities: Preservice Teachers Writing to Learn to Teach Writing

J. Knight, M. Block

We will discuss the findings from a post-secondary student writing project in which undergraduate preservice teachers from two universities wrote and responded to each other in discussion groups focused on writing instruction. We will share the impact this new format of communicating in cross-campus discussion boards had on the students and ways in which their understanding of writing instruction in the elementary classroom evolved through the discussions in the course.

1:00 PM - 1:30 PM

Kensington E

Asking Questions: The Pivotal Coaching Move in the GIR Model

Vicki Collett

This study investigates use of the research-based GIR model as a guide for mentoring student teachers. The model recognizes the varying and increasing expertise of student teachers and the need for different mentoring approaches as student teachers' abilities increase. Specifically, this study examines the third phase of the GIR model, asking questions, and how mentors move from a consulting to a coaching stance in utilizing this move. Types and affordances of questioning are examined.

1:00 PM - 1:30 PM

Winchester

Grit and Mindset: Predictors of Student Success?

S. Nixon, J. Fishback

This session will share the findings from a mixed-design research study that investigated whether grit and mindset could be used as predictors of student success in community college science courses. The objectives of this session are to: (a) explain the Grit Scale (Duckworth, 2007) and Mindset Quiz (Dweck, 2010); (b) identify variables that may be predictors of student success; and (c) discuss whether grit and/or mindset can be used as predictors of student success.

1:00 PM - 1:30 PM

Windsor B

Multiple Perspectives: Exploring Urban Kindergarten Teachers' Early Literacy Beliefs

Katina Kearney-Edwards

This proposal describes data from a mixed-method inquiry into the beliefs of kindergarten teachers in an urban district in the United States. Q-methodology and semi-structured interviews were used to investigate the beliefs on early literacy instruction and engagement with diverse families. Factor analysis and coding of qualitative data identified three distinct profiles. Participants discussed how their beliefs influenced classroom instruction, as well as identified challenges in engaging diverse families around

1:00 PM - 1:30 PM

Kensington D

A Study of the Writing Attitudes of College Level Students

T. Applegate, D. Rafter, H. Chai, L. Welz

This session explores an analysis of data gathered from more than 700 college students from four East Coast universities. Students completed a questionnaire asking them to discuss their attitudes toward writing, an instrument modeled on the Peter Effect studies in reading ("You cannot give what you do not have"). The final analysis includes a full array of sobering observations about the level of our success in conveying to students both the nature and value of

1:00 PM - 1:30 PM

Eton

Literacy Coaching: A Case Study of the Interactions Between a Literacy Coach and Preschool Teachers

Gloria Argenti Hobor

This qualitative single case study examined and documented how an early literacy coach differentiated coaching interactions with three preschool teachers. One of three questions that guided the larger study will be discussed. Findings indicated that: reflection was prevalent during every phase of planning and execution of the interactions, coaching conversations were based upon data gathered from classroom observations and student assessments, and the coach varied her level of support through telling, modeling, directing, and questioning.

1:00 PM - 1:30 PM

Windsor A

Preservice teacher inquiry in the disciplines: Preparing for disciplinary literacy instruction

Michael Manderino

This presentation draws on data collected from secondary preservice teachers (PSTs) in English and Social Studies who were enrolled in a disciplinary literacy course. Data will be shared from PSTs inquiry into a topic in their discipline and their subsequent lesson and unit planning for disciplinary literacy instruction. A model for supporting disciplinary literacy instruction will be shared.

1:00 PM - 1:30 PM

Oxford

From Collaboration to Voice: Teachers Help ELLs Find Voice Through Individual Book Writing Projects

DiAnn McDown

As follow-up to a 12 week literature circle project, researchers spent 12 weeks facilitating individualized book writing projects with 2nd grade ELLs at a low socioeconomic urban campus. Students engaged in collaborative peer discussions and conferenced with adults throughout the book writing process, working within the Daily Five instructional framework and the district's required curriculum map. Researchers will show/discuss actual student samples of the writing progression, as well as many final book products.

1:30 PM - 1:55 PM

Windsor B

Linking Legislation to Instruction in Higher Education: Meeting the Challenges of Transitioning to the ESSA in Pre-Service Teacher Education Programs

Nancy King

The Every Student Succeeds Act legislation of December, 2015, will have a strong impact on instruction in teacher preparation programs. The presenter will review the requirements of the new law and share information about the

provisions of the related literacy initiative, Literacy Education for All, Results for the Nation (LEARN). Teacher educators will be able to use this information to move forward and explore, understand, communicate, and implement the new provisions in curriculum and courses.

1:30 PM - 1:55 PM

Eton

One Case: The Story of Literacy Gained and Literacy Lost

Barbara Laster

As a young and middle-aged adult, the subject used reading to function in her workplace, in her home, and in her community. This case study explores the reading and writing evolution and devolution of a person with Down Syndrome who developed early onset Alzheimer's Disease. This narrative shows how literacy competencies, having been established early in life, are sometimes lost due to disease.

1:30 PM - 1:55 PM

Kensington D

Adaptive Teaching and Complexity: Teacher Knowledge that Makes a Difference in Writing Instruction

M. Robertson, C. Wickstrom

We explore what individual and system influences affect teacher's willingness and ability to adopt and adapt particular instructional practices in their classrooms. We document how teachers implement a district-sponsored instructional intervention we developed to support student writers as well as the accompanying professional development which provided support for teachers in refining their writing instruction. Data analysis yielded clear patterns about teacher attitude/tone/stance and insights/beliefs/theory bases, who and what changed, and what influenced the change.

1:30 PM - 1:55 PM

Oxford

Image Use as Critical Literacy: Pecha Kucha as Assessment

Katie Dredger

What do images convey to an audience when used as adjunct displays when teaching or delivering an oral presentation? Preservice teachers in an Adolescent Literature course examine this question as they present Pecha Kuchas to their peers. Pecha Kuchas are six-minute, forty second oral presentations that are accompanied by twenty slides images. Students responded to the prompt, "How can reading current young adult literature be valuable in light of one social justice issue?"

1:30 PM - 1:55 PM

Kensington E

Building Capacity in a School-Based Literacy Clinic

Nicholas Husbye

This project seeks to identify the types of learning pre-service teachers perceive through participation in a school-based literacy clinic utilizing a multiple case study, bringing together two in-depth interviews with 20 pre-services teachers during their engagement in a semester-long literacy education course as well as instructor field notes, written student reflections, and video of teaching experiences. A primary analysis identified a typology of learning pre-service students experience during active participation in the school-based literacy clinic.

1:30 PM - 1:55 PM

Winchester

Engaging Teachers in Action Research to Promote Disciplinary Literacy

Paula Di Domenico

Disciplinary literacy instruction provides support for adolescents' literacy development. Disciplinary literacy coaching can support teacher's integration of discipline-specific practices into instruction. This presentation will focus on a professional development approach that leverages the action research cycle to support teachers' work with discipline-specific literacy instruction across three disciplines: math, history, and developmental reading. Practical strategies for integrating action research into literacy coaching will be shared.

1:30 PM - 2:25 PM

Hampton

Watch, Wonder, and Why: Using Field-Notes to Connect Pre-Service Teachers' Field Experiences with their Knowledge, Theory, and Practice

M. Kallus, K. Wagner, B. Birky

The Watch, Wonder, and Why field note format allows candidates to record field notes, wonder (ask questions) about what they observe/do in a classroom, and then connect observations and questions to knowledge or theory, thus enhancing pre-service field experiences. Teacher candidates using this field note-taking model have opportunities to observe, question, and connect what they see and/or experience in their field placement(s) to theory and/or newly learned course content.

1:30 PM - 2:55 PM

Kensington A

College Literacy Division Annual Meeting - Idea Exchange

VOCABULARIANS: Inspiring Content Area Vocabulary Instruction

H. Chai, L. Welz

Time Management: Where are you in Stephen Covey's 4 Quadrants?

Maryann Errico

Engaging Pre-Service Teachers in Research

N. Cossa, C. Nash

Developing Meaningful Rubrics for First-Year Experience Courses

D. Sand, E. Jones

The Importance of a Text's Surface Features for College Students' Critical Reading Skills: Little Items with a Big Impact

Frances Shapiro-Skrobe

Literacy Learning in Online Environments: Critical Aspects Regarding Content, the Instructor, and the Learner

Laurie Sharp

Using Asynchronous Online Book Groups to Engage Students

Carolyn Stuft

Organizing an Effective Classroom Library

P. Sullivan, S. Horst, E. Baugher

Strategies for Teaching Public Speaking to High School through College Students

Bettina P. Murray

Is There a Place for Poetry in the Common Core?

T. Morrison, B. Wilcox, W. Laycock

Shifting Pre-Service Teachers' Beliefs About Writing: Practical Applications, Strategies, and Techniques

T. Hodges, S. Matthews

Do Today's College/University Students Read Differently?: If So What Does This Mean for College/University Instruction?

H. Jon Jones

Constructing Meaning from Illustrations in Picture Books

Karen Kindle

Reflections on Teachers in the Midst of Change: A Researcher's Perspective

Katharine Covino

Student Engagement Strategies that Work!

A. Degroot, E. Kaiden

Enhancing Media Literacy Throughout a Study Abroad Experience

Debra Coffey

Collaborative Efforts to Support the Academic Writing of Teacher Candidates

C. Cook, A. Mucci-Guido

Integrating Children's Books into Teaching Math and Science

Eva Ogens, Caldwell

2:00 PM - 2:25 PM

Winchester

Examining the Effects of Read Two Impress and the Neurological Impress Method on Students' Reading Fluency, Comprehension, and Attitude

C. Young, J. Gomez, R. Christensen

This study examined the effects of the Neurological Impress Method and Read Two Impress on eight reading measures. The 57 first, second, and third grade students were pre- and post-tested on eight different reading measures. Several 3x2 factorial ANOVAs revealed significant interaction effects on retell, comprehension questions, and the multidimensional fluency scale. Moreover, a comparison of mean difference effect sizes revealed larger effects on all reading fluency and comprehension measures in the treatment groups.

2:00 PM - 2:25 PM

Windsor A

Improving Urban Reading Achievement Through Implementation of the Academy Model

D. Paige, T. Magpuri-Lavell, R. Cooter, E. Dinkins

This presentation describes implementation of the Academy model (Cooter, 2003,2004) to improve teacher capacity for teaching reading. The project has completed its second year with 604 teachers, 30 instructors, 41 coaches, and over 9,000 students from the 39 lowest performing elementary schools in the district participating. Year-over-year results suggest students have made statistically significant gains in phonics understanding, sight word reading, reading fluency, and comprehension.

2:00 PM - 2:25 PM

Kensington F

Critical Teacher Knowledge Gained from Master's Degree Programs: What Difference Does It Make in the Age of Scripted Instruction?

J. Cobb, N. Howard, M. Ellerbe, M. Larrimore, S. Shirley, K. Driscoll

Seventy-five in-service teachers, recent graduates of a literacy Master's program, were surveyed to inquire about their perceptions of the impact of their newly acquired degrees and knowledge, which included in-depth study of the latest literacy research. Often, this research was in stark contrast to the curriculum and best practices being mandated in their districts. How they applied the new critical knowledge when returning to their classroom contexts constituted the findings of this research study.

2:00 PM - 2:25 PM

Kensington D

Complex, not Complicated: The Evolution of a Professional Development Transformation

A. Icard, A. Morewood

Through the lens of the complexity theory (Lewin, 1993; Morrison, 2010) this formative design case study presents one teacher's professional development evolution. The interaction of reflection and knowledge acknowledges that transformation is a non-linear network. Through the analysis and triangulation of data sources, many themes emerged and will be presented. Overlaying The Model of Teacher Change (Guskey, 2002) with a complexity theory perspective (Lewin, 1993; Morrison, 2010), the findings demonstrate PD is complex, not complicated.

2:00 PM - 2:55 PM

Windsor B

Meet the ALER Editors: Mentoring Aspiring Authors and Recruiting Potential Reviewers

2:00 PM - 3:30 PM

Windsor A

Making Literacy Instruction Come Alive with TPACK!

Todd Cherner

In an educational era hallmarked by changing standards and increased technological demands, educators can use the Technological, Pedagogical, and Contextual Knowledge framework (TPACK) as an instructional and theoretical guide for teaching and research. This workshop will explain TPACK before offering attendees different teaching strategies they can use to develop their students' literacy skills that are steeped in technology. This workshop will conclude by analyzing and discussing the different strategies using TPACK.

2:30 PM - 2:55 PM

Eton

Literate Gaming: Adolescents' Videogame Play and Reading Responses

Carolyn Stuft

Videogames are a form of literacy that fosters students' interest and engagement in a variety of literate practices (Gee, 2007; Gerber, 2009), serving as a bridge for in-school and out-of-school literacy practices (Abrams, Gerber, & Burgess, 2012). This qualitative case study focused on youth's reading and discussions of videogame related texts in an after-school setting. Findings from a survey and focus group regarding connections between adolescents' gaming and reading habits will be presented.

2:30 PM - 2:55 PM

Kensington D

An Analysis of Features and Readability of Websites for Children

J. Pilgrim, S. Vasinda

Web literacy skills have been promoted by educators as a way to help students as they encounter and navigate online information. Yet, are websites designed specifically for children reflective of typical online material? This session presents a systematic analysis of websites for children. The content of popular children's websites was evaluated in terms of Internet "readability," including the use of Internet/text features. Research findings will be presented.

2:30 PM - 2:55 PM

Kensington F

Examining Teacher Education in the Era of Technology Integration

M. Nottingham, B. McClanahan, R. Johnson, S. Morrison, J. Stout, M. Smith

This on-going, multistate study investigated K-12 teachers' use and perceptions of effective classroom technology used to teach 21st century skills. Though the main focus of this study was on *how* technology is being used in the classrooms of the study's participants and what form of professional development or training the participants had prior to the study, it also sought to determine the role played by educator preparation programs.

2:30 PM - 2:55 PM

Oxford

How preservice teachers develop an identity for teaching "struggling readers" in an afterschool reading clinic

L. Ortmann, S. Simonson

This research session describes how preservice teachers enrolled in a fieldwork experience housed in an afterschool reading clinic for below grade level 3rd graders developed identities for teaching that include self-efficacy beliefs and instructional practices with "struggling readers." The results of the study as well as insights into how to include preservice teachers in establishing responsive, school-level partnerships will be discussed.

2:30 PM - 2:55 PM

Windsor A

Opening Space for Response to Nonfiction Literature: The Critical Role of Teacher Knowledge

Stacey Korson

This qualitative study examines the role of nonfiction literature in two third-grade classrooms. The study investigated teachers' use, selection, and instruction of nonfiction literature; as well as students' response. Data collection consisted of interviews, classroom observations, and artifacts. Findings indicate that although teachers approached nonfiction literature instruction from different pedagogical stances (i.e. teaching *about*, teaching *from*, and teaching *with*), their classroom practices opened space for students to evoke a response to the nonfiction literature.

2:30 PM - 2:55 PM

Winchester

Finding "Inclusion" in Children's Literature: Representation of Characters with Disabilities in Children's Stories

S. EVANS, B. Tatman Ferguson, N. Thorsos

Inclusion can be facilitated through utilization of children's literature that include characters with disabilities. The ways characters with disabilities are portrayed, what is pictured and said have a powerful impact on how children view disabilities, others and themselves. The availability and disproportionate representation of disabilities in books, the quality of stories, and the lack of awareness by teachers will be discussed. During the session, participants will also explore books and analyze them for ableism.

2:30 PM - 2:55 PM

Kensington E

Augmented Reality: Adding a Third Dimension to Preservice Teacher Thinking and Learning

Sheri Vasinda

Augmented Reality (AR) provides an opportunity to bridge traditional note taking or other traditional learning artifacts and add a third dimension of thinking and learning. Using smartphones and a free AR app, Aurasma, preservice teachers created virtual artifacts layered on entries in their traditional academic notebooks to extended their thinking about literacy learning and disciplinary vocabulary. Samples of preservice teachers work will be shared as well as directions and advice for implementation.

3:00 PM - 3:25 PM

Oxford

Inference Demands of Passages in One Elementary Core Reading Program

T. Morrison, B. Wilcox, S. Webster, P. Ricks, G. Moser, A. Helm, E. Ernenwein

One essential aspect of comprehension is the process of drawing inferences. An inference refers to any piece of information that an author does not include in text, but that he or she expects readers to use to make meaning. Although all readers must make inferences as they read, we know little about the types of inferences children are expected to make in core literacy programs. This presentation will outline the

3:00 PM - 3:25 PM

Windsor A

Interactive Read Alouds and Inquiry: A Case Study

Joy Myers

This case study highlights how a kindergarten teacher embodied an inquiry stance while using action research to investigate her use of interactive read alouds. With only a limited amount of unscripted time during her literacy block, Jill (a pseudonym) needed additional information about her instructional choices. Through her research process, Jill came to the understanding that action research is one way to learn about and implement practices she believed best served her students.

3:00 PM - 3:25 PM

Eton

Literacy Coaching Discourse as Part of Online Graduate Level Coaching Course

S. Massey, L. Ortmann, K. Brodeur, C. Bertelsen

This research session describes how graduate students enrolled in online coaching courses multiple university sites demonstrated their understanding of effective coaching conversations while engaged in an authentic coaching experience with peers, classroom teachers, and university instructors. Student participants increased their professional development knowledge by engaging in a coaching cycle process in which they viewed exemplar videos and participated in peer review, analysis, and self-reflection using video and/or audio recordings and conversation transcripts.

3:00 PM - 3:25 PM

Kensington E

Beliefs, attitudes, and outcomes: Exploring relationships between teachers' beliefs, instructional practices, and ELL students' literacy development in mainstream classrooms

J. Gray, B. Doyle, R. Silverman, P. Proctor

In this session, we will describe a study we conducted that was designed to explore the nature of literacy instruction provided by third through fifth grade general-education teachers who held varying beliefs about including ELLs in their classrooms. We will discuss the findings of our study and their possible implications for the instruction and support provided to pre-service teachers in their reading and language arts methods courses.

3:00 PM - 3:25 PM

Kensington D

Close Reading: A Support for Comprehension?

V. Robnolt, J. Jones, J. Welsch

Close reading can be defined as “mindfully extracting and internalizing the important meanings implicit in a text” (Paul & Elder, 2008, p. 9). Across the literature, common elements of close reading are described: (a) repeated reading of text, (b) deeply reading complex text, (c) the use of text dependent questions, and (d) the use of comprehension strategies. This session will explore the use of close reading as a support for students’ comprehension of text.

3:00 PM - 3:25 PM

Winchester

Examining Preservice Teachers’ Perceptions of Teaching Common Core-Aligned English Language Arts

Susan Sturm

This qualitative study explores the perceptions of eight pre-service teachers regarding the teaching of Common Core-aligned English language arts. Specifically examined are the participants’ understandings of the CCSS, the EngageNY ELA curriculum, and their feelings about becoming teachers. Emergent themes suggest that pre-service teachers feel unprepared to develop an ELA curriculum, they are unaware of the political implications of curriculum development, and they are anxious about becoming teachers during a time of great educational change.

3:30 PM - 3:55 PM

Oxford

How to Measure Writing Affect: Developing and Validating a Newly-Created Instrument

K. Wright, T. Hodges

This study describes the validation of a new measure of self-efficacy towards writing. We administered the Student Writing Affect Survey (SWAS) to over 500 students in sixth through eighth grade and split the sample to conduct exploratory, confirmatory, and higher order factor analyses. We provided external validation by administering this survey to a smaller group of students and correlated their scores and teacher ratings. The SWAS yields valid scores to measure students' self-efficacy towards writing.

3:30 PM - 3:55 PM

Windsor A

R 2 = COLLABORATION: A COMPARISON OF THE EFFECTS OF INTERACTIVE READ-ALOUDS AND READ-ALOUDS ON STUDENT ACHIEVEMENT AND STUDENT ATTITUDE IN GRADE-THREE MATHEMATICS

J. Guerra-Castaneda, D. Pearce

A reality exists that students are often baffled by mathematics. While reading aloud has long been thought of as a means for increasing students’ engagement, reading abilities and proficiency, the last two decades have seen two

events unfold which have increased the scope and context of reading aloud to children-the development of Interactive read-alouds and integration of children’s literature, including reading aloud, within content areas.

3:30 PM - 3:55 PM

Eton

Making Thinking Visible: Three Essential Elements No Class Can Live Without!

K. Maynard, G. Southall

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.

3:30 PM - 3:55 PM

Kensington D

Am I Getting Through?: Teachers’ Language During Individual Reading Conferences with First-Grade Students

B. Pletcher, R. Christensen

During this session, we will discuss our study that explored the language first grade teachers use during one-to-one reading conferences to provide teaching points and to prompt children to be strategic on text. The findings from this research have implications for teachers, literacy coaches, and teacher educators as they work toward refining their conversational skills with young readers.

3:30 PM - 3:55 PM

Kensington F

Developing and Increasing In-Service Teachers’ Understanding about Diversity in their School Contexts

M. Protacio, S. Piazza

In this presentation, the authors will describe and discuss the Diversity Profile that graduate students have to complete in their “Teaching Reading in a Diverse Society” course. By analyzing participants’ Diversity Profiles, the authors will discuss how completing this project helped in-service teachers’ become more aware of the multiple forms of diversities in their school settings and increased their understanding of how they can be more culturally responsive teachers.

3:30 PM - 4:55 PM

Windsor B

Teacher Education Division Meeting

3:30 PM - 5:00 PM

Hampton

Reading Notable Children's Books in the Language Arts (NCBLA) Through a Mathematical Lens

D. Porter, K. Althaus

Two professors, who teamed to investigate the effectiveness of using Notable Children’s Books in the Language Arts (NCBLA) as tools for integrating English language arts and mathematics within their elementary methods courses, will share lessons learned and invite a lively exchange of ideas around the topic of integrative learning. While reading NCBLA texts through a mathematical lens, participants will experience the materials and pedagogical approaches intentionally selected to build connections between these seemingly disparate fields.

4:00 PM - 4:25 PM

Winchester

Exploring College Students' and Professors' Attitudes Towards Reading

Pam Hollander

Students have a variety of difficulties with college level reading. In this research, we asked professors and students about their attitudes towards reading. We interviewed 10 science professors and surveyed 306 undergraduate students. Regarding the students’ attitudes, our survey showed that most students did not complete class readings and 40% found the reading difficult. Professors and students’ perceptions as collected in these interviews and surveys show a misalignment between the two groups.

4:00 PM - 4:25 PM

Windsor A

Principles that Teacher Educators Should Consider When Teaching a Content Area Literacy Course across Disciplines

K. Ming, C. Mader

Content area literacy and disciplinary literacy are terms that are used in the context of teaching content area literacy courses. While these concepts refer to the use of literacy strategies in the delivery of content area instruction, their purposes are different. For teacher educators to apply each of these concepts appropriately as they prepare teachers to teach in their various disciplines, they should consider key principles as they design and deliver content area instruction.

4:00 PM - 4:25 PM

Eton

Literacy Teachers' Visions for Instruction

S. Parsons, M. Vaughn, A. Bruyning, N. Daoud

Effective literacy instruction requires deep knowledge and literacy teachers also have to navigate the shifting influence of policy and instructional mandates. In short, teaching literacy is complex. Researchers suggest that teachers with a clear vision are best able to navigate this complex position. Accordingly, we have the candidates in our literacy methods courses articulate vision statements. The research presented here followed eight teachers for seven years from a literacy methods course into their teaching careers.

4:00 PM - 4:25 PM

Kensington E

Developing Pre-service Content Area Teachers' Knowledge of Online Literacy Applications

Roberta Linder

The presenter describes her efforts with integrating online literacy applications into a content area course. Teacher candidates were introduced to KidBlog, Padlet, VoiceThread, Quizlet, word cloud generators, and StoryboardThat, and the student response site Kahoot! Survey results and written responses indicate that students were largely unfamiliar with many applications, they were beginning to see limited use of applications in their field experiences, and they can envision themselves integrating some of these into their own teaching.

4:00 PM - 4:25 PM

Oxford

Hub of the Classroom or Just a Place to Store Books?: A Content Analysis of Elementary Classroom Libraries

B. Pletcher, S. Tiet

While the classroom library is often a fixture in primary and intermediate level classrooms, they vary in their content, placement, and use. We wanted to find out what they look like, what are they made of, and how are they utilized in two schools with which we work. We surveyed teachers and visited several classrooms in order to answer these questions.

4:00 PM - 4:25 PM

Kensington D

Storying Femaleness: The Complexity of Book Selection for Pre-Adolescent Girls

S. Matthews, S. Meister, A. Franks

Textual constructions of femininity young women should read are often debated. This study presents the discursive mediations on femaleness and adolescence of 8 fifth-grade girls as they transacted two discrepant narratives--a counter story and a pre-teen series text. Informed by a theoretical framework of reading as transaction, poststructuralist and feminist communitarian underpinnings, the research design privileged preadolescent female voices through use of critical discourse analysis, conversational analysis, and a transactional tool of analysis.

4:30 PM - 4:55 PM

Oxford

Intrapersonal Tensions – Teachers in Conflict with Themselves: A Close Look at Literacy Educators Inhabiting the Borderland between Continuity and Change

Katharine Covino

Teachers engaging with new models for classroom instruction often face *intrapersonal* tensions. As they consider new methods and strategies, they must often embody conflicting aspects of ‘continuity’ and ‘change’ (Bloome et al., 2004). A recent study carried out in a diverse, urban, early-elementary school literacy classroom offers educators and academics insights into the unseen struggles of teachers as they counterbalance the benefits of new practices with (and often against) the expectations of the established curriculum.

4:30 PM - 4:55 PM

Eton

Literacy Practices Through A Family's Lens: What Can Teachers Learn From Parents

D. Davis, I. Haynes, S. Pannell, J. Trier

This session will demonstrate the tenacities, occurrences, and discourse of African American family-based literacy practices and connections with their families’ ecology. Several practices will be explored, including; family connection, religious and civil rights–enhancement literacy practices. We will discuss the influences of the multiple contexts of those literacy practices on the language and literacy development of African American children. Additionally, how the passageway for those practices across the school-community periphery made transpire.

4:30 PM - 4:55 PM

Windsor A

New literacy practices, skills, and identities: Critical understandings for the 21st century educator

Lisa Delgado Brown

This qualitative study explored literacy practices and skills of young adolescents within digital contexts. Participants in the study were 18 sixth grade students from three different schools. Data sources included a survey, individual interview and activity session. Findings clarify how young adolescents’ literate identities are shaped by the literacy skills and practices in which they engage in digital contexts. This information is critical to teachers as they plan literacy instruction for their 21st century learners.

4:30 PM - 4:55 PM

Winchester

Getting to know your parents: Establishing a meaningful partnership from day one

J. Araujo, T. Morton

In this interactive session attendees will learn about how two reading professors use advocacy to increase parental involvement in two undergraduate literacy classes. Research shows that it is important to train teachers about the ways parental involvement can foster literacy achievement. Participants will learn about activities they can use in their own settings with preservice teachers.

4:30 PM - 4:55 PM

Kensington F

Exploring Pre-Service Teachers’ Digital Storytelling Projects: Metaphors that Changed our Teaching

S. Daley, J. Sydnor, T. Davis, L. Coggin

In this self-study we present an overview of teacher candidates’ digital stories to envision future classrooms. We explore implicit metaphors that made visible their evolving beliefs about literacy learning.. The metaphors revealed tensions that allowed us to see opportunities to strengthen our own teaching practices. Implications include how the research inspired us to find ways to support teacher candidates to negotiate the complexities related to their evolving beliefs and understandings and negotiate their professional identities.

4:30 PM - 4:55 PM

Kensington E

Collaborative Coaching for Disciplinary Literacy

L. Elish-Piper, S. L'Allier, M. Manderino, P. Di Domenico

The Common Core, Next Generation Science Standards, and C3 Framework for Social Studies provide targeted disciplinary literacy skills that middle and high school teachers need to teach. Disciplinary literacy coaching helps

teachers update their instruction to address how knowledge is created, shared, and used in their disciplines. The presenters will share an overview of a disciplinary literacy coaching model and exemplars of disciplinary literacy coaching in English Language Arts (ELA), science, and social studies.

5:00 PM - 6:00 PM

Kensington A

New Member Meet and Greet

6:00 PM - 10:00 PM

Off-Site

Friday Night Event

Saturday, November 5, 2016

7:00 AM - 5:00 PM

Pembroke

Reading Room

7:45 AM - 9:50 AM

Kensington G

Awards Breakfast

10:00 AM - 12:00 PM

Kensington DEF

Presidential Address & Legislative Assembly

12:00 PM - 12:25 PM

Kensington D

Preservice Teachers Perceptions of ELL Students: How to Build from Their Funds of Knowledge

Ashlee Horton

This presentation highlights a qualitative study examining preservice literacy teachers' perceptions of English Language Learners (ELL) students they encounter during PreK-3 field experience embedded in a literacy methods course. The study measures their perceptions, using a questionnaire at the onset of the semester, and compares it to the perceptions after working in a classroom with ELL students. The session also includes student artifacts as well as instructional strategies taught during the methods course.

12:00 PM - 12:25 PM

Windsor C

Using data to inform professional development programs: The results of a 1-day Self-Regulated Strategy Development (SRSD) training on current educators' perspectives on quality writing, quality writing instruction, and SRSD instruction

Y. Iwai, L. Rogers

The Self-Regulated Strategy Development (SRSD) model is the only writing intervention recognized by What Works Clearinghouse as evidence-based. Researchers conducted a practice-based professional development training to explicitly teach the SRSD instruction to current educators. In this presentation, the researchers will present how that training impacted current educators' views on quality writing, quality writing instruction, and the SRSD model. The presentation will also offer recommendations for literacy educators as to how to implement the SRSD training.

12:00 PM - 12:25 PM

Kensington F

Technology to Advance the Acquisition of Academic Language: V-Tweets

N. Wilson, L. Smetana, D. Grisham

V-Tweets, a vocabulary learning strategy, is easily accessible to the K-12 classroom with limited access to technology. In the construction of the 'Tweet' students distill essential elements of the term and add a visual image to anchor the word meaning. V-Tweets can be incorporated into different contents/disciplines with websites and

databases that are school-approved. The strategy is interactive, engages a diverse student population with words and concepts, and enhances comprehension and communication over complex texts.

12:00 PM - 12:25 PM

Windsor A

Title: EDRD 650-Supervision and Administration of Reading Programs: An examination of teaching and learning in an online graduate literacy class.

Carolyn Hitchens

This study examines a graduate online literacy course focusing on program supervision, with the following research question: What is the nature of the teacher and student instructional experience? Participants include students and instructor from three sections, one from 2013, 2014, and 2015. Archival data are coded and categorized leading to themes (Marshall & Rossman, 2011). Preliminary results indicate students and instructor communicated regularly, and students found videotaping themselves conducting a professional development was valuable.

12:00 PM - 12:25 PM

Kensington E

Read Early, Benefit Later? References to Texts for Early Readers in Texts for Adolescents

Mary Roe

This investigation considers whether information from the texts typically read or heard by emergent and novice readers holds importance for texts written for adolescent readers. A qualitative context analysis of the 2013-2015 Newbery winners and honor books forms a basis for exploring whether an understanding of these early texts continue to hold importance for adolescent readers to understand wording, recognize references, or make inferences in texts written for them.

12:00 PM - 12:25 PM

Hampton

Revising Neuromyths to Enhance Critical Teacher Knowledge

S. Juth, K. Mohr

Recent research indicates that several common neuromyths are pervasive among teachers, who communicate them to students and their parents. Although well intended, misinterpretations of brain science leads to mis-application of critical research instead of supporting students' learning. This workshop will review several literacy-related neuromyths and then help attendees build a more informed understanding that can be shared with preservice teachers. Attendees will leave with their own version of This, Not That for brain research.

12:00 PM - 12:25 PM

Eton

Improving Early Literacy through Effective Graduate Level Professional Development

L. Haisfield, M. Clark

Districts throughout the country grapple with how to promote early literacy skills. To provide teachers the knowledge needed to effectively teach literacy to struggling readers, Denver Public Schools developed a program for teachers to take graduate courses around the tenets of Guided Reading Plus. This session will present results showcasing the initiative's successes, as demonstrated by literacy gains of students whose teachers participated. Further, it will review the practical steps taken in this program's development.

12:00 PM - 12:25 PM

Roundtable #1

Kensington A

Field Experience Impact on Preservice Teachers Efficacy Levels for Teaching Reading in the Content Areas

Daphne Hubbard

Middle grades teacher candidates enrolled in a content area literacy class were surveyed prior to a 15-hour field experience in a center for literacy and learning to determine their efficacy levels for teaching reading in the content areas. A post-field experience efficacy survey was also administered. This presentation will provide a quantitative and qualitative overview of the teacher candidates pre and post-efficacy surveys and a summary of the process and products associated with the field experience.

Reading in the Dark: A Critical Race Analysis of Racial Representation in Caldecott and Honor Books from 2000 to 2015

Terry Husband

The purpose of this study is to examine how race is represented in Caldecott Medal and Honor books from 2000-2015. Content analyses indicate that a significant percentage of Caldecott books lack main characters from who are from racially diverse backgrounds. Although the Caldecott Honor books have a greater representation of racially diverse main characters than the Caldecott Medal books, the roles that racially diverse characters portray in these books are very limited. Implications are discussed.

"Thinking Like an Artist in Core Curriculum Subjects" - Preservice Teachers Participation in a Federally-Funded Arts-Integration Project

Peggy Daisey

The purpose of this roundtable is to describe the rationale and model of, as well as the participation of preservice teachers in, a 4-year federally-funded art-integration project to improve reading achievement in an elementary and middle school, populated by urban minority students living in poverty.

Academic Language: Understanding Instructional Language

Linda Burkey

Academic language is receiving more attention because of teacher performance assessments and student achievement tests. Teachers and students use language in specific ways to participate in learning and assessment tasks. An element of academic language, instructional language, affects students' control over their vocabulary development and academic achievement. A study was undertaken to determine what preservice teachers understand regarding instructional language and how it assists in literacy development. The research information gathered will be shared.

LIFESPAN COMMUNITY LITERACY CENTER CHILDREN'S TUTORING PROGRAM

W. Nichols, S. Bennett-Armistead, J. Wellman-Little, S. Mitchell

There is evidence that children who fall behind in reading in the first grade are 88% more likely to be reading below grade level in 4th grade (Juel, 1988). Unless early intervention occurs, it is unlikely that at-risk readers will catch up to their peers. This presentation explores how to develop a lifespan community literacy center in order to provide meaningful teacher-student interactions.

Barriers to Implementation of Evidence Based Practices: Self-Efficacy, Teacher Attributions, and Collective Efficacy

J. Nichols, S. Bennett-Armistead, S. Mitchell, W. Nichols

Millions of dollars are appropriated to schools to help reform education and use proven, experimental-controlled comparisons on standards based measures and methods of effectiveness (Slavin, 2002). While there are many organizational variables that impact implementation this study will use ANOVA to analyze the collected survey data from area teachers regarding teacher factors, teacher self-efficacy and attributional profiles, and school level factors, collective efficacy and the relation to the level of implementation of evidence-based practices.

Motivation and Adolescent Writers

Amanda Ayers

Writing is one of the most important skills that can be learned, and it can be the most daunting to learn. Writing can be a very difficult task, and it can be extremely difficult if the writer lacks the motivation to write. Research suggests that student motivation declines in the middle school years which could affect student academic growth (Haladyna & Thomas, 1979).

Enrich Mentoring Literacy with 16 Habits of Mind

Lynne Miller

Successful literacy teaching in clinical settings illustrates the empowerment and magic of Mentoring Literacy. Mentoring Literacy processes help struggling or reluctant readers break cycles of discouragement and defeat and find their voices as successful, motivated literacy learners. Magic seems to happen as both teachers and students engage in strategically crafted literacy experiences from a shared stance of wonderment and awe, incorporating a variety of the 16 Habits of Mind.

12:00 PM - 12:55 PM

Winchester

Teaching is not telling: Modeling during writing instruction

S. Read, J. Knight

We present exploratory research on how writing instruction is instantiated in two major comprehensive literacy programs. Following this brief overview, the presenters will demonstrate how modeling can support writing instruction. Participants will brainstorm skills and strategies that should be modeled for various levels of students and types of writing and engage in role play to practice modeling. Implications for teacher education will be considered.

12:00 PM - 12:55 PM

Oxford

Viewing Content Curriculum through the Lens of Language Acquisition: Trends in Developing Content Fluency

P. Durham, J. Ingram

This workshop will try to shed light on the question of how content curriculum is being advocated to educators through a content analysis of three peer-edited national literacy journals. It will then discuss helping teachers to develop content language fluency in today's learners. The participants will engage with the knowledge presented throughout the workshop using content language learner strategies.

12:00 PM - 1:25 PM

Windsor B

Dissertation, Master's, and Teacher Researcher Award Presentations

12:30 PM - 12:55 PM

Windsor C

Using Reader's Theater to Enhance Comprehension of Complex Texts: Novel Ways Brod Bagert's Expository Poems Increase Comprehension

W. Thompson, D. Coffey, J. Shivers

One method for addressing the disparity between reading levels of students graduating from high school and the reading expectations universities have for them is repeated readings of complex texts. Teachers become concerned when better readers become disengaged when rereading material. This research presentation focuses on novel ways to use Brod Bagert's poetry in Reader's Theater to hold readers' attention during repeated readings, while increasing their comprehension and understanding of science content.

12:30 PM - 12:55 PM

Windsor A

Understanding Science and Social Studies Literacy: Building teacher capacity in disciplinary literacy

E. Dinkins, C. Price, T. Magpuri-Lavell

Disciplinary literacy asks teachers to utilize the unique literacy practices that disciplinary experts use to approach and create texts. This session will present instructional activities, themes of teacher knowledge building and classroom actions resulting from a one-year action research project with in-service teachers focused on fostering literacy instruction in middle and high school science and social studies classrooms. The project was designed to build teacher knowledge to foster strategic instructional decisions. Disciplinary literacy asks teachers to

12:30 PM - 12:55 PM

Kensington D

ILA's Diversity Standard and the Professional Practices of Teachers with English Learners in K-12 Schools

N. Nilsson, A. Kong

Presenters will share the results of a survey of the professional practices of elementary, middle, and high school teachers with English learners in public and private schools in a major metropolitan region in the Northeast, and discuss how effectively teachers met ILA's Diversity Standard 4 (Standards, 2010). The implications for teacher education programs will be addressed. Presenters will share the results of a survey of the professional practices of elementary, middle, and high school teachers with

12:30 PM - 12:55 PM

Eton

Leveraging Cooperating Teacher Knowledge to Enhance Discourse in the Field Experience

M. Genest, P. Crawford

This presentation will focus on how cooperating teachers' dialogue about literacy instruction can develop with support from a university teacher education program. With the read-aloud practice as the focus, written feedback and verbal feedback conferences were analyzed to provide insights into the instructional discourse that occurred. Results indicate that when a feedback tool was provided in the second phase of the study, there was improvement in the quality and quantity of discourse about literacy instruction.

12:30 PM - 12:55 PM

Kensington E

Supporting Young Students' Construction and Integration of Meaning through Discourse

Cindy Jones

Comprehension instruction in the primary grades can and should draw on students' oral language to develop the necessary processes of building meaning from texts. This session shares information gained from a study focused on teaching third grade students how to construct meaning and integrate comprehension strategies through the processes of conversation.

12:30 PM - 12:55 PM

Kensington F

The Case of a Teaching Academy: Literacy as the Vehicle for Increasing Teacher Knowledge and Better Preparing New Teachers for the 21st Century

Maria Tsalikis

An increasing teacher shortage is creating a need for qualified teachers. School districts and other institutions, such as universities, are engaging in joint efforts to recruit and retain highly qualified teacher professionals. A teaching academy is one way of introducing new teachers to the field. Through literacy, the importance of teacher knowledge is presented and brought to the center of this program. Future educators will be better prepared to embark in their professional journey.

12:30 PM - 12:55 PM

Kensington A

Roundtable #2

Team Teach to Succeed: Transforming the Student Teaching Experience

M. Rosen, L. Rabinovich

The student teaching experience is one of the most significant and influential phases of teacher preparation in pre-service programs. Unfortunately, it has remained stagnant: student and teacher working more in isolation than together. (Heck, 2013, Roth & Tobin, 2006). New Jersey City University is in beginning stages of transitioning toward a co-teaching model where teacher candidates and cooperating teachers work closely together, both in person and online. This session will share early findings and highlight the

Using Children's Literature to Help Preservice Teachers Learn about Different Types of K-6 Students

S. Szabo, D. Lee, S. Williams

Preservice teachers have preconceived ideas about students in the classroom. However, when they get to the classroom they have to work with a variety of children, as our classrooms are filled with different types of children. We created before, during and after activities to help preservice teachers confront their preconceived ideas and then used children's literature to help them change their perceptions.

Designing and Implementing Schoolwide Models for Reading

Shawwna Helf

Two important concepts embedded in school-wide reading models are: a focus on all students (framework supporting comprehensive and coordinated reading goals, assessment, and instruction) and a focus on each student (differentiated and individualized instruction). The purpose of this session is to: describe components of a multi-tier school wide reading model in the early grades; provide recommendations for the role of the reading

specialist in establishing and maintaining a model that is cohesive and integrated; and discuss the need for administrative support.

Exploring the Power of Professional Development for In-Service Teachers on Guiding Beginning Readers to Become More Metacognitive in Their Oral Reading

S. Pratt, A. Martin

More proficient readers are intentional in their use of reading strategies, while less proficient readers often rely on one strategy to assist them in their reading. This session will share preliminary study findings that could impact how we envision professional development with in-service teachers. The topic of the professional development is how teachers can encourage beginning readers to be more self-aware of their thinking while they are reading.

Using Book Clubs to Increase Reading Motivation

Shirley Bleidt

As state and national reading assessment results continually show a gap in achievement between African Americans and other student subgroups, teachers search for ways to meet the literacy needs of this population. This study examines the potential benefits of using a book club to motivate young African American boys to read. Also explored was how the book club experience affected a teacher's understanding of her students' culture and unique needs.

Investigating the Knowledge of Literacy Among Teacher Candidates in One Alternative Certification Program: Are We Preparing our Alternative Certification Teacher Candidates Effectively as Future Teachers of Literacy?

J. Coyne, N. Cossa, T. Hollas

Districts across the United States are struggling to hire teachers to fill their classrooms in the midst of a teacher shortage. A popular solution is hiring teacher candidates from alternative certification teacher education programs. As professors of alternative teacher certification programs at the university level, we have a vested interest in the quality of our program. In this session, we would like to share the results of our study investigating the following a teacher candidates'

Literary Understandings in a Kindergarten Makerspace

C. Kyser, S. Youngs

This research investigated kindergarten students' literacy practices within a unique learning environment, a makerspace, where students are given the freedom, tools, and resources to design, create, and play. Students were exposed to a variety of career-based themes in a kindergarten enrichment program. Students were exposed to a variety of career-based themes throughout the research such as landscape architects and graphic designers. The intention was to explore how an innovative space and career-based themes aided in students' literary understandings.

Reading Comprehension of Arabic Speaking College Students: Relationships to Vocabulary and Text Structures

A. Lado, L. Alsaleh

We are aware of the comprehension differences between our Arabic speakers and native English speakers, however, there are distinct comprehension differences among Arabic students in our classes. This was a small research study which analyzed the reading comprehension of Arabic speaking graduate and undergraduate students. I examined differences among students based on different vocabulary scores of students and two different types of texts, one literature the other scientific.

1:00 PM - 1:25 PM

Kensington F

The challenge of adolescent literacy: text types and tasks of secondary content areas

R. Gabriel, C. Wenz

This study investigates the text types and purposes that make up a "week in the life" of 9th and 10th grade students across four academic tracks in three high schools with different racial and socioeconomic demographics. We present an analysis of the purpose, complexity and relationship to disciplinary learning associated with each text identified via teacher survey and interviews. Findings suggest specific foci for supporting adolescent readers and preparing content area teachers.

1:00 PM - 1:25 PM

Kensington E

Systematic Anecdotal Records: A Journey Through Teacher Reflections

D. Stebick, J. Hart, C. Baker

During this session, action researchers will share the journey where practicing teachers developed, implemented, and reflected on a comprehensive anecdotal record keeping tool and how they monitored student reading skills in a systematic, standards-based approach. Presenters will also share their conclusions and data analyses regarding the impact systematic anecdotal record keeping has on student learning.

1:00 PM - 1:25 PM

Eton

Metric Analysis of Leveled Texts in Early Readers and First Grade Basal Readers: What Teachers Need to Know about Text Complexity When Planning Instruction

K. Layton, J. Ponder

This session explores text complexity factors associated with leveled early readers and first grade basal texts. While teachers often assume that leveled early reader texts are indeed of equal difficulty level for beginning readers, this session examines differences across texts with regard to narrativity, syntactic simplicity, word concreteness, referential cohesion, and deep cohesion. Implications for planning effective reading instruction are addressed.

1:00 PM - 1:25 PM

Winchester

The Possibilities of Using Video Analysis and Reflection in Graduate Reading Programs

S. Massey, L. Ortmann

This instructional paper presentation relates how video analysis and reflection can be used to improve literacy instruction and literacy leadership skills in an online learning environment. Video-supported reflections and conversations can be used as part of graduate reading coursework to provide opportunities for teachers to view exemplar videos as well as videos of their own practices for the purpose of improving the knowledge necessary to be effective reading specialists.

1:00 PM - 1:25 PM

Windsor C

Using Reading Styles to Enhance Literacy Pedagogy, Phase III

S. Sargent, M. Smith, M. Moreland

Developing an understanding of the various reading styles that are evident in readers is essential for effective instruction. This presentation explores a recent research study dealing with the impact of reading pedagogy in a clinical setting when reading styles are included in conjunction with traditional pedagogy.

1:00 PM - 1:25 PM

Hampton

Language and Literacy Coaching: Monitoring Teacher Growth in a School-University Partnership

V. Richard, D. Soljaga, S. Stumme, S. Lazich, M. Clarahan

Through a semi-structured school-university partnership, the presenters describe their year-long experiences working with 80 K-8 teachers. A framework centered on language and literacy instruction for the negotiation of knowledge (LLINK) serves as the nexus for the partnership. The areas of sociocultural theory and the process of gaining and negotiating access will be noted. Teacher growth in implementing LLINK processes will be discussed, providing insight on teacher risk taking, perceptions, and planning and reflection.

1:00 PM - 1:25 PM

Oxford

The impact of iReady on student reading achievement

Jennifer Zimmerman

Currently there is a large body of multimedia software available in the area of reading for elementary students (Block, Oostdam, Otter, & Overmat, 2002). Determining which program is right involves research and knowing on which areas of remediation to focus. In this intervention study, researchers measured the effectiveness of iReady, a computerized reading instruction program, with first and second grade students. A repeated measure analysis revealed students gained significantly in the area of phonemic awareness.

1:00 PM - 1:25 PM
Kensington A
Roundtable #3

An examination of the interventions for struggling young readers: Alignment of research and practice

L. Martin, S. Kragler

Intervention programs are commonly used to help struggling young readers. However, they are not always successful. The purpose of this round table is to share research regarding the effectiveness of various intervention programs and to discuss the alignment between research and practice.

Adolescent English Learners' Electronic Literacy

Elena Andrei, Conway

In the context of increased digital devices availability in US schools, this study looked at five adolescent English learners (ELs) and their multiliteracy, specifically their electronic literacy skills and how they use them in the classroom. The findings suggest that adolescent ELs have some electronic literacy, but they may need additional direct instruction, modeling, and practice with basic actions related to how to use technology for school and learning purposes.

Deconstructing Academic Language Demands: What Do Practitioners and Teacher Educators Need to Know?

B. Rickelman, J. Vintinner, M. Mraz

This session will explore the Academic Language demands piece of the edTPA, explain how edTPA is used at our university to prepare preservice teachers, and discuss ways in which all stakeholders can facilitate teacher candidates' successful completion of the Academic Language Demands pieces of the edTPA.

Integrating Disciplinary Literacy with Placed-based Learning: Investigating Georgia Sea Turtles

Lina Soares

This roundtable presentation will address how to increase content area teachers' knowledge of discipline-area literacy and the importance of integrating literacy with science content and pedagogy. Twelve Georgia state teachers assumed the role of scientists by participating in the process of scientific inquiry on sea turtle conservation through a place-based summer course in order to relate disciplinary literacy practices, the scientific content learned, and the nature of the scientific process to students in their classrooms.

Reading Comprehension or Writing: How are Text Structures Used to Teach Students about Dissecting Text

Tracey Hodges

Text structures are not always emphasized to teach reading comprehension or writing in K-12 classrooms. One reason may be that limited research is being conducted on how to integrate text structures into classroom teaching. In this systematic literature review, I found more than 4,000 articles focused on teaching text structures. Most of these articles were excluded from the final sample, and the majority that were included emphasized using text structures for reading comprehension over writing.

EL Students and Parents as Learning Partners

Arlene Mascarenhas

The proposed after-school program for kindergarten through fifth grade EL student-parent dyads is for the reading specialist, classroom, and EL teachers to provide academic support as parents partner with their children to work on class and homework assignments. Weekly sessions will be held in an elementary school in the mid-Atlantic region of the United States from October to May. Classroom teachers will select participants based on need as determined by math, reading assessments, and observation.

The Critical Role of Connecting Lives and Literature in Difficult Times: Examining Portrayals of Crises and Trauma in 21st Century Picturebooks

P. Crawford, S. Roberts

The purpose of this exploratory study was to examine a broad swath of recently published picturebooks, to better understand the ways these texts offer support for readers to explore and navigate crises and difficult times. The

picturebooks were coded as representing either “natural crises” or “human crises,” and then analyzed for subcategories and literary themes. The preliminary results indicate that picturebooks present crises in complex, multilayered ways and offer varied methods of coping and support.

1:00 PM - 1:55 PM

Winchester

Book Talks: All Kinds of Books for All Kinds of Students

S. Sibert, S. Fello

Book Talks spark interest and sell books to students! Learn tips and techniques as the presenters share several books through books talks, then support participants in designing their own book talk, which can also be taught to literacy students. (References listed in optional information section).

1:00 PM - 1:55 PM

Windsor A

Using Visual Elicitation and Representation to Foster Literacy Development

V. Richard, D. Soljaga

This workshop centers on experiences using photo-elicitation and visual representation. Participants will experience several ways to implement visual elicitation and representation to foster literacy development as well as empower learners, access prior knowledge and beliefs, provide the space for construction and sharing of meaning, and cultivate metaphorical language, bridging meaning and justification processes from learner to teacher. This workshop extends the thinking surrounding photo-elicitation and visual representation methods in research and educational settings, particularly literacy

1:00 PM - 2:25 PM

Kensington G

ILA/CAEP National Recognition Report Reviewers' Session

D. Kern, N. Witherell, D. Stebick, A. Swan Dagen

Workshop designed for training new and experienced ILA/CAEP accreditation report reviewers. Session is also helpful for literacy master's degree program faculty writing their accreditation report or revising their program. A resource booklet with up-to-date guidelines for reviewers will be provided.

1:30 PM - 1:55 PM

Winchester

The Relationship of Reading Comprehension to Listening Comprehension for Different Text and Question Types

Wolfram Verlaan

The Common Core State Standards have not only emphasized the importance of comprehension of expository text, they have also included listening comprehension in the ELA standards. In this session, researchers will present data from a study comparing reading and listening comprehension of narrative and expository texts in middle grade students; relationships between reading and listening comprehension are examined by comparing student performance on literal vs. inferential question items for both narrative and expository texts.

1:30 PM - 1:55 PM

Kensington E

Teachers' application and integration of multiple literacy modalities in teaching as students learn and communicate knowledge within and across disciplines: Integrating teacher content knowledge and literacy pedagogy

S. Msengi, S. McAndrews

This research examined teacher and teacher candidates understanding and application of literacy modalities and strategies to teach and learn content within and across disciplines. Data was gathered from questionnaires, observations, class discussions, lesson plans, student work, and peer lesson feedback. The results indicated that although most teachers were able to effectively apply strategies aligned with literacy modalities, the greatest challenge was in shifting undergraduates' belief of teaching content to applying literacy to learn content.

1:30 PM - 1:55 PM

Oxford

The Kick: Creating the Enduring Reader through Play

Melissa Erickson

The purpose of this study is to assess the impact of one preservice teacher's (PST) targeted sight word remediation on a kindergarten student. Based off of the "one look, two look" game (Dolch, 1936) and current gamification theories (Banfield & Wilkerson, 2014; Darcy, 2014; Kingsley & Grabner-Hagan, 2015), this study targets sight word instruction by self-engagement via the elements of gameplay discussed in experiential learning. Impact of instruction is measured through pre- and post-remediation assessments.

1:30 PM - 1:55 PM

Windsor C

Using Social Support & Collaboration to Prepare Candidates for the Reading Endorsement Assessment

H. Chai, L. Welz

This session explores the impact of professional and social support for candidates preparing for the high-stakes Pearson Reading Ohio Assessment for Educators (OAE). This study stems from an effort to support candidates' preparation by providing opportunities to interact with the language, structure, and format of the assessment. The opportunity to collaborate and learn from one another has resulted in a positive impact on candidates' assessment results, as well as an overall improvement in self-perception beliefs.

1:30 PM - 1:55 PM

Kensington D

What's on your Back Burner? Kick-start your literacy project!

J. Richardson, E. Sturtevant

Ideas simmer on our back burner, but we procrastinate... day-to-day responsibilities take over. What would we create if we had time? Can we learn in a space away from a traditional academic course, such as a Saturday seminar, a mini-course, or a long-term individual project? Come learn examples for back burner projects and share your ideas!

Dochy's 2015 model, Building Blocks for High-Impact Learning, is the basis for our conversation. Design thinking is the goal.

1:30 PM - 1:55 PM

Kensington F

The Development of Evidence-Based Interventions for Dyslexia: The Politics of Maintaining An Academic Perspective

Kent Layton

With over 30 states having passed new legislation on the screening, diagnosis and remediation of students with dyslexia, literacy professionals across the nation have been challenged with the responsibility of designing and implementing new certification programs. This session explores the politics associated with one institution's journey to maintain academic rigor as well as establishing an evidence-based intervention.

1:30 PM - 1:55 PM

Kensington A

Roundtable #4

Looking beyond the title in core reading programs: What types of texts and instruction can teachers expect?

J. Knight, A. Child

This presentation is based upon a content analysis of Core Reading Programs (CRPs). The content analysis will be looking at the text type being offering in the main selections of the 5 most 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 preliminary findings and implications of these findings for researchers, publishers, classroom teachers and students.

The Field Experience and Student Teaching Survey: Establishing Reliability

D. Williams, K. Welsh

Phase 1 of the current study followed a survey design and utilized mixed methods. In response to the focused attention to accountability in educator preparation (CAEP, 2013), this survey explores teacher candidates' reflections on their field experience. Data from the Cronbach's Alpha test of reliability revealed .93% of subjects believed survey statements were clear and easy to understand. Comments from qualitative data suggested that investigators might consider reducing the length of the survey.

i-Pad Metacognitive Awareness of Reading Strategies: How do we Assess?

V. Cardullo, N. Wilson, V. Zygouris-Coe

This session will describe a self-report instrument used to identify metacognitive reading strategies used when reading digitally. The questionnaire is designed to assess adolescent through adult readers' metacognitive awareness and perceived use of digital reading strategies while reading academic or school related material using an iPad. There are two subscales or factors: Device Supported Metacognitive Strategies (DSMS) and Self-Monitoring Metacognitive Strategies (SMMS). The difference between student perception and student awareness and monitoring are critically important as students navigate and negotiate digital reading task an iPad.

Classroom libraries: Designs and Impact on Student Reading Behavior

P. Sullivan, E. Baugher, S. Horst

Effective classroom libraries have been shown to increase voluntary student reading behavior and are part of the standards for effective literacy instruction. In this roundtable we will present three case studies of classroom libraries and share resources for developing, using, and measuring the impact.

Omnia Simul: Diary of a Literacy Teacher Educator

Amy Lachuk

This presentation reports on an autoethnographic inquiry (Ellis, 1998) into the socioemotional aspects of my practice as a literacy teacher educator, after I returned to teaching after a 9½-month maternity leave, as captured in journal entries. I share the intense, conflicting emotions I experienced about being a teacher educator and a working mother, teaching within a context where high stakes tests dictated teacher credentialing and informed my practice.

Exploring Mathematical Text Types

H. Dostal, R. Robinson

This session provides attendees with an opportunity to engage in conversation about disciplinary literacy and the possible implications for mathematics education. The discussion will be guided by exploring the notion of text in mathematics through the identification and application of four authentic text types: graphical text, numerical text, algebraic/symbolic text, and proof text.

Key Factors That Make a Difference in the Literacy Achievement of Kindergarten Students

Kari Pawl

The purpose of the study was to gain insights on key factors that make a difference in the reading achievement of students attending full-day and half-day kindergarten programs. The focus was on investigating the impact that literacy instruction in full-day and half-day kindergarten had on the literacy achievement of struggling readers receiving literacy intervention. The question which guided this research: To what extent is students' early literacy success impacted by instruction or extended schooling?

The Impact of Writing on Incidental Vocabulary Acquisition for Middle School Students

D. Lee, C. Jones

To meet the demands placed upon middle school students to effectively use increasingly complex vocabulary, it is imperative that middle school students and teachers reap the benefits of incidental vocabulary acquisition (vocabulary knowledge that is gained incidentally through the conscious or unconscious use of vocabulary acquisition strategies). This roundtable seeks to promote discussion of this important topic and share results of a recent study about incidental vocabulary acquisition through writing.

EXPANDING TEACHER KNOWLEDGE THROUGH GRADUATE PROGRAMS

K. Welsh, D. Williams, G. Gresham

The heated debate regarding districts paying for teachers to continue their education and on paying stipends to teachers who hold advanced degrees have recently been questioned in the media (“Districts debate merit”, 2014). Learn how to grow your programs in a way that showcases the critical and continual need for advanced pedagogy within an academic setting. Participants will leave with a wealth of examples, templates, standards alignment, and curriculum to immediately enhance their own programs.

2:00 PM - 2:25 PM

Eton

Student Teacher Success: Addressing Stressors, Coping Skills, and Supervision

K. Paquette, S. Rieg

This study was designed to promote Early Childhood/Special Education (ECSP) student teachers’ success while performing field responsibilities. In that vein, participants were asked to identify stressors experienced while teaching in the classroom. Identified stressors included work overload, communication, and classroom management and discipline. Coping mechanisms were comprised of relationships, exercise, time management, and the ability to schedule “down time.” Respondents reported that University Supervisors could better support them by effectively communicating and providing reassurance.

2:00 PM - 2:25 PM

Windsor C

Vocabulary Acquisition in Kindergarten: Children With and Without Diagnosed Language Disorders

J. Myers, J. Ankrum

Data for this study was collected from a larger study designed to explore students’ use of vocabulary words during peer talk following explicit vocabulary instruction. A deeper microanalysis of student discussion, scaffolded by adults, was conducted. Case studies describing the vocabulary development of two children with diagnosed language disorders and one child not diagnosed with a language disorder will be presented.

2:00 PM - 2:25 PM

Kensington E

The Influence of Diagram Design on 4th Grade Students’ Comprehension of Science Texts

J. Coleman, E. McTigue, J. Dantzer

This study investigated the utility of diagrams on the comprehension of science text with fourth graders. Specifically a 4X2 post only factorial experimental design tested the effect of graphic type (3 + 1 control) on science text comprehension. An additional covariate of prior knowledge was collected. Findings suggest that visual diagrams provide minimal or no added value to students above text-only conditions, and integrated diagrams may create a condition of cognitive overload for some students.

2:00 PM - 2:25 PM

Winchester

The Role of Literacy Tutoring in Improving Pedagogical Knowledge, Skills and Dispositions for Teacher Education Candidates and in Improving Reading Skills for Tutees

Peggy Lisenbee

Teacher education candidates participate in a variety of field experiences prior to their student teaching semester. Research was conducted on teacher candidates assigned to tutor struggling readers in second grade to determine the role of literacy tutoring on tutors and tutees. Content analysis of the tutoring process provided data to define the effectiveness of tutoring on teacher candidates’ knowledge, skills and dispositions while literacy assessments provided data on tutees’ reading skill improvement.

2:00 PM - 2:25 PM

Kensington D

Reading and Designing Memes as a Response to Literature: Pre-Service Teachers and 5th Grade Students

S. Youngs, C. Kyser, E. Clark

This study examined how pre-service teachers enrolled in a digital writing methods course designed and interpreted memes as a literary response to contemporary postmodern picturebooks, and then constructed lessons for two classes of 5th graders to use memes as a literary response mode. The purpose was also to understand memes as a social literacy practice as an avenue for interpretation, and cultural and literary expression.

2:00 PM - 2:25 PM

Windsor A

University/School Partnerships: Using Assistive Technology to Create Content-based/Standards-based Expository Texts for Students with Disabilities

R. Johnson, L. Sheriff

During this presentation learn how a special education professor and a general elementary education professor collaborated to create a service learning literacy project for students with disabilities. Pre-service teachers wrote expository texts using state standards, content knowledge, and an assistive technology application. The texts were based on anonymous profiles of students in a local elementary school special education program. View examples of these books and hear more about our university/school partnership during this session!

2:00 PM - 2:25 PM

Kensington A

Roundtable #5

On Their Own: Investigating Teachers' Self-Efficacy after Their First Year of Teaching

J. Coyne, L. Nickson, T. Hollas, M. Lane, J. Potter

There has not been a more critical time than the present for teacher educators to examine their own programs (Darling-Hammond, 2012). In 2013, the Council for the Accreditation of Educator Preparation (CAEP) adopted a new set of standards. According to Heafner, McIntyre, and Spooner (2014), the purpose of the new standards were to “make the accreditation process more rigorous and outcome-focused by setting minimum criteria for program admissions and requiring programs to demonstrate their graduates’

Experiential Education and Service Learning through a Literacy Tutoring Program

D. Laverick, K. Paquette

Implementing a literacy tutoring program in a university’s literacy center created experiential learning opportunities for preservice teachers. These opportunities took the form of community outreach for serving children with literacy-related needs as education majors applied knowledge and skills gained in the college classroom to authentic teaching experiences. This presentation describes how a literacy tutoring program was implemented and conducted as a means for preservice teachers to connect theory and practice as they provided individualized instruction.

Early Childhood/Special Education (ECSP) Preservice Teachers' Experiences in a Literacy Tutoring Service-Learning Program

K. Paquette, D. Laverick

This presentation reports the findings of a qualitative research study that explored preservice teachers’ experiences in a literacy tutoring program. Data were gathered from written reflections submitted by Early Childhood/Special Education majors and observational notes taken by a doctoral candidate who served as the supervisor of the literacy center. The findings describe the participants’ perceptions about the program, the instructional tutoring methods employed, and the impact of the program on their professional growth.

Diggin Deeper: An understanding of non-proficient students through reading profiles.

H. Smith, S. Miller

This session presents research that examines a gap in existing literature by looking at reading profiles for a different combination of grades (3-5). In contrast to existing work, this research has been completed in a low-performing, low income school, in third through fifth grades. Attendees will be provided with the reading constructs and profiles that represent this sample and the presenters will lead the group in a discussion about the relevant findings.

A University Literacy Center Moving to Offsite Afterschool Tutoring: Perceptions of Tutors, Children, and Parents

D. Skelley, M. Stevens, B. Anderson, M. Freeman

Historically university literacy centers have provided on-campus tutoring, yet recently many have moved offsite, addressing needs to expand services to marginalized students (Heinrich et al., 2014) or to meet requirements of online programs (Lilienthal, 2014). During this roundtable, findings and recommendations will be presented from a year-long qualitative study exploring the redesign of a university literacy center that moved tutoring to an offsite inner-city afterschool site. Perceptions of tutors, children, and parents will be discussed.

The Process of Developing an Effective Early Literacy Professional Learning Institute: Year Two

A. Ward Parsons, S. Parsons, A. Mattix Foster, J. Drake Patrick, M. Bartolini, L. Silver, M. Ewaida

Effective literacy professional learning has been identified as an important factor to maintain and improve teachers' instruction. In this paper session, we will describe our experience developing, refining, and implementing a second iteration of a professional learning institute for early elementary classroom and specialist teachers situated in a large public school district near a major urban city.

Using NASA Resources and Literacy Strategies to Enhance Teacher Self-Efficacy

M. Lane, J. Coyne, L. Brown

The dearth of teachers who feel prepared to teach science inhibits its implementation in classrooms (Wysession, 2013). By increasing awareness of NASA's education resources and providing preservice teachers the opportunity to use these materials, along with appropriate literacy strategies, we hope to increase teacher efficacy in this area. Additionally, by incorporating literacy strategies, teachers can effectively increase students' content learning (Adams & Pegg, 2012). This emphasis on active student engagement should enhance student learning.

Preservice Teachers' Knowledge: Examining Theoretical Orientations towards Literacy Instruction

D. East, J. Rhodes, S. Zumbrunn

How does the theoretical orientation of a literacy professor impact his students' knowledge? Participants in this session will consider how cultural beliefs and assumptions, prior literacy education experiences, and course work influence preservice teachers' theoretical orientation toward literacy instruction. By reviewing data from preservice teachers' reflective journals and TORP scores, literacy educators will examine their effect on literacy instruction.

2:00 PM - 2:55 PM

Kensington F

Developing Knowledge of Student Teachers' Video-Based Assessments of Literacy Teaching and Learning Prior to Their Teaching Performance Assessments

James Nageldinger

As more and more states require teacher performance assessments for initial certification there is an increasing need to advance student teachers' knowledge about skills in using videos to assess their literacy teaching effectiveness. This workshop allows participants to examine and critique ways students initially exercise novice strategies for creating and analyzing videos of literacy teaching and learning and to employ simple skills to enhance the basic production values of student teaching self-assessment videos.

2:00 PM - 2:55 PM

Oxford

Cloud-Based Tools for Teaching Writing as a Process

Vicki Collett

This session provides recommendations for using digital tools to support students' use of the writing process. These tools connect students' in-school and out-of-school literacy experiences and also connect students with their peers and teachers as they produce and share texts. Included are specific apps that will enable literacy teachers to put these ideas into practice.

2:00 PM - 2:55 PM

Hampton

Comic Relief: How Graphic Novels Can Increase Motivation to Read

Tobi Thompson

While controversial in the curriculum, the use of graphic novels in the classroom offers many benefits to students. Because of their nature, graphic novels allow students to draw on multiple learning styles at once, thus increasing comprehension and literacy skills. In addition, because students often feel the graphic novel is not "real" literature, they are often more motivated to read. This presentation offers participants an opportunity to experience what graphic novels have to offer.

2:00 PM - 2:55 PM

Windsor B

Mentoring Aspiring Writers Workshop

M. Matthews, J. Kidd, L. Elish-Piper, M. Mraz, D. Walker-Dalhouse

The session will begin with advice, insights, and suggestions about writing for publication, conducting research, and seeking grants. Attendees who have submitted a draft of a paper, research project, or grant proposal a month before the conference will also receive written feedback at the session from a panel member.

2:30 PM - 2:55 PM

Kensington E

Specialized Literacy Professionals in Exemplary Schools and Their Influence on the School Literacy Program:

R. Bean, J. Ippolito, D. Kern, A. Swan Dagen

In this study, we investigate the ways in which specialized literacy professionals contribute to the improvement of student learning and their involvement in designing and leading the literacy program. One important question addressed in the study is how specialized literacy professionals and the principal interact with each other to facilitate the improvement of the literacy program. Preliminary results suggest the importance of shared leadership and collaboration.

2:30 PM - 2:55 PM

Winchester

The Schneider Family Book Awards: A Content Analysis of the Children's Division from 2004 to 2015

Corinne Valadez

Books featuring characters living positively with an exceptionality may dispel misconceptions and stereotypes. One resource to find well-written books positively portraying individuals with exceptionalities is The Schneider Family Book Awards. Content analysis was used to analyze recipients of The Schneider Family Book Awards for the following:

- How individuals were portrayed within the text.
- The specific disability experience represented in each book.
- How the exceptionality was portrayed in each of the books.

2:30 PM - 2:55 PM

Eton

School Leaders and Teachers Speak: Exploring Perceptions Regarding Literacy Preparedness of Early Career Elementary Teachers

H. Kindall, T. Crowe, A. Elsass

Effective teachers are the primary ingredient in the literacy success of their students. This presentation will explore the numerous influences early career teachers have upon their ability to effectively teach literacy to elementary grade students, such as teacher preparation, school leaders, and professional development. Findings will have implications for the design of teacher preparation literacy courses, teacher induction programs, and continued professional development for elementary teachers in order to optimize literacy outcomes for students.

2:30 PM - 2:55 PM

Kensington D

Supporting the Development of Reflective Practitioners through Video Reflection in Field-Based Literacy Teacher Education Coursework

J. Sydnor, S. Daley

The use of video to foster reflective practice has been shown to hold many benefits. This study examines how engaging PSTs in viewing and annotating video of their own literacy teaching enhances development of reflective practitioners. In this case study, transcripts of video annotation were analyzed. Analysis revealed a shift in focus and type of reflection, moving toward a focus on students and reflection-for-action and demonstrating the power of video annotation to promote reflective practice.

2:30 PM - 2:55 PM

**Kensington A
Roundtable #6**

Knowledge-transforming or Knowledge-telling: How do Pre-Service Teachers Use Writing?

T. Hodges, K. Wright, E. McTigue

Writing practice can be conceptualized as either knowledge-telling or knowledge-transforming. Knowledge-telling is writing that regurgitates ideas presented by someone else, while knowledge-transforming writing infuses previously learned information with new ideas and experiences. In the present study, we qualitatively coded pre-service teachers' descriptions of their writing as knowledge-telling or knowledge-transforming. Then, we compared the codes to the pre-service teachers' self-efficacy for writing instruction.

Strategies for Teaching Critical Literacy to High School through College Students

Bettina P. Murray

Research indicates an environment that allows students to explore all sides of an issue and find creative solutions to problems leads to greater development in critical judgment (Finder, 2007, Freire, 1973; 1983). This study will discuss strategies considered successful to critical thinking for high school through college students. A critical thinking course will be examined, the goal of which is to enhance students' understanding of diverse issues through investigation and analysis of controversial issues.

Developing Collaborative Learning Communities Across Universities in Teacher Preparation Programs

S. Gapp, C. McCoy

Pre-service teachers engage in an online collaborative learning environment across universities to strengthen their collaborative skills, engage in authentic experiences to foster student learning, and demonstrate methods of collaboration that can be developed in rural settings. Faculty members at two universities, The University of South Dakota and Dickinson State University/North Dakota, will describe this cross-university project developed to better prepare pre-service teachers for effective collaboration efforts and share pre-service teacher feedback and pre-post data.

Themes in Middle Eastern Literature: A Discussion

Tami Al-Hazza

This session will focus on exploring themes within Middle Eastern literature. Participants should bring their favorite Middle Eastern children's book or novel to share. My intention in this session is to begin a conversation with participants about Middle Eastern literature that can be used in the classroom and potential themes found within those narratives.

2:30 PM - 3:25 PM

Oxford

Ways to avoid silence in ELs, examples from science texts and language teaching strategies

Ana Lado

Many of us accept that ELs go through a preproduction, or silent period. Unfortunately, this glosses over distinctions among these students. Some are in linguistic shock, others are shy, and still others are overwhelmed by teaching materials and methods developed for English speakers. I will demonstrate the selection of books and strategies that propel ELs out of the silent period and into a period of successful oral and written growth in English.

2:30 PM - 3:25 PM

Windsor B

Questions To Promote Disciplinary Literacy in Middle and High School

R. Gabriel, H. Dostal, C. Wenz

This workshop presents a framework we use to teach pre-service teachers how to write *disciplinary* text-dependent questions, which aim to build students' understanding about content, reading and the discipline. Participants will engage with the framework to generate questions that address both content and literacy goals and will leave with a bank of model questions and text-selection resources to support pre-service content area teachers.

3:00 PM - 3:25 PM

Kensington F

The Effects of a TeachLivE Virtual Classroom Laboratory on Pre-Service Teacher Parent-Teacher Conferencing Skills

Michelle Kelley

This year long study examined the efficacy of pre-service teachers' (PSTs) as it pertains to conducting parent teacher conferences (PTCs) before and after participating in virtual rehearsal (i.e., practice with feedback in an immersive environment) in the TeachLivETM laboratory related to increasing targeted parent/teacher conferencing strategies. Preliminary findings suggest that PSTs benefitted from virtual rehearsal of PTCs coupled with feedback and pedagogical content. Observational data confirms this result.

3:00 PM - 3:25 PM

Eton

Reading Strategies and 21st Century Technology Applications: A Case Study in Practical Application of the AR360 Program

Rene Sawatsky

21st century readers are best taught in a multi-layered format with the use of assisted technology, such as the AR360 program, as a compliment to the reading curriculum. Such use of technology has been proven to advance reading performance and online comprehension skills, and it plays a positive role in the affective elements of reading as well. This presentation will examine a case study of 8 struggling 5th graders and their comprehension results after using the program.

3:00 PM - 3:25 PM

Winchester

The Space around "Digital Andragogy:" An Exploration of Collaborative Digital Literacy Practices among Adult Learners

Laurie Sharp

Learning is a social process in which the co-construction of knowledge plays a central role (Vygotsky, 1978). However, the growing presence and popularity of digital learning environments presents challenges for adult educators who must merge collaborative learning experiences with digital literacy practices. This session explores the concept of "digital andragogy" and presents findings from a descriptive study that explored the perceptions and levels of interactions with four collaborative digital literacy practices among adult learners.

3:00 PM - 3:25 PM

Kensington E

Teaching Diversity Online: Using Paired Literary Letters as a Pathway toward Understanding

Sarah Nixon

This session will share the findings from a research study that investigated the use of paired literary letters in an online graduate diversity course. The purpose of this study was to explore an alternative strategy to the typical discussion board routine utilized in online courses. The objectives of this session are to discuss an effective instructional strategy for online discussions and recognize how online paired literary letters assisted with student comprehension of specific cultural knowledge.

3:00 PM - 3:25 PM

Kensington D

Scaffolding Academic Conversation in Middle Content Courses Through Book Study

Nicholas Husbye

Middle school in-service teachers engaged in a semester-long book study targeting strategies to foster academic conversations in their content-area classrooms. Drawing upon interviews with book study participants, conversations during book study, and artifacts tracing the ways participants made sense of the text, this work highlights book study as a potentially powerful method of professional development as teachers sought to enact the strategies outlined in the book in their classrooms

3:00 PM - 3:25 PM

Windsor C

What does 'research' means? Reading comprehension abilities for research papers as part of researchers/students academic abilities

Jenniffer Lopera

As part of academic literacies (Carlino, 2010), reading comprehension of research papers might be considered a key ability on their own. This presentations focuses on an university classroom experience dealing with the previous conception about research papers by two groups of university students in Colombia, South America. Some of the results of this experience point to the fact that a research university implies a set of curricular and pedagogical practices involving reading research papers proficiently.

3:00 PM - 3:25 PM

Kensington A

Roundtable #7

Maintaining a Thriving University Based Reading Clinic

Meagan Moreland

This study explored the continued experiences of graduate students, parents, and professors associated with a university based reading clinic. Major factors contributing to maintaining the growth and positive perception's towards the reading clinic were explored. Information gleaned from this research will support other clinical reading faculty in the implementation of a university based reading clinic or provide ideas for existing reading clinics.

(Re)conceptualizing Teaching and Learning through Explorations of Space and Place in a University-High School Writing Mentorship Project

M. Yoo, M. Brooks-Gillies

This qualitative study examines how university students, who worked in a Writing Center, viewed their teaching and learning processes as they mentored urban high school writers in an Advanced Placement (AP) Literature course. The study's findings reveal how the university mentors brought conceptions of space and place (DeCerteau, 1984; Grego & Thompson, 2007; Massey, 2005; Soja,1996) to their mentoring in order to shape their understandings about teaching and learning in this particular context.

Beliefs of inservice teachers about implementing literacy strategies in content areas

K. Hong-Nam, S. Szabo

The study investigates inservice teachers' perception about teaching literacy strategies in content areas and their confidence and challenges in implementing content literacy strategies in lesson. It also examines changes in their perception and confidence over the course of semester. Pre-survey was collected from 28 inservice teachers (18 doctoral and 10 master students) enrolled in a content area reading course and post-survey will be collected at the end of semester.

Connecting Oral Language & Early Reading in Clinics and Classrooms

Mary Jane McIlwain

Researchers, past and present, work to disseminate studies exploring the influence of oral language on reading acquisition and early development. The following paper draws this work to critically analyze literacy theories dominating both research and practice. The author puts forth a comprehensive literacy acquisition theory linking oral language and early literacy learning that will help connect classrooms and clinics, not only in promoting effective practices, but also to offer a new construct for further research.

First Year Teachers: Pedagogical Practices Examined: Phase II

S. Sargent, M. Smith, M. Moreland

Since the inception of the No Child Left Behind and Race to the Top Acts, the government has played an increasingly important role in reading instruction. Scripted and mandated curriculums are commonplace in many schools. This study found that in spite of such mandates, new teachers do not solely rely on these resource. Instead, they still incorporate other forms of research-based literacy pedagogy learned in university course work and clinical experiences.

Teachers' Knowledgeable Use of Running Records to Inform Reading Progress of Emerging Bilinguals in First Grade

M. McIlwain, K. Hill

The running record is a widely used assessment tool in first grade classrooms. This research examines the role running records play in determining group placement of students classified as emerging bilingual in a southern state experiencing a significant increase in linguistic diversity. This study also explores the types of miscues made by emerging bilinguals in first grade. Implications for classroom and clinical practice, and continued research, are discussed.

Accountability Effectiveness: Transforming Pre-Assessments

Roberta Pate

Use of teacher prepared reading guides (RG) are beneficial and led to improved student performance. Several studies (Vandsburger & Duncan-Daston, 2011; Ruscio, 2001; Sappington, Kinsey, & Musyac, 2002) found when reading guides were combined with quizzes, there was an increase in on-going reading and improved participation and favorable exam results. The purpose of this study was to determine the effectiveness of pre-assessment (three variations of timed quiz applications) adaptations in course study.

Writing of Diverse Young Learners: First- and Second-Grade Teachers' Discussion About Authorship and Writing Strategies.

S. Yun, L. Lacroix, J. Kidd

This study explores first- and second-grade teachers' discussions about their students' writing and the writing instruction they provide for their students. Through our analysis of the discussions, we discovered how teachers perceive the important aspects of writing and what writing practices they used to support their students in the context of in-service professional development. Preliminary findings suggest that teachers provide opportunities for children to author to communicate, learn about writing conventions, and use authoring processes.

3:00 PM - 3:50 PM

Oxford

Publication Committee Meeting

3:00 PM - 3:50 PM

Hampton

Stellaluna: A Lesson In Understanding and Appreciating Differences

Eva Ogens, Caldwell

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 an interdisciplinary unit that can be implemented immediately in the classroom.

3:00 PM - 4:25 PM

Kensington G

ILA/CAEP Program Report Writers' Session

D. Miller, B. DeVries, m. shaw, D. Kern

Are you the faculty member who is charged with writing an accreditation report for ILA/CAEP program approval? Lucky you--really! We have an informative and productive session for you here at ALER. Experienced program report writers and reviewers will share up-to-date guidelines, answer frequently-asked-questions, give you small group and individual time to interact, ask questions and to learn the keys to writing a successful program report. An invaluable booklet filled with resources will be provided to you.

3:30 PM - 3:55 PM

Winchester

The use of children's literature in an Adult ESL classroom

M. Romero, J. Kilgour-Dowdy

English language learners (ELLs) need to develop language skills in order to be successful in communicating with others. Reading helps ELLs acquire language while becoming familiar with some cultural aspects. To foster a positive attitude towards reading, it is necessary to create an environment conducive to experience enjoyment in reading. Extensive reading helps teachers in creating such an environment while students develop fluency, reading skills, and the desired outcome of true enjoyment for reading.

3:30 PM - 3:55 PM

Kensington F

The Effects of Video-Based Coaching on Literacy Teachers' Instruction

A. Ward Parsons, C. Irish

In this paper session, we will describe the use of video-based coaching as a tool to provide one-on-one support for teachers that participated in a yearlong early literacy professional learning endeavor. Teachers' written reflections demonstrate growth through advanced lesson planning and instructional delivery. Areas for further development in the use of video-based coaching will be discussed.

3:30 PM - 3:55 PM

Windsor C

With (Social) Justice for All: Text Sets as Tools for Facilitating Critical Thinking in the Social Studies Classroom

K. Tracy, R. Scales, K. Menickelli

We aim to share findings from a study on utilizing text sets as tools for facilitating critical thinking in the social studies classroom. "Katie," a fifth grade teacher, used text sets as a way to promote student meaning-making. Students grappled with real world issues and multiple perspectives. They researched and discussed these issues (e.g., Columbus: Hero or Villain?). "Katie" circumvented contextual pressures and implemented practices that promoted independence and critical thinking about social justice.

3:30 PM - 3:55 PM

Eton

Social-Emotional Learning as a Vehicle for Vocabulary Acquisition: A Review of Recent Literature

T. Hodges, A. Classen

Recent research has found that students who participate in social-emotional learning (SEL) instruction often show greater outcomes on standardized achievement tests and have higher academic achievement than their peers. However, little research has focused on the relationship between SEL and authentic literature. In this literature review, we present findings on the connections between SEL and vocabulary acquisition, the influence of authentic literature in developing social-emotional intelligence, and gaps that are still unexplored in the field.

3:30 PM - 3:55 PM

Kensington E

Text Complexity and Standardized Reading Tests: An Analysis of Passages Used to Establish Students' Reading Levels

Kent Layton

With the implementation of Common Core State Standards over the past five years, a renewed focus on text complexity has emerged at the national level. Using innovative web-based text analyzers, this session explores how two popular standardized reading assessments in literacy measure up with regard to the validity of their leveled reading passages.

3:30 PM - 3:55 PM

Kensington D

Teachers as Consumers and Producers of Research to Inform Practice

M. Flory, A. Jorgenson, T. Kumar, M. Evans

This session focuses on a discussion about the gap between what current literacy research shares and what information gets disseminated to teachers, affecting teacher knowledge. An interactive discussion regarding

common literacy practices and researchers that influenced those practices will take place. Participants will see the value of becoming consumers of research, and also being teacher researchers using the action research methodology to develop and measure the formative learning opportunities in the classroom.

3:30 PM - 3:55 PM

**Kensington A
Roundtable #8**

Disciplinary Literacy and Content Reading: A Review of the Literature to Highlight Similarities and Differences

K. Powell, D. Pearce

Disciplinary literacy is often thought of as a recent development in classroom instruction. The presentation will review the literature on disciplinary literacy and content reading to highlight the similarities and differences between the two. During this round table presentation, an historical analysis of relevant works will be presented and discussed. The discussion will conclude with an examination of aspects of disciplinary literacy that need further clarification and exploration.

Motivating the Processes of Lifelong Learning

Pamela Vaughn

In addition to cultivating an environment that nurtures autonomy, there is also the need to give attention to the connectionist theory. An encouraging and challenging learning environment will nurture and set the stage for effective teaching. Jointly, these characteristics of a social learning, constructivist pedagogy and connectionist theory indicate that the objective of teaching is not a conclusion; instead it is a resource motivating the life-long process of learning.

Talking in circles: Avoiding the pitfalls of literature circles

S. Been, T. Thompson

Literature circles, when appropriately implemented, allow students to authentically and critically engage in reading, reflection, and discussion with peers. An internet search on literature circles results in over 3 million results. For busy teachers wishing to implement effective literature circles, this amount of information to sift through could result in frustration. This roundtable presentation will present teachers with time-tested advice on effective literature circles. The presenters will also seek information from others who've experienced success.

What's Grit Got to Do With It? A Closer Look at Effective Literacy Instruction by Pre-Service Teachers in a Clinical Setting

S. Ramsey, A. Wilson

Research indicates effective teachers are grittier than their less effective counterparts (Duckworth, 2006 and 2009). Metzler and Woessmann (2010) found teacher content knowledge contributes to student gains and is an observable component of teacher effectiveness. This study explores the affect of pre-service educators' grit scores and knowledge of reading's five essential elements on the effectiveness of their literacy instruction in a clinical setting. Building on the researcher's previous work, this study's second phase hopes to provide deeper insights.

Teacher Knowledge and Dyslexia—What Should Reading Professionals Know?

Mary Joyce

This session will present information on the learning disability of dyslexia and what types of intervention need to be provided for students with dyslexia. Teachers and reading professionals need to know about dyslexia in order to facilitate the literacy skills of these students, comply with state legislation and standards, work with parents, and collaborate with school personnel. Dyslexia is sometimes misunderstood and students with dyslexia are often underserved.

Guided Reading in Middle Schools?: Understanding the Foundational Concepts, Steps, and Application to Move Adolescents Forward in Reading

L. Page, J. Sutton

Many believe by middle school students should read to learn, not learning to read. Yet many students are identified for Response to Intervention and continue through their education facing reading challenges. Reading struggles are

even more evident by the number of students in Developmental Reading courses in universities. Understanding Guided Reading in middle school grades in the context of foundational concepts, steps, and application has potential to assist students but is often not utilized.

Lesson Planning to Support The Use of Underlying Themes in Reading Instruction

C. McGeehan, M. Applegate, T. Applegate, A. Kong

An analysis of lesson plans demonstrates preservice teachers have difficulty planning literacy lessons that incorporate the detection of underlying themes and higher order questioning. Would a series of online modules assist in improving the lesson planning abilities of these teachers? This presentation will share the pre and post results of preservice teachers who participated in a series of online modules designed to strengthen their ability to develop lesson plans in detecting underlying themes.

Inquiry-based research in today's literacy classroom

K. Stephens, M. Sampson

Presenters will discuss a four-year study that included a research project implemented with university preservice teachers using the Problem-based Learning structure (PBL). A synthesis of literature, the research process, and examples of PBL inquiry-based research projects will be provided. Results from surveys of teachers who had engaged in PBL inquiry-based research projects during preservice training and those who had not will be shared. Implications for future implementation of PBL inquiry-based research in preservice and inservice

3:30 PM - 4:50 PM

Windsor B

"If They Don't Read Much, How They Ever Gonna Get Good?" - The Issues, the Problems, the Politics, and the Policies: An Annual Symposium of the Association of Literacy Educators and Researchers

R. Flippo, R. Allington, D. Reutzel

This annual symposium brings together those with experience in reading, literacy, teacher education, issues in high stakes testing, assessment and instruction of students and teachers, working with politicians, and related issues and stances. Presenters will update attendees and engage them in interactive discussions regarding the latest politics, policies, practices and issues affecting literacy and teacher education today. Our focus this symposium is on how much students really get to read in school.

4:00 PM - 5:25 PM

Windsor B

J. Estill Alexander Leaders in Literacy Forum

Wayne Linek

5:00 PM - 7:00 PM

Windsor A

Presidential Reception

Sunday, November 6, 2016

9:00 AM - 10:25 AM

Pembroke

Town Hall Meeting