

Professors of Reading Teacher Educators (PRTE)

55th International reading Association Convention, 2010

Chicago, Illinois

April 25-28

PRTE Program: Monday, April 26th, 3:00-5:45, McCormick Lakeside Center, E270
Roundtable discussions will precede the Business Meeting.

PRTE Chair: Monica Gordon Pershey

Program Co-Chairs: Stephanie Grote-Garcia & Chyrese S. Wolf

Roundtable Discussions Coordinator: Debra D. Murphy and Tammy M. Milby

PRTE Social Event Coordinator: Chyrese S. Wolf

Dr. Ray Reutzel

Presents

The Role of Teacher Content and Content-Pedagogy Knowledge in Student Reading Achievement: A Tale of Teacher Quality



A message from Dr. Reutzel
In my presentation, I will report on the development of the *Literacy Instruction Knowledge Scale* (LIKS), an instrument intended to assess what teachers need to know about effective, evidence-based reading/writing instruction. P. D. Pearson (2007) asserts that it is the moral imperative and the solemn responsibility of any profession to monitor the professional knowledge of its members because this is the “contract” that all professions make with society. Cochran-Smith & Zeichner (2005) identified teacher knowledge as an area in which considerable theoretical and research work is urgently needed because so little is known about the nature and content of the knowledge teachers need to render the act of teaching effective. Even less is known about

the knowledge teachers need to teach reading and writing effectively in primary grade classrooms (Mitchell, Robinson, Plake and Knowles, 2001). Defining and describing the knowledge teachers need to have and use to effectively teach reading and writing has posed a significant challenge to researchers (Phelps & Schilling, 2004; Reutzel & Sudweeks, 2008). My presentation is focused around the following four inter-related questions:

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

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

Biography-Dr. Ray Reutzel

Dr. Ray Reutzel, *Emma Eccles Jones* Endowed Chair professor of Early Childhood Education at Utah State University in Logan, received his BA from the University of Wyoming in Laramie in early childhood and elementary education and his MA in elementary education, with an emphasis on reading instruction, from Utah State University. He then taught kindergarten, first, third, and sixth grades in Wyoming and Utah public schools. After several years of teaching in elementary classrooms, Dr. Reutzel returned to the University of Wyoming in Laramie, where he completed his Ph.D. in Curriculum and Instruction. While a Professor, he took his first sabbatical leave to teach first grade in a local public school classroom.

Dr. Reutzel's has made several contributions to the International Reading Association. To name a few— he has served on the Board of Directors for the International Reading Association and has served on a number of the IRA committees, including the Basal Adoption and Review Committee, the Comprehension and Learning Committee, and the Nominating Committee. He has also served on the Annual Convention and World Congress Program Review Committees.

Dr. Reutzel's research focuses on the literacy development of young children, especially children living in poverty or attending at-risk schools. He has published numerous articles and chapters in academic journals and professional books. He has also authored or co-authored several books including *Your Classroom Library: New Ways for Giving It More Teaching Power*; *Teaching Children to Read: The Teacher Makes a Difference, 5th Edition*; and *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 3rd Edition*.

Roundtable Sessions

Roundtable sessions are grouped together according to their overall theme. This year we have eight themes: a) literacy coaching and parent involvement, b) Creating Connections with Children's Literature, c) Enhancing Instruction with Technology, d) Assessment and Outcomes of Instruction, e) Increasing the Effectiveness of Reading Teachers, f) Preparing for the Classroom, g) Increasing the Content Knowledge of Reading Teachers, and h) Motivating Older Readers.

Debra D. Murphy and Tammy M. Milby will coordinate the rotation of presenters. You are only required to be at your assigned group during the rotation in which you are presenting. Please feel free to join a different group when you are not sharing your research. The schedule is as follows:

Group 1: Literacy Coaching and Parent Involvement: Linking Theory and Best Practices		
<i>Presenter(s)</i>	<i>Title of Presentation</i>	<i>Abstract</i>
Annemarie B. Jay	<i>Getting from Ambiguity to Certainty with Literacy Coaching</i>	The evolving role of the literacy coach has been characterized as ambiguous due to the variability across coaching situations. This presentation will provide information about national surveying and interviewing of literacy coaches regarding their primary functions as well as current shadowing of coaches in schools.
Maureen Spelman and Ruth Rohlwing	<i>Assessing the Impact of Literacy Coaching on Student Achievement in High-Needs Schools</i>	This study reports the findings of a 3-year partnership between an urban university and a high-needs elementary school. A professional development series in tandem with one-to-one literacy coaching provides the framework for professional development sessions, modeling, and coaching conversations.
Judy C. Lambert, Joan Simmons, and Elizabeth Alderton	<i>Mentoring of Literacy Professionals: Three Viewpoints</i>	The procedures for implementing a university-wide mentoring program will be shared. The mentoring program coordinator and a team consisting of mentor and mentee will share their experiences from a unique situation where all three were literacy professionals.
Margaret Pray Bouchard and Audrey E. Wright	<i>Read to Me Papa: Developing Effective Parent Involvement</i>	This literacy project, modeled after a Swedish program, is predicated on two important research supported considerations in literacy educators' preparation: 1) the critical role of family literacy in literary development and 2) the need for teacher education to provide a knowledge base for effective parent/school partnerships.

Group 2: Creating Connections with Children's Literature

<i>Presenter(s)</i>	<i>Title of Presentation</i>	<i>Abstract</i>
Barbara Kane Schneider	<i>Investigating Pre-service Teachers' Attitudes About Reading Information Books in the Elementary Classroom</i>	Pre-service teachers were surveyed to determine their knowledge of and enthusiasm for using information books in the elementary classroom. Questions focusing on knowledge of the differences between narrative and expository texts, strategies for engaging elementary students with expository text, criteria for evaluating texts and sources for texts will be discussed.
Debra D. Murphy	<i>The Riddle of Nonfiction Non-Text Elements: Visual Elements in Content Textbooks</i>	This session presents the results of a study involving sixth-grade students' comprehension of non-text elements in science and social studies textbooks (i.e., tables, graphs, charts, photographs, diagrams, and illustrations) Student performance was analyzed in relation to grade-level expectations identified in state standards, state assessments, and NAEP nonfiction categories.
Judy A. Leavell	<i>Bilingual Children's Literature for Culturally Appropriate Literacy Pedagogy</i>	The Hispanic population in the schools is increasing through birth rates within the population as well as through immigration. Pre-service teachers can capitalize on this cultural and linguistic background by sharing bilingual versions of texts. Appropriate bilingual literature choices can enhance and further student's literacy development.
Linda K. Lilienthal, Daphney Leann Curry, Ann Estrada	<i>Using Digital Story Creation to Engage Pre-service Teachers in Children's Literature</i>	This study explored three pre-service elementary teachers' integration of reading, writing, and technology following a literacy course assignment. The case study design included semi-structured interviews, field notes, and digital story creation projects.

Group 3: Enhancing Instruction with Technology

<i>Presenter(s)</i>	<i>Title of Presentation</i>	<i>Abstract</i>
Tamby Allman	<i>Using Clickers in Pre-service Literacy Classes to Increase Student Understanding and Engagement</i>	This presentation will share techniques for effectively using clicker technology in a pre-service literacy class. Reflecting on strategies that worked well, and some that didn't work well, the presenter will facilitate a discussion on how to model purposeful literacy instruction and create questions that increase student learning and engagement.
Barbara Bohach	<i>Podcast Possibilities: Pre-service Teachers Prepare English Language Learners for Academic Reading</i>	Understanding academic language is especially demanding for English Language Learners given the increasingly complex concepts and vocabulary in content reading. This discussion describes how pre-service teachers developed podcasts using visual and auditory vocabulary instruction to bridge the cognitive load and increase English Language Learners' success with reading content materials.
Kathy M. Brashears, Nancy J. Kolodziej	<i>Taking it to the 'Net: Using Technology to Support and Foster Professional Development</i>	The purpose of our research was to investigate the efforts of long-term, online professional development on teacher practice. Specifically, we investigated how participation in long-term, online professional development affected teachers' (a) knowledge of the use of literature circles, (b) rate of use of literature circles, and (c) job satisfaction.
Michelina Manzi	<i>Hybrid Venue in a Reading Masters Program: Instructor/Student Roles and Competencies</i>	This presentation shares an opportunity to level the playing field for all learners, especially non-traditional students, using online learning, while addressing the Standards for Reading Professionals. Participants will share the experience of a traditional course transformation to one that became hybrid, featuring the latest innovations, models and best practices.

Group 4: Assessment and Outcomes of Instruction		
<i>Presenter(s)</i>	<i>Title of Presentation</i>	<i>Abstract</i>
Pamela M. Stecker	<i>Assisting Pre-service Teachers in Using Progress Monitoring and in Evaluating Web-Based Systems</i>	This presentation focuses on pre-service instruction related to the use of progress monitoring data for instructional decision making. In addition, methods for helping pre-service teachers evaluate the reliability, validity, and instructional utility of Web-based progress monitoring tools are explained.
Terrence V. Stange Shelly Ratliff	<i>Learning Language and Literacy Assessments: Creating Quality Teachers of Reading</i>	This inductive investigation focuses on the element of assessment. Teachers must learn various assessments that can inform language and literacy processes so optimal and personalized reading and writing instruction can occur.
Ann Curry Ruff	<i>Providing Pre-Service Teachers Authentic Experiences Developing Literacy Activities For The Big Read</i>	The Big Read, a nationwide effort is supported by the National Endowment for the Arts. Pre-service teachers enrolled in a literacy block at a mid-western college have supported the Big Read through a variety of activities and this presentation will share their involvement.

Group 5: Preparing for the Classroom		
<i>Presenter(s)</i>	<i>Title of Presentation</i>	<i>Abstract</i>
Mary L. Agnew	<i>Field Experience, Special Education: Action Research Measures Impact of Assistive Schedules</i>	Looking for meaningful field experiences, a university reading professor has offered her university students as tutors to an elementary school with the goal of improving special education students' attention to task.
Daniel L. Pearce, Gina Stocks	<i>The Reading Experiences of First Generation Pre-service Teachers</i>	The reading experiences of first-generation students and non-first generation students enrolled in Texas elementary teacher preparation programs were gathered through a survey at different Texas universities. The results will be presented.
Noreen Moore	<i>Creating High Quality Language and Literacy Preschool Environments for English Language Learners</i>	This presentation will explore research on effective literacy pedagogical models and methods for English language learners (ELL) in preschool. A specific emphasis will be placed on methods for supporting the oral language and vocabulary development of ELLs. Implications for teacher preparation programs will also be discussed.

Group 6: Increasing the Effectiveness of Reading Teachers

<i>Presenter(s)</i>	<i>Title of Presentation</i>	<i>Abstract</i>
Holly Mackley, Peter Hilton	<i>New Teachers Literacy Instruction: Reflection, Self-Assessment, and Support</i>	What challenges do novice P-8 th grade teachers believe they face as instructors of reading and how successful do they feel they are at meeting those challenges? Is the self-assessment of literacy teaching similar or different among first-year and other new teachers? The results of a comparative study of new teachers' self-assessment will be reported and discussed.
Amy R. Hoffman	<i>Preparing Teachers for 21st Century Literacies</i>	Key features of the 21 st Century Skills movement are examined as well as experiences implementing the model as part of a school-university partnership. Implications for literacy learning and teaching are highlighted.
Michael S. Smith	<i>Critical Thinking in Reading Education Courses: Essential Skills for Excellent Teachers of Reading</i>	This exploratory study looked at the critical thinking of excellent teachers of reading. Four categories of critical thinking emerged: questions, observations, analysis, and instructional decisions. Woven throughout the categories was a framework of five conceptual dimensions: miscue analysis, word identification, fluency, engagement, and comprehension strategies.
Mary H. Mosley, Shoudong Feng	<i>Strategies to Promote Reflective Cognitive Learning Styles</i>	Presenters will share research on effective cognitive strategy instruction for students with literacy learning disabilities. Emphasis will focus on how different strategies can affect cognitive outcomes, the specific needs of the individual students, and a caveat for careful and limited selection of strategies.

Group 7: Increasing the Content Knowledge of Reading Teachers		
Carol Louise Campbell	<i>Concept-Based Teacher Education</i>	A concept-based teacher education course will be examined and it will be noted, that organizing concepts bring coherence and clarity to course curriculum. This discussion will be conducted in the context of Lynn Erickson's Tripartite Model.
Sherrye Dee Garrett, Connie Patchett	<i>Teachers' Knowledge of Nonfiction: What, When, and How Do They Learn?</i>	This session presents the results of a study of in-service teacher knowledge and perceptions of nonfiction issues, and instruction related to nonfiction in undergraduate pre-service teacher education. Undergraduate syllabi for reading courses were examined.
Sandra M. Stokes	<i>Content Area Literacy: Pre-Service Teachers Conduct A Research Project</i>	Pre-service teachers were asked to define literacy as used in their content areas and, to identify their role in furthering literacy for middle and high school students.
Gail Coulter Chuck Lambert	<i>More Than Speed: The Contribution of Vocabulary Instruction to Oral Reading Fluency</i>	Oral reading fluency is considered a link between decoding and comprehension. This study examined the relationship of word knowledge, beyond decoding.

Group 8: Motivating Older Readers		
Mary Campbell	<i>A Shifting Culture: A National Study of High School Literacy Coaches</i>	This presentation will focus on a research study that investigated the practices and cultural contexts of high school literacy coaches in the United States. The findings point to implications for secondary literacy coaches and teacher education.
Corinne Valadez	<i>Latino Scholars' "Must Reads" for Latino Graduate Students</i>	This session will discuss the findings of a national survey asking Latinos in higher education to identify their top ten "must reads" for up and coming Latino scholars enrolled in masters or doctoral degree programs.
Vera E. Woloshyn, Tieha McGee	<i>The Impact of a Text-Reader Support Program on Intermediate Students' Reading Comprehension</i>	This study examined the efficacy of providing Grade 7 and 8 students with explicit reading comprehension strategy instruction while using text-reader software. Specific recommendations for practice are provided.
Katherine Wiesendanger, Jeannine Perry, Gretchen Braun, Barbara Williams	<i>Motivating Older Struggling Readers through Interactive Writing</i>	This presentation presents a model of an instructional practice that was implemented in a summer reading program and used successfully with older, struggling readers who were language delayed.

Plans for the 2011 PRTE Session in Orlando, Florida

Orlando, Florida holds a number of venues for entertainment. You will find art, historic walking tours, theme parks, gardens and much more. Known as one of the fastest growing cities, Orlando is also a center for digital media and bio medicine. Join PRTE in Orlando for the 56th Annual Convention of the International Reading Association on May 8th through May 12th of 2011.



2011 PRTE Keynote Speaker:

Dr. Richard Allington

Dr. Richard Allington is professor of education at the University of Tennessee. Previously, he served as the Irving and Rose Fien Distinguished Professor of Education at the University of Florida and as chair of the Department of Reading at the University at Albany. He has served as president of the National Reading Conference and the International Reading Association. Dr. Allington has authored or co-authored several

books professional books regarding reading, literacy, and learning disabilities including: (a) *Classrooms That Work: They Can All Read and Write*, (b) *What Really Matters for Struggling Readers: Designing Research-based Programs*, (c) *What Really Matters in Response to Intervention*, (d) *Big Brother and the National Reading Curriculum: How Ideology Trumped Evidence*, and (e) *No Quick Fix: The RTI Edition*.

2011 PRTE Call for Papers

56th IRA Convention 2011

May 8–12 in Orlando, Florida

Professors of Reading Teacher Educators (PRTE)

Special Interest Group of the International Reading Association (IRA)

2011 IRA Convention in Orlando, Florida

Dates for PRTE Program: *To be announced

PROPOSAL DEADLINES:

Program proposals must be submitted electronically by **May 3, 2010** to Stephanie.grote@tamucc.edu

Proposal should include the following information:

I. TITLE (Title must be no more than 12 words in length (refer to APA style manual), and topics should advance the mission of PRTE and literacy education. Proposal objectives may address the IRA 2009 theme; however, objectives should support teacher preparation of literacy educators.)

II. PRESENTER(S) (Full name, position, address, phone number, and e-mail address of each presenter. Clearly indicate whether each presenter is a member of PRTE and IRA and include IRA membership number and expiration date. **Membership in IRA and PRTE is required for ALL presenters.**)

III. ABSTRACT (Not to exceed 50 words. If your proposal is accepted, your abstract may be published in the PRTE Newsletter.)

IV. DESCRIPTION OF PROGRAM (Not to exceed 200 words. Be sure to ground your presentation in research and/or theory.)

PLEASE NOTE:

1. The time allotted for each presentation will likely be 15 – 20 minutes, in a round table discussion format. Plan to take approximately 50 copies of your handouts to the convention for distribution.
2. Electronic submission of your proposal is mandatory. E-mail to Stephanie.grote@tamucc.edu.
3. Because the committee must act quickly in order to prepare the PRTE proposal for IRA by **June 1**, no late proposals to PRTE will be accepted.

Renew membership or join PRTE prior to submitting a proposal, so that notification regarding proposal status will not be delayed.

Obtain membership information from:

Membership Chair, U.S. and all countries except Canada:

Dr. Corinne Valadez,

College of Education, ECDC 219F, 6300 Ocean Drive, Unit 5834, Corpus Christi, TX 78412-5834.

Corinne.Valadez@tamucc.edu.

Canadian Membership Chair:

Dr. Janet McIntosh, Nipissing University, Faculty of Education, Box 5002, North Bay, ON, Canada, P1B 8L7.

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