College Reading Association’s Golden Anniversary
52nd Annual Meeting

CRA
Mentoring Literacy Professionals for 50 Years

Sarasota, Florida
Hyatt Sarasota Hotel
November 6-9, 2008
SESSION  083
Time: 2:30 p.m. – 2:55 p.m. • Room: Salon H

*Integrating On-Line Technology to Enhance and Teach Literacy Courses*

Speakers:
Barbara J. Reinken, Grand Valley State University
Mary Beth Allen, East Stroudsburg University of PA

Abstract: With the continual options open for using the internet for assessment and instruction, it is important that instructors model and provide university students with experiences in the use of the internet. In this session, online instructional options will be demonstrated as to how to integrate and utilize the internet to teach and enhance literacy courses.

SESSION  084
Time: 2:30 p.m. – 2:55 p.m. • Room: Florida Room

*Building Undergraduates’ Expertise to Teach Reading: Research Evidence from a Supervised Clinical Practicum*

Speakers:
Helen Jean Robbins, Florida International University
Joyce C. Fine, Florida International University

Abstract: Participants will gain insight and knowledge from the course description and methods to develop preservice teachers’ knowledge, skills and dispositions to assess and instruct diverse, second grade, struggling readers’ reading achievement. They will become familiar with a quasi-experimental study that measured increase in expertise to teach reading for high, middle and low performing elementary education candidates.

SESSION  085
Time: 2:30 p.m. – 2:55 p.m. • Room: Salon B

*The Uninvited Guest at a Birthday Party: Facing Challenges of the Cohort Delivery Model*

Speakers:
Ruth L. Rohlwing, St. Xavier University
Carol Leli, Concordia University-Chicago

Abstract: Have you ever felt like the uninvited guest at a birthday party? Graduate literacy cohort programs present similar perceptions and challenges to professors. Because of accreditation expectations, universities must provide quality programs and opportunities for adult learners’ advancement. This session provides insight into dilemmas professors encounter when facilitating class time for graduate students. In the extended cohort model with the same participants in each course, group dynamics can influence the delivery model.

WORKSHOP  086
Time: 2:30 p.m. – 3:20 p.m. • Room: Salon C

*Creating and Positioning Readers as Democratic Community Members: Children’s and Adolescent Literature as Change Agents in Critical Literacy Instruction*

Speaker:
Janelle B. Mathis, University of North Texas

Abstract: As part of a larger study on international literature, a review of research on literature’s role in critical literacy and social justice pointed to a 2006 study by E. Behrman on critical literacy classroom practices. Using the six categories identified in his article as a framework, this session provides a content analysis of resources published since this review that have the potential to create democratic classroom communities with critically thinking members.

WORKSHOP  087
Time: 2:30 p.m. – 3:20 p.m. • Room: Lido Key

*Response to Intervention: The Tier III Model of Reading First*

Speaker:
Leslie L. Hawes, Old Dominion University

Abstract: Reading First, mandated by NCLB, is an initiative to improve students’ literacy skills and reading achievement using pre-post diagnostic assessments to measure student progress. In January 2002, The Office of Special Education Programs coordinated an investigation into the effectiveness of multiple tiers of reading intervention, an education model termed Response to Intervention (RTI). RTI promotes providing appropriate learning experiences for all students and the early identification of students at risk for academic failure.

SESSION  088
Time: 3:00 p.m. – 3:25 p.m. • Room: Siesta Key

*Getting Ready for IRA/NCATE Program Review*

Speaker:
Bette J. Shellhorn, Eastern Michigan University

Abstract: This presentation takes a look at a process for getting ready for an IRA/NCATE Program Review. As a new IRA/NCATE coordinator, I review all of the courses, assignments, standards, assessments, and rubrics, to make sure they are in place. I will share information gained from my experiences with those who may be facing program review in the next couple of years.
WORKSHOP 123

Time: 12:00 p.m. – 1:20 p.m. • Room: Salon B

Assessment to Instruction: A Continuum of Literacy Strategies for Struggling Learners

Speakers:
Kelli R. Paquette, Indiana University of Pennsylvania
DeAnna Laverick, Indiana University of Pennsylvania
Susan E. Fello, Indiana University of Pennsylvania
Anne Creany, Indiana University of Pennsylvania

Abstract: How does one choose literacy materials and instructional techniques after assessing students’ needs? Let the assessment data be a guide to effective, strategic literacy instruction. The workshop will begin with the theoretical background on the value of assessment and the necessity to align instruction based on assessment data. Throughout the workshop, the participants will be provided with a plethora of engaging, literacy instructional strategies designed to meet the needs of the struggling learner.

WORKSHOP 124

Time: 12:00 p.m. – 1:20 p.m. • Room: Siesta Key

Getting in Touch with the More Feminine Side of CRA

Speakers:
Kathleen A. J. Mohr, University of North Texas
Mary Beth Allen, East Stroudsburg University
Mary Beth Sampson, Texas A & M University - Commerce
Jane Whiter, Austin College

Abstract: CRA is well respected for its camaraderie and professional support among members. These characteristics, while not gender specific, could be considered more feminine than masculine. Because CRA has a large number of female members, it is appropriate to share a discussion of the more feminine side of CRA so that members understand and maximize the opportunities to associate and interact within its network. A panel of long-time members will present perspectives and professional possibilities.

SYMPOSIUM 125

Time: 12:00 p.m. – 1:20 p.m. • Room: Salon A

Communities of Practice in Literacy Teacher Education: Why? How? and What We’ve Learned

Speakers:
Janet C. Richards, University of South Florida
Susan Bennett, University of South Florida

Abstract: Members of a community of practice (COP) include experts and novices who learn from one another and accept responsibilities in a shared endeavor. COPs are rare in literacy teacher education. Yet, recent research indicates education majors’ professional development is enhanced when they collaborate in COPs. This multi-modal, innovative symposium explains how to structure COPs in field-based literacy methods courses and how to conduct COP qualitative research. Three recently published COP inquiries will be shared.

SESSION 126

Time: 12:00 p.m. – 12:25 p.m. • Room: Salon D

Teachers’ Read Aloud Choices: Do the Books Match the Students’ Diversity?

Speaker:
Katrina Willard Hall, University of North Florida

Abstract: Research suggests that student comprehension, engagement, and self-efficacy can be influenced by book selection, particularly in primary grades where students are not fluent readers and rely heavily on teacher read aloud selections. This study focused on a first grade teacher’s reasons for her read aloud choices interviews with her at-risk students, as well as an examination of the books for diversity with regard to characters and settings.

SESSION 127

Time: 12:00 p.m. – 12:25 p.m. • Room: Casey Key

Becoming a Writer, Author, and Mentor: My Personal Journey

Speaker:
Jerry L. Johns, Distinguished Teaching Professor Emeritus, Author and Consultant, Northern Illinois University

Abstract: Jerry shares his beginnings and growth as a writer and mentor. Selected highlights, insights, and key ideas may help others reflect on influential factors and events in their career paths. You will also see a couple of his report cards!

Saturday, November 8, 2008

45