



AMERICAN READING FORUM 2022 ANNUAL CONFERENCE



**Investing in Literacy:
Examining Who Profits from
Literacy Curriculum, Research,
Policy, and Practice**

**DECEMBER 7 - 10, 2022
ST. PETE BEACH, FLORIDA**

Welcome to St. Pete Beach

Welcome to the 2022 American Reading Forum conference at the Dolphin Beach Resort in beautiful St. Pete Beach! We are thrilled to be meeting together in person once again and thankful to everyone who made this conference possible, especially ARF chair Amy Broemmel and members of the board.

This year's conference theme, "Investing in Literacy: Examining who Profits from Literacy Curriculum, Research, Policy and Practice," emerged from hours of conversations we have had over the years about our research, our institutions, our careers, our teaching. As we acknowledged in our call for proposals, the idea that the literate individual automatically profits from literacy learning has been explored in our community for decades (e.g, Gee, 1996; Heath, 1983; Street, 1984). If the "autonomous" model of literacy assumes that all literacy acquisition is valued-added and the "ideological" model raises questions of power, we extend Street's (1984; 2005) inquiry to questions of profit. Considering "profit" as both a noun (a gain) and a verb (deriving benefit), we see questions of who profits from literacy and literacy education swirling around nearly every aspect of our work.

Over the next few days, we look forward to discussions of questions such as: Who profits or benefits from literacy education, research, and policy? What resources are taken up and why? How can the literacies needed to navigate the internet be used to open up the world to our students rather than confine them to filter bubbles? How do we navigate tensions between authentic literacy learning and mandated, scripted curriculum and assessments developed by profit-driven companies or corporations? Who profits from our research and its dissemination? We are eager to engage in complicated conversations on the role and influence (dare we say necessity?) of profit in literacy research, policy, and practice.

Brittany Adams

Conference Chair

Angela Kohnen

Conference Co-chair

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American Reading Forum

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WHO WE ARE...

The American Reading Forum is a nonprofit, professional organization composed of individuals who share an interest in the advancement of literacy education. While the American Reading Forum is an organization that facilitates the dissemination of ideas and research, it places highest priority on providing its members opportunities for critical discussion of ideas, issues, research and emerging research interests, and paradigms.

HOW WE SERVE...

The American Reading Forum declares the following to be its reason for existence and the guidelines for its activities:

- To provide a true forum for literacy education where new research can be generated, research in progress can be refined, completed research can be reported, and reported research can be evaluated.
- To provide for the translation of literacy research, theory, and philosophical deliberations into sound practice, but with no research, discussion, or contemplation to be discarded because its implementation is not immediately apparent.
- To conduct a conference at which newly trained scholars and scholars in training can get to know and get assistance from established and distinguished scholars in the field, through a mutual exchange of ideas.
- To provide a yearbook through which scholars of all levels can share viewpoints, resources, and expertise.
- To ensure that in the field of literacy no idea is too bold or new to be given a hearing, and none too old to be given reconsideration.

The Gary Moorman Award

The *Gary Moorman Early Career Literacy Scholar Award* is given to junior American Reading Forum (ARF) members who are at the early stages of their career (generally defined as the first five years post doctorate). This annual award was established in 2017 and is named after Dr. Gary Moorman, Professor Emeritus, Appalachian State University, in honor of his leadership and mentoring of young scholars. The award includes both a monetary prize and a commemorative plaque. Additional information can be found at: <https://www.americanreadingforum.com/awards>

Criteria for Consideration

The award targets early career ARF members. The primary criterion is engagement in innovative reading/literacy research that addresses critical questions about policy, theory, and/or instructional practice. Active participation in professional organizations, particularly ARF, will also be considered.

Past Recipients of the Award

- 2021** Brittany Adams
- 2020** Jeanne Dyches
- 2019** Emily Howell and Jennifer Van Allen
- 2018** Rachelle Savitz and Carrie Symons
- 2017** Trevor Stewart and Vicky Cardullo

The 2022 Gary Moorman award recipient will be announced at the Friday luncheon.

The Brenda S. Townsend Service Award

A literacy researcher is awarded the *Brenda S. Townsend Service Award* for their dedicated service to the organization. Additional information can be found at: <https://www.americanreadingforum.com/awards>

Criteria for Consideration

Current ARF members may nominate a fellow member for this award. Awardees must have been an ARF member for 10 consecutive years, serving the organization in multiple capacities.

Recipients of the Award

- 2021** ---
- 2020** Vicky Zygouris-Coe
- 2019** Carla K. Meyer
- 2018** Lynn Yribarren
- 2017** Mona Matthews

The 2022 Brenda S. Townsend Service Award recipient will be announced at the Friday luncheon.

Graduate Student Scholarship Award

Graduate students presenting at the December conference are eligible for consideration for a scholarship. The amount varies from year to year. The scholarship may only be awarded to a person once. Additional information can be found at: <https://www.americanreadingforum.com/awards>

Criteria for Consideration

Each graduate student is selected to present at the conference according to the ratings obtained on the blind reviews of his/her session proposal, a PowerPoint, and receipt of a nomination letter from an ARF member.

People who accept the award are expected to consider submitting an article describing their conference session to the American Reading Forum's Annual Yearbook.

Graduate student scholarship recipients will be announced during the business meeting on Friday.

Wednesday, December 7, 2022

Time	Event	Location
5:00 – 6:00pm	Board Meeting	Board Room
6:00 – 8:00pm	Registration & Welcome Reception	Boca Sands Grille Patio

Thursday, December 8, 2022

	Time	Event	Location
Thursday	8:00 – 8:30am	Registration	Meeting Foyer
	8:30 – 9:00am	Welcome and Introduction American Reading Forum Chair: Amy Broemmel, University of Tennessee Conference Co-Chairs: Brittany Adams, SUNY Cortland Angela Kohlen, University of Florida	Cypress
	9:00 – 10:15am	Keynote Presentation <u>Centering Family Literacies During the Dual Pandemic and Beyond</u> Rebecca Rogers, University of Missouri-St. Louis	Cypress
Thursday	10:15 – 10:30am	Break	
	10:30 – 11:45am	Paper Session <u>Navigating Tensions in Teaching</u> Teachers and Guided Reflective Inquiry: Bringing Identities into Dialogue with the Tensions from Teaching Challenges Lauren May, Texas A&M International University Teachers’ Challenges and Requests for Supports: “We are all burnt out and hanging by a thread” Zoi A. Traga Philippakos, University of Tennessee; Ashley Voggt, Texas A&M University Corpus Christi; Katherine Blake, University of Tennessee Teachers’ Questions Connecting Culture and Literacy: A Content Analysis of Teachers’ Questions in Japanese Reading Teachers’ Guides Midori Hasegawa, University of Pittsburgh Discussant: Regine Randall, Southern Connecticut State University	Surf A
Thursday			

Thursday	10:30 – 11:45am (cont.)	Paper Session	Surf B
		<u>Children’s Literature</u>	
Thursday		<p>Exploring Themes of Poverty and Financial Status in 21st Century Caldecott Honor and Award Books, 2000-2022 Sherron Killingsworth Roberts, University of Central Florida; Patricia A. Crawford, University of Pittsburgh; Nancy H. Brasel, University of Central Florida</p>	
		<p>Story Time Selections: An Examination of Books Read Aloud in Prekindergarten Classrooms Rebecca M. Giles, University of South Alabama; Karen Morrison, University of South Alabama</p>	
Thursday		<p>“Tikki Tikki Tembo is not my name!” Chinese Children Character’s Names in Picture Books Set in Mainland China Yue Gao, University of Pittsburgh</p>	
		<p>Discussant: Megan Adams, Kennesaw State University</p>	
Thursday		Paper Session	Board Room
		<u>Innovative Approaches to Literacy</u>	
Thursday		<p>Canvassing New Possibilities: How Alternative Online Discussion Forums Could Benefit Collaborative Written Argumentation Michael B. Sherry, University of South Florida; Glenn Smith, University of South Florida; Kimberly DeFusco, Hillsborough County Public Schools</p>	
		<p>Complexity and Flexibility in Graphic Novels and Comic Books Gary Moorman, Appalachian State University; Carla Meyer, Duquesne University</p>	
Thursday		<p>Teacher Candidates and Struggling Readers: Discovering the Benefits of Children’s Literature in Reading Instruction Karen Kleppe Graham, Arkansas State University</p>	
		<p>Discussant: Emily Pendergrass, Vanderbilt University</p>	
Thursday		Problems Court	Cypress
		<p><u>At the Intersection: State Policies, Politics, and Profit in Teacher Preparation for Literacy Instruction</u> Keely O Baronak, Carlow University; William M Baronak, West Liberty University</p>	
	11:45 – 1:15pm	Lunch	On Your Own

Thursday	1:15 – 2:30pm	Paper Session	Surf A
		<u>Literacy Beyond the Standards</u>	
Thursday		<p>The Cost of Curricular Surveillance: How Teachers Cross Intellectual Borders to Engage Students’ Critical Literacies in Highly Standardized Contexts Amy Knowles, Missouri State University</p> <p>Bumping Up Against the Boundaries of Accreditation Standards Nance S. Wilson, SUNY Cortland; Jennie Baumann, Michigan State University; Linda Smetana, CSU East Bay; Tess Dussling, St. Joseph’s College; Jane Bean-Folkes, South Orange & Maplewood School District; Shuling Yang, East Tennessee State University; Elizabeth Y. Stevens, Roberts Wesleyan College; Ann Van Wig, Eastern Washington University; Brittany Adams, SUNY Cortland</p> <p>Examination of the Role of Education Preparation Providers’ in Preparing Literacy Leaders: Beyond the Standards Zoi A. Traga Philippakos, University of Tennessee; Linda Grace, University of Delaware</p> <p>Discussant: Katherine A. Blake, University of Tennessee</p>	
Thursday		Advancing Literacy Session	Surf B
Thursday		<u>Identity and Literacy</u>	
Thursday		<p>Service and Preservice Teachers’ Views on Their Own Personal Reading Habits Michele C. Byrne, Florida Gulf Coast University; Cynthia Dawn Martelli, Florida Gulf Coast University; Vickie Johnston, Florida Gulf Coast University</p> <p>Shifts in Students’ Reading Ability and Identity in the Context of Participation in a Reading Clinic Valerie Gresser, Duquesne University; Carla K. Meyer, Duquesne University</p> <p>Discussant: Jennifer L. VanSlander, Columbus State University</p>	

Thursday	1:15 – 2:30pm (cont.)	Problems Court	Cypress
		<u>Amplifying Silenced Voices in Classroom Spaces through Books</u> Rachelle S. Savitz, East Carolina University; Jason D. DeHart, Appalachian State University; Leslie Roberts, Georgia Southern University; Amy Broemmel, The University of Tennessee; Kate Bentley, The University of Tennessee; Keith Newvine, SUNY Cortland; Sarah Fleming, SUNY Oswego; Heather Waymouth, West Chester University; Elizabeth Shucker, University of Pennsylvania; Kristie Smith, Kennesaw State University	
Thursday	2:30 – 2:45pm	Break	
	2:45 – 4:00pm	Call to Forum	Cypress
Thursday		<u>Reading, Writing, and Racism: Disrupting Whiteness in Teacher Education and in the Classroom</u> Authored by Bree Picower Discussant: Nance S. Wilson, SUNY Cortland	
		Advancing Literacy Session	Surf A
Thursday		<u>Cultural and Linguistic Diversity</u> Emergent Bilinguals’ “Cleverness” and Critical Multimodal (Bi)Literacies Christine Uliassi, SUNY Cortland “My Grandma Taught Me Not to be Talking Ignorant in front of White Folks.”: Genesis Begins Again as a Vehicle for Linguistic Justice Jasmyn Jones, Old Dominion University; Jamie Colwell, Old Dominion University The Cycle of Oppression in Literacy: Utilizing SEL to Promote Literacy Gains in Marginalized Children Megan Adams, Kennesaw State University; Sanjuana Rodriguez, Kennesaw State University; Virginie Jackson, Kennesaw State University; Karla Ramirez, Kennesaw State University Discussant: Gillian E. Mertens, SUNY Cortland	
		Problems Court	Surf B
Thursday		<u>In Response to Prophets & Profit: Complicating the Voices and Position of Those Who Would ‘Save’ Reading</u> Regine Randall, Southern Connecticut State University	

Thursday	2:45 – 4:00pm (cont.)	Problems Court <u>The Impact and Importance of Banned and Censored Holocaust Children's Literature</u> Maite Herrera, Texas Christian University; Anna Mayes, Texas Christian University; Tiffany Nakamura, Texas Christian University; Bianca Tucker, Texas Christian University; Jan Lacina, Texas Christian University; Cynthia Savage, Texas Christian University Discussant: Christina Grant, Murray State University	Board Room
	5:00 – 6:30pm	Spirit of the Times (Food and Fun for All)	Royal Dolphin

Friday, December 9, 2022

	Time	Event	Location
Friday	8:00 – 8:30am	Registration	Meeting Foyer
	8:30 – 9:00am	Graduate Student Meeting	Board Room
	9:00 – 10:15am	Keynote Presentation <u>The New Sponsors of Literacy: Digital Platforms as Literacy Intermediaries</u> Amy Stornaiuolo, University of Pennsylvania	Cypress
Friday	10:15 – 10:30am	Break	
	10:30 – 11:45am	Paper Session <u>Toward a Diverse and Inclusive Literacy Classroom</u> Divesting Hegemonic Ideologies about Language Learners and Immigrant Students: An Examination of Teacher Perceptions Brittany Adams, SUNY Cortland; Elizabeth Y. Stevens, Roberts Wesleyan College; Tess Dussling, St. Joseph's College; Jennifer Whitt, University of North Texas; Sunny C. Li, Syracuse University Entryways and Roadblocks: Examining Factors that Enhance and Inhibit Teachers' Understandings and Appropriations of Culturally Responsive Text Set Design Learned in Graduate Coursework Brooke Lee Hardin, University of South Carolina Upstate Rural Literacies and Rural Voices: Ways in which Rural ELA Teachers can Support the Lived Experiences of Students in the Classroom Heather Lynn Wright, Gardner-Webb University Discussant: Sherron Killingsworth Roberts, University of Central Florida	Surf A
Friday			
Friday			

Friday	10:30-11:45am (cont.)	Paper Session	Surf B
		<u>Teacher Preparation Studies</u>	
Friday		<p>Helping Teachers Invest in the Reading-Writing-Thinking Connection Emily Pendergrass, Vanderbilt University; Melanie Hundley, Vanderbilt University</p>	
Friday		<p>Power-with: Enacting Literacy Processes through Collaboratively Studying Teaching Practices Abby Cameron-Standerford, Northern Michigan University; Christi Edge, Northern Michigan University; Bethney Bergh, Northern Michigan University</p>	
Friday		<p>“I Didn’t Know How To”: The Cost of Literacy for First-Generation Pre-Service ELA Teachers Cathie English, Missouri State University</p>	
		Discussant: Katarina Silvestri, SUNY Cortland	
		Paper Session	Board Room
		<u>Teaching Partnerships</u>	
Friday		<p>Effects of a Literacy Instruction Professional Development Program: Is it Effective? Is it Sustainable? Is it Valuable? Christina Grant, Murray State University; Holly Bloodworth, Murray State University</p>	
Friday		<p>Affordances, Constraints, and Collaborative Practices of E-mentoring: A Literature Review Kristina Bell, Virginia Tech</p>	
Friday		<p>Classroom Collaborations: Teacher-in-Residence Partnerships to Profit All Parties Michelle Commeret, University of Florida</p>	
		Discussant: Keely O Baronak, Carlow University	
		Problems Court	Cypress
		<u>Interrogating Literacy Assessment Practices and Policies</u>	
		<p>Tess Dussling, St. Joseph’s University; Nance S. Wilson, SUNY Cortland; Elizabeth Stevens, Roberts Wesleyan University; Kristen White, Northern Michigan University; Wendy Gardiner, Pacific Lutheran University; Amy Tondreau, University of Maryland; Tierney B. Hinman, Auburn University</p>	
Friday	11:45 – 1:15pm	Lunch & General Session	Royal Dolphin
		<p><u>Information Literacy in an Infodemic: Tensions Between Theory and Practice</u> Gillian E. Mertens, SUNY Cortland</p>	

	1:15 – 1:30pm	Break
	1:30 – 2:45pm	Paper Session Surf A
Friday		<p style="text-align: center;"><u>Literacy Legislation</u></p> <p>Early Literacy Reform Efforts in North Carolina: The Good, the Bad, and the Ugly Marjorie Rowe, East Carolina University; Kimberly Anderson, East Carolina University; Laurie “Darian” Thraillkill, East Carolina University; Elizabeth Swaggerty, East Carolina University; Terry Atkinson, East Carolina University</p> <p>Teachers’ Knowledge of Language Constructs in an Era of Literacy Legislation Lauren R. Brannan, University of South Alabama; Marissa J. Filderman, University of Alabama; Karen Morrison, University of South Alabama; Hannah D. Szatkowski, University of South Alabama</p> <p>Profits May Influence Policy and Classroom Instruction: How Will Profitability Influence Johnny’s Reading Ability? George G. Hrubby, University of Kentucky</p> <p>Discussant: Nance S. Wilson, SUNY Cortland</p>
Friday		Paper Session Surf B
Friday		<p style="text-align: center;"><u>Beyond Academia: Literacy in the World</u></p> <p>Clinical Trial Study Listings as Informational Texts: Findings from a Content Analysis Gillian E. Mertens, SUNY Cortland; Emma Bryan, University of Florida; Kathryn McAlindon, University of Florida; Elizabeth Flood-Grady, University of Florida</p> <p>Investing in Literacy: The Versatility of Readability Formulas Aimee Morewood, West Virginia University; Canyon Lohnas, West Virginia University</p> <p>Discussant: Michelle Commeret, University of Florida</p>

Friday	1:30 – 2:45pm (cont.)	Advancing Literacy Session	Board Room
		<u>Instructional Strategies and Supports</u>	
Friday		<p>The Power of “Turn and Talk”: How Online Literacy Instruction Complicates Peer-Learning Stacie L. Finley, Missouri State University</p> <p>Teaching Adolescent Students to Strategically Utilize Read-Aloud Technology in Science Class Katherine A. Blake, University of Tennessee</p> <p>Instructional Coaching, Shared Understanding, School Resources Jill Sarada, University of Pittsburgh</p> <p>Discussant: Zoi A. Traga Philippakos, University of Tennessee</p>	
Friday		Problems Court	Cypress
		<u>Who Benefits from (Un)Grading in Literacy Education (and Beyond)? Exploring the Tensions of Using Non-Traditional Assessment and Evaluation Methods</u>	
		Katarina Silvestri, SUNY Cortland; Brittany Adams, SUNY Cortland	
	2:45 – 3:00pm	Break	
	3:00 – 4:15pm	Paper Session	Surf A
Friday		<u>Adolescent Literature</u>	
Friday		<p>The Power of Eco-narratives: Teaching Climate Justice Through Young Adult Literature Michael B. Sherry, University of South Florida</p> <p>“From ‘Boys Will Be Boys’ to ‘You’re Wearing That?’: Examining School Norms and Attitudes in Middle Grade Novels that Normalize Sexual Violence Kathleen Colantonio-Yurko, Ph.D., SUNY at Brockport; Brittany Adams, Ph.D., SUNY Cortland; Shelby Boehm, University of Florida; Henry “Cody” Miller, Ph.D., SUNY Brockport</p> <p>Who Benefits from Censoring Anti-Racist Youth Texts? Examining Three Middle Grade Novels through CRT Tenets Gillian E. Mertens, SUNY Cortland; Brittany Adams, SUNY Cortland</p> <p>Discussant: Michelle J. Kelley, University of Central Florida</p>	

	3:00 – 4:15pm (cont.)	Paper Session	Surf B
		<u>Humanizing Perspectives on Reading Instruction</u>	
Friday		Investing in Students with Disabilities: Moving From Skill-and-Drill to Compose-and-Create Emily Pendergrass, Vanderbilt University; Melanie Hundley, Vanderbilt University; Rebecca Peterson, Indiana University	
Friday		Reader Stress Survey: Exploring a New Assessment for Understanding SEL Needs of Struggling Readers Donna C. Kester Phillips, Ph.D., Niagara University; Kathleen McGrath, Ph.D., Niagara University; Caitlin Reigel, Ph.D., Niagara University; Robin Erwin, Ph.D., Niagara University	
Friday		Preservice Teachers Examine Fluency and the Benefits of Using Poetry to Develop Oral Reading Fluency Michelle Ciminelli, Niagara University	
		Discussant: Jennie Baumann, Michigan State University	
		Advancing Literacy Session	Board Room
		<u>Disciplinary Literacy</u>	
Friday		Exploring Pre-Service Teachers’ Understanding and Application of Disciplinary Literacy Practices Natalie Colosimo, University of Florida	
		“Can’t We Just Enjoy the Book?”: Disciplinary Literacy and Teachers of Literature Geoffrey Kellogg, University of Florida	
Friday		You Mean Genre’s More Than a Classification?: Teachers Learning Genre Pedagogy in the Context of a College Writing Course Valerie Gresser, Duquesne University	
		Discussant: Stacie L. Finley, Missouri State University	
Friday		Problems Court	Cypress
		<u>Media Literacy Education: The Price for Achieving Critical Inquiry?</u> Belinha De Abreu, Sacred Heart University; Donna E. Alvermann, University of Georgia; Melda N. Yildiz, New York Institute of Technology; Ryan R. Goble, Northwestern University	
	4:15 – 6:00pm	Business Meeting	Cypress

Saturday, December 10, 2022

	Time	Event	Location
Saturday	8:00 – 8:30am	Registration	Meeting Foyer
	9:00 – 10:15am	Keynote Presentation	Cypress
		<u>Benefits and Consequences—A Historical Journey Through Literacy Curriculum, Instruction, and Testing in Florida (although it could be your state too)</u> Lisa Scherff, Community School of Naples	
	10:15 – 10:30am	Break	
Saturday	10:30 – 11:45am	Paper Session	Surf A
		<u>Perspectives on Secondary Literacy Instruction</u> An Examination of Secondary English Language Arts and Social Studies Teachers’ Perceptions of Effective Literacy Practices in their Content Area Classrooms Melissa Mitchell, University of Central Florida; Vassiliki Zygouris-Coe, University of Central Florida	
		Funds of Knowledge, Profits in Comprehension? Jennie Baumann, Michigan State University	
		The Benefits of Peer Tutoring for Students with Disabilities Through Study Buddies in a 6th-12th Grade Setting Lazara Garcia, Florida International University; Joyce Fine, Florida International University	
Saturday		Discussant: Natalie Colosimo, University of Florida	
		Advancing Literacy Session	Surf B
Saturday		<u>Supporting Practicing Teachers</u> Validating the Literacy Coach Self-Efficacy Survey Adam Brieske-Ulenski, Bridgewater State University; Michelle J. Kelley, University of Central Florida	
		An Exploration of Teacher Change During Tailored Literacy Coaching Opportunities Julie W. Ankrum, Indiana University of Pennsylvania; Jacqueline Myers, Central Cambria School District; Emily Waggoner, Indiana University of Pennsylvania	
		The Collaborative Professional Development Framework for Novice Teachers Jennifer L. VanSlander, Columbus State University; Sarah W. Sharpe, Columbus State University; Victoria Cardullo; Auburn University	
Saturday		Discussant: Cathie English, Missouri State University	

Saturday	10:30 –11:45am (cont.)	Problems Court	Board Room
		<u>Questioning Credentials: Access to “Dyslexia Interventionist”</u> Carla K. Meyer, Duquesne University; Valerie Gresser, Duquesne University; Nora Vines, University of Tennessee; Natalia Ward, East Tennessee State University	
	11:45 – 12:00pm	Closing Remarks & Adjournment	Cypress
		American Reading Forum Chair Amy Broemmel University of Tennessee	

Session Details | Thursday, December 8, 2022

9:00 - 10:15am

Keynote Presentation | Cypress

Centering Family Literacies During the Dual Pandemic and Beyond

Keynote Speaker: Rebecca Rogers, E. Desmond Lee Endowed Professor in Tutorial Education and Curators' Distinguished Research Professor, University of Missouri-St. Louis

We are living through an era of a global pandemic, unprecedented climate change, ongoing wars, and continued racial violence worldwide. It is no surprise that the scholarship of English Language Arts continues to be at the forefront of ongoing debates – from the role of critical race theory to the proliferation of corporate-infused digital technologies and the continued commodification of scholarly publishing. These tensions reflect longstanding chasms mirroring the racial political economies of society fueled by profit making motive during times of crises. Indeed, children, youth, families, and educators are on the frontlines and there is a very real struggle being waged for our time, energy, attention, and lives.

Yet, we are not without hope. These intersecting crises have revealed an opportunity to be more hopefully critical and to imagine a futurity for educational literacies focused on community and human liberation. Rhonda MaGee (2021), social analyst, asks us to center the “solidarity dividend” which refers to the gains made when people work together for human liberation. I will draw on scholarship in family literacy studies, teacher education, children’s literature, and research methodologies to emphasize efforts to resist and reconstruct a cultural ecology of literacy studies grounded in human solidarity. These examples, I argue, resist the commodification of educational literacies and human lives and provide examples rooted in collaboration, community, and compassion.

10:30 – 11:45am

Paper Session: Navigating Tensions in Teaching | Surf A

Teachers and Guided Reflective Inquiry: Bringing Identities into Dialogue with the Tensions from Teaching Challenges

Lauren May, Texas A&M International University

This presentation focuses on a study which explored the different identities from which novice teachers can draw inspiration to understand how they may support or constrain the process of responding to challenges. Dialogism (Bakhtin, 1981) and dialogical self theory (Hermans & Hermans-Konopka, 2010) provided a lens through which meanings were created from the generated data. The main understanding was that developing teacher identities were influenced by numerous aspects of the dialogical self. The implications point to the need to enact approaches to teacher induction that use guided reflective inquiry to bring identities into dialogue with the tensions from challenges experienced in individual teaching contexts.

Teachers' Challenges and Requests for Supports: "We are all burnt out and hanging by a thread"

Zoi A. Traga Philippakos, University of Tennessee; Ashley Voggt, Texas A&M University Corpus Christi; Katherine Blake, University of Tennessee

The purpose of this descriptive study was to examine K to 5 teachers' instructional conditions of work to better understand teachers' needs. A national sample of 343 K-5 classroom teachers from 46 states and 100 K-5 teachers from a large school district participated in the study. Participants at the national and local levels responded to questions on challenges that teachers faced and on the specific supports they wished they had from states, districts, administration, parents, and social media. The findings between the national and the large local district were comparable.

Teachers' Questions Connecting Culture and Literacy: A Content Analysis of Teachers' Questions in Japanese Reading Teachers' Guides

Midori Hasegawa, University of Pittsburgh

This study aimed to investigate the nature of questions developed for reading instruction for Japan's elementary school children. The targeted questions are those included in the elementary reading lesson plans in the teachers' guides, which is part of Japan's national curriculum. A premise of this study is that such reading questions implicitly communicate expectations regarding what should have been gained from the children's reading experience, and that they carry implications for how the learning should be structured. This study goes further in examining questions as the cultural role that means how questions are characteristic of culture and how they are functional in reading lessons.

Discussant: Regine Randall, Southern Connecticut State University

Paper Session: Children's Literature | Surf B

Exploring Themes of Poverty and Financial Status in 21st Century Caldecott Honor and Award Books, 2000-2022

Sherron Killingsworth Roberts, University of Central Florida; Patricia A. Crawford, University of Pittsburgh; Nancy H. Brasel, University of Central Florida

Children's books often offer comfort, information, and perspective on life's challenges. Given the recent financial throes and losses that have cut even deeper into families' economic situations, we sought to analyze 102 children's picturebooks in order to assist children and families. This research explored images and portrayals of poverty, financial difficulty, profit, and wealth in quality 21st century picturebooks. Using the Caldecott Honor and Award books as the focus, and a continuum from poverty to wealth to guide our analysis, we explored over 100 picturebooks for images, portrayals, representations of poverty, financial difficulty, and wealth to synthesize salient themes.

Story Time Selections: An Examination of Books Read Aloud in Prekindergarten Classrooms

Rebecca M. Giles, University of South Alabama; Karen Morrison, University of South Alabama

The well-documented benefits of reading aloud to young children has established story time as an integrated part of the daily routine in early childhood classrooms. Results of this explorative qualitative study provide an in-depth look at the read aloud choices of 151 prekindergarten teachers. The 102 books identified included a limited appearance of nonfiction, recently published titles, award winners, and multicultural literature. The most common reason teachers reported for selecting a book to read aloud was that its content related to a theme of study. Findings suggest that read-alouds have much unused potential for promoting children’s growth and learning.

“*Tikki Tikki Tembo is not my name!*” Chinese Children Character’s Names in Picture Books Set in Mainland China

Yue Gao, University of Pittsburgh

The aim of this study is to examine Chinese children characters’ names in picturebooks set in Mainland China and to analyze the meaning and culture behind those names. Through this small-scaled study, the researchers hope to help educators understand culturally and linguistically diverse names in children’s picturebooks. With better understanding of this form of diversity, teachers may build closer rapport when having students with culturally and linguistically diverse names, especially Chinese students.

Discussant: Megan Adams, Kennesaw State University

[Paper Session: Innovative Approaches to Literacy | Board Room](#)

Canvassing New Possibilities: How Alternative Online Discussion Forums Could Benefit Collaborative Written Argumentation

Michael B. Sherry, University of South Florida; Glenn Smith, University of South Florida; Kimberly DeFusco, Hillsborough County Public Schools

Recent research on the teaching of argumentation in secondary schools has focused on the benefits of collaborative discussions which foster uptake of others’ words and ideas. Opportunities remain to study online discussions as a similar scaffold to collaborative written argumentation. Typical online discussion forums organize student posts into separate threads that make some replies invisible to others, limiting student uptake across posts. Our study explored whether two alternative types of discussion forms—linear chat and collaborative responsive writing—increased uptake and shaped collaborative argumentation across 24 discussions during a media literacy unit for 10th grade students at a Southern US secondary school.

Complexity and Flexibility in Graphic Novels and Comic Books

Gary Moorman, Appalachian State University; Carla Meyer, Duquesne University

As graphic novels and comic books are increasingly popular in classrooms, there are a variety of perceptions about their depth and complexity. This problems court will focus on the breadth of what is being published in these media, their potential for instruction across content areas, and their complex features, including Story Content, Narrative Plot, Encapsulation, and Layout/Composition. Our presentation speaks to the complex and flexible nature of these media for literacy engagement and development across

disciplines, and highlights titles that have recently been called into question and even banned by some school districts.

Teacher Candidates and Struggling Readers: Discovering the Benefits of Children's Literature in Reading Instruction

Karen Kleppe Graham, Arkansas State University

This study investigated teacher candidates' applications of research-based literacy course content knowledge with focused attention on diagnosis and assessment of reading difficulties, while considering the benefits of literacy in education, and how resources are taken up at the elementary level. Rosenblatt's (1994) Transactional/Reader Response has been used to theorize the influences texts have on reluctant readers (Gerla, 1992), therefore Rosenblatt's theory was an appropriate foundation on which to build this research study. As future educators, the TCs demonstrated the benefits of children's literature and that their choices of focus texts directly influenced their lesson topics, procedures, assessments, and overall outcomes.

Discussant: Emily Pendergrass, Vanderbilt University

Problems Court | Cypress

At the Intersection: State Policies, Politics, and Profit in Teacher Preparation for Literacy Instruction

Keely O Baronak, Carlow University; William M Baronak, West Liberty University

With continued concern over the lack of reading achievement, state legislators are enacting legislation compelling advanced literacy training for educators, changes to teacher preparation programs, or specific reading practices to be adopted or removed from PreK-12 classrooms. The demand for increased educator literacy knowledge is juxtaposed against a national teacher shortage, an increase in alternative routes to certification, dueling national accreditation bodies, and scathing critiques of teacher education program preparation. Using a systems theory, how do we consider the multi-faceted process of teacher certification against calls for literacy reform and resulting changes in teacher preparation?

1:15 – 2:30pm

Paper Session: Literacy Beyond the Standards | Surf A

The Cost of Curricular Surveillance: How Teachers Cross Intellectual Borders to Engage Students' Critical Literacies in Highly Standardized Contexts

Amy Knowles, Missouri State University

Current national conversations about education and issues of equity, diversity, and inclusion reveal the cost of increased standardization and enhanced parental voice. Literacy educators are positioned to explore important social issues found in literature, investigate the credibility of information found in multiple mediums, and share ideas by producing texts. Yet, teachers who make a commitment to justice-oriented instruction may lack concrete strategies to use when faced with increased critique and surveillance.

In this presentation, participants will be introduced to a critical literacy pedagogy as well as artifacts from a study of how experienced educators engage students' critical literacy skills.

Bumping Up Against the Boundaries of Accreditation Standards

Nance S. Wilson, SUNY Cortland; Jennie Baumann, Michigan State University; Linda Smetana, CSU East Bay; Tess Dussling, St. Joseph's College; Jane Bean-Folkes, South Orange & Maplewood School District; Shuling Yang, East Tennessee State University; Elizabeth Y. Stevens, Roberts Wesleyan College; Ann Van Wig, Eastern Washington University; Brittany Adams, SUNY Cortland

This research investigated graduate literacy candidates' transactions with professional teaching texts assigned in Literacy MS.Ed programs across the United States. Each course followed the ILA standards. Using a social annotation tool, we examined how candidates comprehend and engage with the community to develop critical thinking skills. The data indicates the preparation of candidates to teach with an eye toward equity calls for programs to broaden assessment measures.

Examination of the Role of Education Preparation Providers' in Preparing Literacy Leaders: Beyond the Standards

Zoi A. Traga Philippakos, University of Tennessee; Linda Grace, University of Delaware

The purpose of this session is to examine the role of literacy coaches and leadership in school-based reform and establish criteria for the function of literacy leaders in school settings. We first provide a historical overview of the function of literacy specialists' programs while commenting on findings on student achievement. Then we comment on criteria that would effectively utilize the role of literacy coaches in schools to promote sustainability of evidence-based practices. The paper includes a model of literacy specialists' and coaches function in schools and closes with responsibilities of literacy leadership preparation programs and implications for future research.

Discussant: Katherine A. Blake, University of Tennessee

[Advancing Literacy Session: Identity and Literacy | Surf B](#)

Service and Preservice Teachers' Views on Their Own Personal Reading Habits

Michele C. Byrne, Florida Gulf Coast University; Cynthia Dawn Martelli, Florida Gulf Coast University; Vickie Johnston, Florida Gulf Coast University

The concept of books as mirrors understands that readers see themselves in the books they read because the text reflects back to readers identities, cultures, or experiences. This inquiry is a qualitative study which examined the perceptions regarding reading attitudes and habits for service and preservice teachers. Discussions will focus on: how do we make readers out of teachers, what is the best method for selecting books so that their students of diverse backgrounds can see themselves, and how to foster a desire for the importance of choosing books for their students that mirror their lives.

Shifts in Students' Reading Ability and Identity in the Context of Participation in a Reading Clinic

Valerie Gresser, Duquesne University; Carla K. Meyer, Duquesne University

This study will explore dyslexic students' abilities and identity of reader after participating in a semester-long reading intervention provided through a university reading clinic. The researchers will use a case-study approach to the study. Pre- and post-interviews, tutor observations as well student assessment results will be used data points for the study.

Discussant: Jennifer L. VanSlander, Columbus State University

Problems Court | Cypress

Amplifying Silenced Voices in Classroom Spaces through Books

Rachelle S. Savitz, East Carolina University; Jason D. DeHart, Appalachian State University; Leslie Roberts, Georgia Southern University; Amy Broemmel, The University of Tennessee; Kate Bentley, The University of Tennessee; Keith Newvine, SUNY Cortland; Sarah Fleming, SUNY Oswego; Heather Waymouth, West Chester University; Elizabeth Shucker, University of Pennsylvania; Kristie Smith, Kennesaw State University

This problems court has been developed based on collaborative work we have done with teachers and researchers to share strategies and texts for disrupting the environment of censorship that has ramped up over the past two years. We collectively share ideas, experiences, and strategies related to the challenges that educators face when sharing texts that include people and topics that have been politicized and historically silenced/minoritized. Our work makes the case that the ownership of classroom texts and voices does not belong to a limited group of stakeholders, but that texts should be shared that reflect a range of experiences.

2:45 – 4:00pm

Call to Forum | Cypress

Reading, Writing, and Racism: Disrupting Whiteness in Teacher Education and in the Classroom by Bree Picower

When racist curriculum “goes viral” on social media, it is typically dismissed as an isolated incident from a “bad” teacher. In *Reading, Writing, and Racism*, Picower argues that White teachers must reframe their understanding about race in order to advance racial justice and that this must begin in teacher education programs. Drawing on her experience preparing teachers to focus on social justice and antiracism, Picower shows how racial justice can be built into programs across the teacher education pipeline—from admission to induction. By examining the who, what, why, and how of racial justice teacher education, she provides radical possibilities for transforming how teachers think about, and teach about, race in their classrooms.

Discussant: Nance S. Wilson, SUNY Cortland

Advancing Literacy Session: Cultural and Linguistic Diversity | Surf A

Emergent Bilinguals’ “Cleverness” and Critical Multimodal (Bi)Literacies

Christine Uliassi, SUNY Cortland

The session will illuminate and examine the critical multimodal literacy practices of an ESL and classroom teacher working with fourth-grade multilingual students. Utilizing case study research methods, findings showed that teachers’ planning and feedback centered on multimodal tools and communication which allowed emergent bilinguals to express themselves as empowered ‘clever’ participants. Students were able to restory narratives using various modes and digital tools, budding as activists on social issues. The session will include a discussion of the challenges and potential of critical multimodal practices in often English-only and print-centric spaces.

“My Grandma Taught Me Not to be Talking Ignorant in front of White Folks.”: Genesis Begins Again as a Vehicle for Linguistic Justice

Jasmyn Jones, Old Dominion University; Jamie Colwell, Old Dominion University

Black Language is the native language and linguistic resources that many Black children bring into the language arts classroom every day. However, Black students have been taught to censor the Black parts of their language. Moreover, traditional U.S. curricula often stifles, monitors, and demonizes their language and literacy development. In doing so, the interconnectedness of race and language is ignored. To that extent, this advancing literacy proposal describes research in its planning stages that seeks to analyze how upper elementary students examine the intersection of language, race, and power through the study of Black Language and African American literature.

The Cycle of Oppression in Literacy: Utilizing SEL to Promote Literacy Gains in Marginalized Children

Megan Adams, Kennesaw State University; Sanjuana Rodriguez, Kennesaw State University; Virginie Jackson, Kennesaw State University; Karla Ramirez, Kennesaw State University

This proposal takes advantage of the advancing literacy roundtable. During a recent case study, researchers found dilemmas that require conversation prior to future research. The original study investigated SEL impacts on students’ performance in literacy during a summer program for 2nd and 3rd graders. Mental health supports and targeted phonics instruction were utilized daily for all children. Yet the phonics activities were not culturally relevant for English Learners, relying heavily on prior knowledge of the English Language, and mental health screens introduced trauma not yet acknowledged/lived/processed by the children. This session seeks to ask about tackling those issues moving forward.

Discussant: Gillian E. Mertens, SUNY Cortland

Problems Court | Surf B

In Response to Prophets & Profit: Complicating the Voices and Position of Those Who Would ‘Save’ Reading

Regine Randall, Southern Connecticut State University

States are increasingly adopting the language of “scientifically-based reading instruction” and the “science of reading” within legislation specific to K-3 education in efforts to “close the achievement gaps.” An accountability narrative, however, has emerged that identifies educator preparation programs, inadequate teacher knowledge, and insufficient phonics instruction as being largely responsible for these gaps. This Problems Court analyzes the work of “prophets” who seek to perpetuate this troublesome narrative while also examining ways teacher educators and reading researchers can bring about and protect balanced reform to ensure that children are the ones profiting from their education.

[Problems Court | Board Room](#)

The Impact and Importance of Banned and Censored Holocaust Children's Literature

Maitte Herrera, Texas Christian University; Anna Mayes, Texas Christian University; Tiffany Nakamura, Texas Christian University; Bianca Tucker, Texas Christian University; Jan Lacina, Texas Christian University; Cynthia Savage, Texas Christian University

As prevalent throughout history, the issue of banned books has become more apparent in schools nationwide. In our presentation, we highlight the importance of incorporating banned and censored books into classroom conversations in order to heighten students’ critical thinking about different perspectives surrounding difficult events. Through our experiences at the Holocaust Museum Houston, we draw on our own education about teaching the Holocaust and banned books to highlight the necessity of holding these difficult conversations. Within our presentation, we identify the historical and current use of banned and censored books and strive to encourage next step efforts in using these books as educational resources.

[Session Details | Friday, December 9, 2022](#)

9:00 - 10:15am

[Keynote Presentation | Cypress](#)

The New Sponsors of Literacy: Digital Platforms as Literacy Intermediaries

Presenter: Amy Stornaiuolo, Associate Professor of Literacy, Culture, and International Education, University of Pennsylvania

Even as educators and youth are increasingly digitally connected, a trend highlighted and amplified during the pandemic, researchers have not yet adequately examined how digital platforms shape people’s literacy practices. While platforms like Zoom, Slack, and Google Drive are now ubiquitous for managing and supporting networked activity, they

are often perceived as neutral content moderators rather than tools with particular agendas and ideologies. By operating in the background of our awareness and analysis, these apps and services serve as intermediaries (Gillespie, 2010) in people's literacy practices, often eliding tensions around raced/classed surveillance, commercialization, and datafication. This talk critically explores how digital platforms serve as literacy sponsors in the sense Brandt (1998, 2015) theorized them, as agents that not only support or control literacy practices but directly benefit from them. The talk will consider how a range of educational and social platforms (e.g., Flipgrid, Wattpad, Canvas, Twitter) materially and conceptually benefit from people's literacy practices, not only shaping what people do with literacy in these spaces but constructing particular kinds of literate users in order to gain power and advantage. The talk will suggest how critical examination of digital platforms as literacy intermediaries can offer important insights for teaching and learning.

10:30 – 11:45am

[Paper Session: Toward a Diverse and Inclusive Literacy Classroom | Surf A](#)

Divesting Hegemonic Ideologies about Language Learners and Immigrant Students: An Examination of Teacher Perceptions

Brittany Adams, SUNY Cortland; Elizabeth Y. Stevens, Roberts Wesleyan College; Tess Dussling, St. Joseph's College; Jennifer Whitt, University of North Texas; Sunny C. Li, Syracuse University

This presentation will focus on findings from a study of the decision-making and patterns of discourse of 21 novice teachers as they engaged with, reflected on, and discussed school-based scenarios about immigrant students and English learners (ELs). The findings provide valuable insight regarding novice teachers' intentions and (mis)understandings when working with immigrant students and ELs that can help teacher educators better prepare pre-service teachers to respond to such learners.

Entryways and Roadblocks: Examining Factors that Enhance and Inhibit Teachers' Understandings and Appropriations of Culturally Responsive Text Set Design Learned in Graduate Coursework

Brooke Lee Hardin, University of South Carolina Upstate

This session will engage participants in a study examining the factors that appear to enhance and/or inhibit teachers' understandings and appropriations of instructional methods used in a graduate course focused on content area literacy. In particular, the study aims to discuss teachers' understanding and implementation of culturally responsive text sets for Social Studies learning. The session will conclude by exploring ways both teachers and their students can better profit from their learning experiences.

Rural Literacies and Rural Voices: Ways in which Rural ELA Teachers can Support the Lived Experiences of Students in the Classroom

Heather Lynn Wright, Gardner-Webb University

Rural communities are spaces of affordances and constraints. They are spaces that have historically been labeled with a deficit mindset of rurality, negatively impacting potential

narratives of those spaces and places. For secondary students looking towards post-secondary plans, such deficit narratives of rurality can be detrimental. In my proposed presentation, I will discuss the ways in which rural ELA teachers can work towards supporting the lived experiences of rural adolescent students in the classroom. Rural literacies, supporting student narratives, and utilizing a learner-centered classroom are ways in which students are supported and their voices are amplified.

Discussant: Sherron Killingsworth Roberts, University of Central Florida

Paper Session: Teacher Preparation Studies | Surf B

Helping Teachers Invest in the Reading-Writing-Thinking Connection

Emily Pendergrass, Vanderbilt University; Melanie Hundley, Vanderbilt University

This design-based research project seeks to explore and inform how teacher educators work alongside in-service and preservice teachers to further develop sophisticated and nuanced connected practices that improve literacy instruction.

Power-with: Enacting Literacy Processes through Collaboratively Studying Teaching Practices

Abby Cameron-Standerford, Northern Michigan University; Christi Edge, Northern Michigan University; Bethney Bergh, Northern Michigan University

In this study, we extend our longitudinal study of teacher education practices (Authors, 2022) by considering the relationship between the metaphorical threads of power, authority, and knowledge. We highlight the generative nature of collaborative, pluralistic, methodologies for transforming culture, practices, and self through power-with. We define power-with as relational strength and capacity as a generative, fluid, empowering, and ecological energy. Transforming self, practices, knowledge, and culture resulted from broadening and deepening understandings and relationships (Authors, 2022). We describe four phases of inquiry leading to power-with as empowerment from relationships and collaboration for purposes of transforming self and democratic systems.

“I Didn’t Know How To”: The Cost of Literacy for First-Generation Pre-Service ELA Teachers

Cathie English, Missouri State University

This paper identifies the literacy needs of first-generation undergraduate students in an English language arts (ELA) teacher preparation program utilizing a biographical narrative inquiry method with a critical pedagogy theoretical framework. It explores the emotional, intellectual, and financial cost of an education for first generation pre-service teachers (PSTs), specifically focusing upon barriers, challenges, and navigation of university and program systems and discussed the results of the narrative study, noting that first generation PSTs need specific literacy skills to navigate financial aid applications, university systems, and education programs as well as state required certification assessments.

Discussant: Katarina Silvestri, SUNY Cortland

Paper Session: Teaching Partnerships | Board Room

Effects of a Literacy Instruction Professional Development Program: Is it Effective? Is it Sustainable? Is it Valuable?

Christina Grant, Murray State University; Holly Bloodworth, Murray State University

This paper reviews a successful literacy instruction professional development (PD) program. The model is notable for the duration and intensity of the PD, and for the long-term sustainability of its effects. With twenty years of effective implementation, it is an initiative that we can learn from and build upon. This state-funded PD program is under the microscope as another online program is being piloted this year. This paper will share important findings and plans for future research related to the effectiveness of the professional development program. The researchers will also compare this PD with the online version as they are students of the online program too.

Affordances, Constraints, and Collaborative Practices of E-mentoring: A Literature Review

Kristina Bell, Virginia Tech

The purpose of this literature review is to catalog, explore, and disseminate knowledge developed related to the affordances, constraints, and collaborative practices of e-mentoring in order to offer recommendations for mentoring programs. Chosen studies were organized into three categories based on e-mentoring practices. Results reflect chat-room-based e-mentoring and e-mentoring with a video component both to have various affordances and collaborative features; these two types may benefit new teachers who do not have access to in-person mentors but may necessitate a component that ensures mentors and mentees alike remain consistently engaged in the e-mentoring process.

Classroom Collaborations: Teacher-in-Residence Partnerships to Profit All Parties

Michelle Commeret, University of Florida

This presentation will examine the profitable outcomes of incorporating a teacher-in-residence component into an existing university-K-12 school partnership. Session guests will be able to participate in the session by providing input on relevant successes or challenges they have witnessed, researched, and/or experienced in relation to university-school partnerships. The speaker/researcher will invite the audience into the research process and interpretations through engaging visuals and real-time collaboration to engage and interact with one another.

Discussant: Keely O Baronak, Carlow University

Problems Court | Cypress

Interrogating Literacy Assessment Practices and Policies

Tess Dussling, St. Joseph's University; Nance S. Wilson, SUNY Cortland; Elizabeth Stevens, Roberts Wesleyan University; Kristen White, Northern Michigan University;

Wendy Gardiner, Pacific Lutheran University; Amy Tondreau, University of Maryland; Tierney B. Hinman, Auburn University

Though we may work to position assessments from an asset framework, the process is inherently a search for students' deficits. In this problems court, we will interrogate how assessment practices and policies oppress particular groups of students. Most importantly, we aim to facilitate a productive conversation foregrounding how teacher educators can work to dismantle these oppressive structures.

11:45 - 1:15pm

Lunch General Session | Royal Dolphin

[Information Literacy in an Infodemic: Tensions Between Theory and Practice](#)

Presenter: Gillian E. Mertens, Assistant Professor of Literacy Education, SUNY Cortland

Misinformation, disinformation, and other forms of informational bunk aren't new—they're established parts of American history. Yet the contemporary information landscape is also suffering through what the WHO calls an "infodemic." Information platforms host divisive rhetoric, astroturf nonprofit organizations use data visualization to mislead readers, and a distrust of science calls expertise into question. As educators, it's more complicated than ever to teach our students how to sort fact from fiction. In this talk, Dr. Mertens will share insights from her interdisciplinary research to highlight how the infodemic complicates information literacy instruction, as well as the potential of critical media literacy approaches to empower students' information evaluation.

1:30 - 2:45pm

[Paper Session: Literacy Legislation | Surf A](#)

Early Literacy Reform Efforts in North Carolina: The Good, the Bad, and the Ugly

Marjorie Rowe, East Carolina University; Kimberly Anderson, East Carolina University; Laurie "Darian" Thrailkill, East Carolina University; Elizabeth Swaggerty, East Carolina University; Terry Atkinson, East Carolina University

Literacy researchers/teacher educators at a public university describe the evolving tensions and intersections between two literacy instruction reform efforts situated within the political pressures of the current Science of Reading (SoR) policy context: a state-wide effort to align elementary literacy instruction with the priorities of the SoR movement, and a community-based literacy coalition that expands young children's opportunities for reading enjoyment, comprehension, and book access in our largely economically disadvantaged county. We share our perspective to build an awareness of SoR policy implications for educator preparation and K-3 classrooms and to spark conversations around alternative, grassroots literacy initiatives in pursuit of similar goals.

Teachers' Knowledge of Language Constructs in an Era of Literacy Legislation

Lauren R. Brannan, University of South Alabama; Marissa J. Filderman, University of Alabama; Karen Morrison, University of South Alabama; Hannah D. Szatkowski, University of South Alabama

In this ongoing study, we are investigating elementary teachers' (Pre-K –5) knowledge of language constructs. The population of interest are teachers from a state that enacted literacy legislation two years prior to data collection for this study. To support the implementation of the legislation, professional development programs aligned with the International Dyslexia Association's standards were funded, targeting K-3 teachers and reading specialists. In the proposed presentation, we will present some initial findings of the impact of these professional development programs on teachers' knowledge of language constructs and compare our results to previous studies of teachers' knowledge of language constructs.

Profits May Influence Policy and Classroom Instruction: How Will Profitability Influence Johnny's Reading Ability?

George G. Hruby, University of Kentucky

In this state-of-reading-policy paper, the author will review the educational publishing and testing industry's ongoing merger with major financial, political, and technological interests, and the impact this has had on the creation, dissemination, and imposition of decoding-focused reading instruction programs into school classrooms facilitated by state-level legislative policy initiatives. The impact on teacher retention, turn-over, and alternative routes to certification will be considered. Research and state-level examples will be reviewed, the history of such programs and the recent reading debates will be shared, and attendees will be encouraged to share their own local stories of the impact of these shifts.

Discussant: Nance S. Wilson, SUNY Cortland

Paper Session: Literacy Beyond Academia | Surf B

Clinical Trial Study Listings as Informational Texts: Findings from a Content Analysis

Gillian E. Mertens, SUNY Cortland; Emma Bryan, University of Florida; Kathryn McAlindon, University of Florida; Elizabeth Flood-Grady, University of Florida

Clinical research's efficacy relies on effective communication with prospective participants. As the internet has become the primary location for health information-seeking, it is critical to better understand how clinical trial recruiters present information about clinical research (e.g., clinical trials, health studies) on the Internet. This paper presents results from a content analysis of unique clinical study landing pages (N=350) affiliated with a large university health system to identify patterns of information presentation. Presenters will discuss findings related to the content of information presented about clinical research, strategies for navigating health information and discourses online, as well as chart a future pathway for strategic approaches for clinical trial recruitment that reflects tenets of reading and information literacy.

Investing in Literacy: The Versatility of Readability Formulas

Aimee Morewood, West Virginia University; Canyon Lohnas, West Virginia University

Readability formulas are used to determine reading levels across disciplines. An interdisciplinary team (literacy educators and university medical doctors) serving an Appalachian population, used readability formulas to better understand the reading levels of patient opioid agreements. This case study's analysis was multi-phased and included using multiple free readability tools and a content analysis. The readability formula results indicated a variation in the scores and presented higher grade levels than expected. This conversation will explore the role of readability formulas beyond the K-12 scope and open discussion about the reliability of readability formulas using free and purchased software.

Discussant: Michelle Commeret, University of Florida

Paper Session: Instructional Strategies and Supports | Board Room

The Power of “Turn and Talk”: How Online Literacy Instruction Complicates Peer-Learning

Stacie L. Finley, Missouri State University

As part of an on-going qualitative study, teacher-participants were interviewed to gain deeper understandings into how discourse around text occurred prior to, during, and after the pandemic. Teacher-participants drew attention to their inability to use “Turn and Talk” (Lyman, 1981) during online classes and the impact this had on peer-learning. Turn and Talk is an instructional strategy which provides students with opportunities to engage in dialogue with their peers and construct meaning in a social setting. This presentation aims to examine how peer-learning is used in online spaces to cultivate dialogic discourse, when traditionally effective strategies are no longer viable options.

Teaching Adolescent Students to Strategically Utilize Read-Aloud Technology in Science Class

Katherine A. Blake, University of Tennessee

Adolescent students are expected to read and comprehend complex texts in order to learn content. Read-aloud technology, which is increasingly available in instructional contexts, has the potential to support students by allowing them to focus their cognitive energy on making meaning, thereby giving them the opportunity to develop their comprehension skills and improve learning outcomes. The purpose of this Design-Based Research study is to develop and evaluate resources, materials, and procedures to examine effects on reading comprehension, content learning, and motivation of adolescent readers in a middle school science class. In this work, qualitative and quantitative data will be collected.

Instructional Coaching, Shared Understanding, School Resources

Jill Sarada, University of Pittsburgh

Instructional coaches have potential to improve teaching practices that directly impact the quality of teaching students receive. Unexamined, the work of an instructional coach may not add to program quality and drain resources of budget and time. Research from literacy coaching elucidates the challenges obstructing coaches' effectiveness. As part of

an improvement science study, interviews were conducted with school faculty and demonstrated a lack of understanding about the roles of instructional coaches. Addressing these challenges can lead to more effective collaboration, ensure prudent use of our resources, and, most importantly, impact student achievement.

Discussant: Zoi A. Traga Philippakos, University of Tennessee

Problems Court | Cypress

Who Benefits from (Un)Grading in Literacy Education (and Beyond)? Exploring the Tensions of Using Non-Traditional Assessment and Evaluation Methods

Katarina Silvestri, SUNY Cortland; Brittany Adams, SUNY Cortland

This Problems Court invites attendees to imagine transformative possibilities of educational spaces without grades. We will share our experiences, triumphs and tensions of taking up humanizing models of assessment and evaluation (e.g., feedback-reflection models, portfolios, multimodal dialogic assessments) in our teacher education classrooms using critical storytelling methods. We seek dialogue with session participants to unpack tensions and generate strategies for working within those tensions in our institutional contexts. We also strive to uncover intersectional tensions and critiques of efforts made to dismantle oppressive teaching practices.

3:00 – 4:15pm

Paper Session: Adolescent Literature | Surf A

The Power of Eco-narratives: Teaching Climate Justice Through Young Adult Literature

Michael B. Sherry, University of South Florida

Much prior research has examined young adult literature as a complement or alternative to canonical curriculum: for example, YA Lit can offer representations of characters and conflicts that do not appear in more commonly required texts, providing opportunities for teaching and learning (e.g., Salvner, 2001). Recent research has suggested that climate change can affect women and BIPOC more than other groups (Klein, 2015). Yet few studies have examined how YA literature portrays characters and conflicts related to climate justice, and how teachers and teacher educators might address these intersecting issues.

“From ‘Boys Will Be Boys’ to ‘You’re Wearing That?’: Examining School Norms and Attitudes in Middle Grade Novels that Normalize Sexual Violence

Kathleen Colantonio-Yurko, Ph.D., SUNY at Brockport; Brittany Adams, Ph.D., SUNY Cortland; Shelby Boehm, University of Florida; Henry “Cody” Miller, Ph.D., SUNY Brockport

In this presentation, teacher educators detail important concepts surrounding what teachers can address when including such topics in their classrooms. Presenters consider activities and resources for English Language Arts (ELA) and literacy teachers that should be taught to middle school students in tandem with selected literary titles. Middle

grades literature, when paired with intentional pedagogy, can be one of many tools middle school educators use to identify and challenge ideas, beliefs, norms, and actions that perpetuate sexual violence. This presentation considers how teachers and schools can work together to create schools safe from sexual violence. Additionally, presenters discuss who benefits from school cultures that normalize sexualization of girls' bodies.

Who Benefits from Censoring Anti-Racist Youth Texts? Examining Three Middle Grade Novels through CRT Tenets

Gillian E. Mertens, SUNY Cortland; Brittany Adams, SUNY Cortland

In response to widespread challenges to adolescent books perceived to focus on racism, this presentation focuses on an analysis of recent award-winning middle grades chapter books through Critical Race Theory (CRT). While evidence of CRT tenets was present in each novel (e.g., counter-narratives of normalized racism, disproportional representation in special education), the stories these texts tell about diversity, in/equity, and in/justice are highly positive despite depicting systemic oppression. Presenters will discuss how such stories can be employed to navigate the current edu-political climate to and support youth of color through discussions around structural racism.

Discussant: Michelle J. Kelley, University of Central Florida

[Paper Session: Humanizing Perspectives on Reading Instruction | Surf B](#)

Investing in Students with Disabilities: Moving From Skill-and-Drill to Compose-and-Creat

Emily Pendergrass, Vanderbilt University; Melanie Hundley, Vanderbilt University; Rebecca Peterson, Indiana University

This research presentation focuses on shifting instruction with high school neurodiverse students from functional, low-level tasks to creative, high-level engagement and story-telling. And while functional reading skills are vital in any landscape, creativity is often sacrificed. The panelists will share lesson plans, final products, outcomes, and suggestions for future implementation.

Reader Stress Survey: Exploring a New Assessment for Understanding SEL Needs of Struggling Readers

Donna C. Kester Phillips, Ph.D., Niagara University; Kathleen McGrath, Ph.D., Niagara University; Caitlin Reigel, Ph.D., Niagara University; Robin Erwin, Ph.D., Niagara University

Currently there is no recognized assessment that can be used to evaluate the stress readers experience while trying to accomplish specific reading tasks. This Problems Court will explore the development of the Reader Stress Survey and the results of initial testing with classroom teachers and reading specialists in a effort to create an instrument that provides equity and access to appropriate and supportive SEL literacy instruction.

Preservice Teachers Examine Fluency and the Benefits of Using Poetry to Develop Oral Reading Fluency

Michelle Ciminelli, Niagara University

A course assignment was designed to develop preservice teachers' understanding of fluency and the potential for using poetry as a tool for supporting their future students' fluency. The five-step project included pre- and post- definitions of fluency, scholarly readings, poetry selection, and creation of an activity to be used in a grade K-12 class. Results revealed gains in participants' understanding of fluency, and positive declarations for using poetry in the classroom, with the greatest assertions among the Secondary majors.

Discussant: Jennie Baumann, Michigan State University

[Advancing Literacy Session: Disciplinary Literacy | Board Room](#)

Exploring Pre-Service Teachers' Understanding and Application of Disciplinary Literacy Practices

Natalie Colosimo, University of Florida

This paper proposal addresses the various interpretations of disciplinary literacy (DL), teacher education approaches to DL, and how the existing research overwhelmingly supports the value of well-developed, sustained, systemic professional development in disciplinary literacy to ensure continued growth and application. The profit of all content areas taking ownership of the unique literacy practices of their disciplines cannot be understated. Investing in professional development that addresses each discipline's varied literacy practices will enhance teacher instruction and student learning. Constructing long-term sustainable professional development that promotes creativity and teacher and student self-efficacy is essential to the continued evolution of disciplinary literacy strategies.

“Can’t We Just Enjoy the Book?”: Disciplinary Literacy and Teachers of Literature

Geoffrey Kellogg, University of Florida

Disciplinary literacy (DL) has garnered great interest among scholars. However, it is not clear how this framework is perceived by teachers. This interview study will give an account of teachers' understanding of DL as it pertains to the teaching of Literature at the K-12 level. As opposed to recording expert practices, this study seeks to describe teachers' understandings of topics related to DL in Literature--including the practices of literary experts and the purpose of the discipline--as well as how they apply said understandings and whether they believe their practices are consistent with the curricula they use.

You Mean Genre’s More Than a Classification?: Teachers Learning Genre Pedagogy in the Context of a College Writing Course

Valerie Gresser, Duquesne University

This study will explore how a combined class of undergraduate and graduate education students learn about a genre-based pedagogy over the course of a semester-long writing pedagogy class. The researcher will use a case study design for this study. Pre- and post-

assessments, class discussion board posts, student work, and semi-structured interviews will be used as data points for this study.

Discussant: Stacie L. Finley, Missouri State University

[Problems Court | Cypress](#)

Media Literacy Education: The Price for Achieving Critical Inquiry?

Belinha De Abreu, Sacred Heart University; Donna E. Alvermann, University of Georgia; Melda N. Yildiz, New York Institute of Technology; Ryan R. Goble, Northwestern University

Media literacy education has been accused of accepting funding from corporations that are known for corrupting the information sphere. Social media organizations and other companies have jumped on the misinformation/disinformation bandwagon under the guise of wanting to resolve such issues. The current need to reach children, older youth, and post-secondary students preparing to become teachers or teacher educators argues for enlarging their knowledge of a funder's potential influence and the importance of critical inquiry. Key questions will be aimed at guiding participants' discussion of the role they can play when the media itself is a part of the funding cycle.

[Session Details | Saturday, December 10, 2022](#)

9:00 - 10:15am

[Keynote Presentation | Cypress](#)

Benefits and Consequences—A Historical Journey Through Literacy Curriculum, Instruction, and Testing in Florida (although it could be your state too)

Speaker: Lisa Scherff, English and AP Research Teacher, Community School of Naples

Recently, debates over the phrase “learning loss” and its connection to the COVID-19 pandemic have flooded news and social media. True losses or not, some critics are, rightly, focusing their attention on what could result: another example of vague language and exaggerated claims about education that test companies could use to insert themselves in the conversation (and increase their profits). In this talk, I chronicle my 25-year historical journey in English language arts as a public-school teacher (before and during NCLB) turned faculty member/ researcher who left academia to return to full-time high school teaching (Common Core and beyond). Throughout, I consider the external forces that have shaped my work, my colleagues' work, and the students we teach.

10:30 – 11:45am

[Paper Session: Perspectives on Secondary Literacy Instruction | Surf A](#)

An Examination of Secondary English Language Arts and Social Studies Teachers' Perceptions of Effective Literacy Practices in their Content Area Classrooms

Melissa Mitchell, University of Central Florida; Vassiliki Zygouris-Coe, University of Central Florida

The authors will present findings from a correlational study that examined Secondary ELA and Social Studies teachers' perceptions of resources, ease of use, usefulness, and attitude toward literacy instruction in their content areas. Data analysis focused on a series of linear regressions to explore the relationship between (a) teacher attitude and perceptions of comprehension, vocabulary, and discussion instruction, and (b) motivation towards literacy integration in the content areas. Predictive relationships were found between variables. A key finding indicates that the role of resources alone may not have a significant relationship with teacher attitude toward literacy integration in the content areas.

Funds of Knowledge, Profits in Comprehension?

Jennie Baumann, Michigan State University

This study examined three classrooms (n = 20 class sessions; 1 ESL English, 1 remedial English, and 1 social studies) at a midwestern middle school. Using conversation analysis (Vetter & Schieble, 2020), a range of knowledge use and dialogicity were revealed. Analytical discussions and deeper comprehension were observed in classrooms with higher talk and moderate knowledge use, while less-rigorous knowledge use and surface-level comprehension were noted in lecture-centric classrooms. Therefore, students profit highly when they use dialogic talk with peers to co-construct knowledge and comprehension. Conversely, comprehension profit is negated when students participate minimally.

The Benefits of Peer Tutoring for Students with Disabilities Through Study Buddies in a 6th-12th Grade Setting

Lazara Garcia, Florida International University; Joyce Fine, Florida International University

Peer Tutoring is growing at a rapid rate in our school system. This study focuses on the benefits of peer tutoring for students with disabilities. The benefit of this tutoring model not only focuses on academic growth but an increase in student self-advocacy. The students received tutoring twice a week, Mondays and Wednesdays, after school from 2:30-3:30. There were a total of 50 students who received tutoring both in person and on zoom. All tutors must meet an academic criterion of a 3.5 GPA and be enrolled in Honors or Advanced Placement courses to become a Study Buddies tutor.

Discussant: Natalie Colosimo, University of Florida

[Advancing Literacy Session: Supporting Practicing Teachers | Surf B](#)

Validating the Literacy Coach Self-Efficacy Survey

Adam Brieske-Ulenski, Bridgewater State University; Michelle J. Kelley, University of Central Florida

This advancing literacy presentation will focus on the validation of a new self-efficacy survey for literacy coaches, Literacy Coach Self-Efficacy Survey. The new instrument reflects the changes for literacy coaches as indicated in the 2018 ILA Standards. A brief discussion regarding the development of the survey items will be presented followed by a

detailed analysis of how construct validity, reliability, and factor analysis will be determined through the two phases, pilot study and larger general population, of the proposed study.

An Exploration of Teacher Change During Tailored Literacy Coaching Opportunities

Julie W. Ankrum, Indiana University of Pennsylvania; Jacqueline Myers, Central Cambria School District; Emily Waggoner, Indiana University of Pennsylvania

This Advancing Literacy Session will present a plan and preliminary findings of a collective case study designed to explore the impact that individualized professional learning experiences, through literacy coaching, has on five teachers' literacy instruction. Presenters will engage session participants in a conversation about characteristics of effective professional development of literacy instruction. Session participants will also be invited to share insights and recommendations regarding effective professional learning opportunities and teacher change.

The Collaborative Professional Development Framework for Novice Teachers

Jennifer L. VanSlander, Columbus State University; Sarah W. Sharpe, Columbus State University; Victoria Cardullo; Auburn University

The authors will present information from a book chapter focused on conceptual research that examines how novice teachers and their students benefit from a mentor support model that focuses on vicarious and mastery experiences. The Collaborative Professional Development Framework for Novice Teachers (CPDFNT), as outlined by the researchers, is grounded in self-efficacy theory and draws on existing empirical research on current mentoring programs and studies on the self-efficacy beliefs of novice teachers. The authors suggest that novice teachers and their students profit when the CPDFNT is applied within a comprehensive mentoring program.

Discussant: Cathie English, Missouri State University

Problems Court | Board Room

Questioning Credentials: Access to “Dyslexia Interventionist”

Carla K. Meyer, Duquesne University; Valerie Gresser, Duquesne University; Nora Vines, University of Tennessee; Natalia Ward, East Tennessee State University

This presentation brings to light the tensions teacher educators experience in the face of policy/legislation which tightly constrains the information they can share with teacher candidates about reading difficulties and Dyslexia including what they are, how they are identified, assessments/evaluations, instruction, and interventions. This tension is

especially high in the current context of International Dyslexia Association's (IDA) relatively new accreditation and credentialing process.

About the Keynote Speakers



Dr. Rebecca Rogers, E. Desmond Lee Endowed Professor in Tutorial Education and Curators' Distinguished Research Professor, University of Missouri-St. Louis

Dr. Rebecca Rogers is an educational researcher who specializes in literacy studies, teacher learning, and critical discourse studies. She is the author of eight books including *Reclaiming Powerful Literacies: New Horizons for Critical Discourse Analysis* (2018). Her publications have appeared in national and international journals such as *Reading Research Quarterly*, *Anthropology & Education Quarterly*, *Linguistics & Education*, *Journal of Literacy Research*, *Race, Ethnicity, and Education*, and *Urban Education*. Rebecca is the Past-President of the *Literacy Research Association* and a Fulbright Fellow. She is a publicly engaged scholar and former elected school board member, co-founder of a social justice group for educators, anti-racist

facilitator, and involved with parents organizing for racial justice.

Dr. Amy Stornaiuolo, Associate Professor of Literacy, Culture, and International Education, University of Pennsylvania

Dr. Amy Stornaiuolo is an associate professor of literacy education at the University of Pennsylvania and director of undergraduate education programs. Her research examines people's digital literacy practices, particularly adolescents' multimodal writing online and people's uses of digital technologies for cross-cultural collaboration. She has led several large-scale research projects related to the integration of digital technologies in schools, studying school makerspaces, online composing tools and student-facing analytics, adolescents' data literacy practices, and teachers' facilitation of literature discussions online. With an explicit focus on designing equitable and humanizing conditions for learning, Dr. Stornaiuolo centers her work around building sustainable, long-term partnerships, collaborating with communities and partners to enact meaningful change for educational justice, and designing and engaging in participatory and innovative digital methodologies. She is currently the past chair of AERA's Writing and Literacies Special Interest Group and co-editor of NCTE's flagship research journal, *Research in the Teaching of English*. She has received numerous grants and awards for her research on digital literacies, including a 2017 National Academy of Education/Spencer postdoctoral fellowship and a 2020 Teachers As Learners grant from the McDonnell Foundation. Her peer-reviewed work has been published in leading education, literacy, and media journals, such as *Harvard Educational Review*, *Teachers College Record*, *Teaching and Teacher Education*, *Educational Researcher*, *Journal of Literacy Research*, *Language Arts*, *Media & Communication*, and *Learning, Media & Technology*.





**Dr. Lisa Scherff, English and AP Research
Teacher, Community School of Naples**

Dr. Lisa Scherff teaches English and Advanced Placement Research at the Community School of Naples (FL). Lisa began her teaching career in 1996, and after earning her Ph.D. she moved to the college level, working 11 years as an English educator at the University of Tennessee, the University of Alabama, and the Florida State University. In 2013, she returned to her hometown of Fort Myers to teach full time. Lisa has been active in the literacy community, mostly through NCTE: co-editor of *English Education*, a member of several Standing

Committees, Chair of the Amelia Elizabeth Walden Book Award, and most recently as Chair of the Secondary Section Steering Committee. Her research interests include teacher preparation and mentoring, classroom discussions of young adult literature, and opportunity to learn. She has co-authored/co-edited numerous books including *Teaching YA Lit Through Differentiated Instruction*, *International Perspectives on Teaching English in a Globalised World*, and *New Directions in Teaching English: Reimagining Teaching, Teacher Education, and Research*. Her work has appeared in journals such as *Journal of Literacy Research*, *Research in the Teaching of English*, *Journal of Teacher Education*, and *Teaching and Teaching Education*.

**Dr. Gillian E. Mertens, Assistant Professor of Literacy
Education, SUNY Cortland**

Dr. Gillian Mertens is an experienced educator and literacy researcher passionate about educational equity, information literacies, and innovative methodologies. As an interdisciplinary literacy researcher, she focuses on new and critical literacies, credibility assessment, and intervention design. Her past research projects include explorations of credibility evaluations, historical analysis of community trauma resulting from desegregation, and practice-based identity curriculum development. Her work has appeared in journals such as *Reading Research Quarterly*, *Research in the Teaching of English*, *Journal of Media Literacy Education*, and *The Reading Teacher*.



Silent Book Auction

Thank you to ARF members who have donated books to this year's silent book auction. Proceeds support the ARF Graduate Student Scholarship fund.

Bidding will open at 8:00am on Thursday, December 8 and conclude on Saturday, December 10 at 10:15am. Items available for bidding will be on display in the meeting center foyer. Come bid on titles like:

- *A Young Writer's World: Creating Early Childhood Classrooms Where Authors Abound* written by Rebecca McMahon Giles
- *Design-Based Research in Education: Theory and Applications* edited by Zoi A. Philippakos, Emily Howell, and Anthony Pellegrino
- *Ideas that Changed Literacy Practices* edited by Dennis Sumara and Donna E. Alvermann
- *Developing Strategic Writers through Genre Instruction: Resources for Grades 3-5* written by Zoi A. Philippakos, Charles A. MacArthur, and David L. Coker, Jr.
- *Learning to Be Teacher Leaders: A Framework for Assessment, Planning, and Instruction* written by Amy D. Broemmel, Jennifer Jordan, and Beau Michael Whitsett
- *Developing Strategic Young Writers through Genre Instruction: Resources for Grades K-2* written by Zoi A. Philippakos and Charles A. MacArthur
- *Media Literacy, Equity, and Justice* edited by Belinha S. De Abreu
- *Thinking Like a Generalist: Skills for Navigating a Complex World* written by Angela M. Kohnen and Wendy Saul
- *Working with and Against Shared Curricula: Perspectives from College Writing Teachers and Administrators* edited by Connie Kendall Theado
- *Student Research Done Right! A Teachers Guide for High school and College Classes* written by Lisa Scherff and Leslie S. Rush
- *International Perspectives on the Teaching of Literature in Schools: Global Perspectives and Practices* edited by Andrew Goodwyn, Cal Durrant, Louann Reid, and Lisa Scherff

And more!

[Supporting Areas Impacted by Hurricane Ian](#)

For many of us, the ARF conference has historically been a time to enjoy the beauty of Sanibel Island. Over the years, ARF members have come to know and love the many restaurants, shops, beaches, and people of Sanibel and the larger region. All those impacted by Hurricane Ian are in our thoughts as we gather this year.

Saturday's keynote speaker, Lisa Scherff, works at the nearby Community School of Naples. Her community has organized a book and supply drive for an elementary school devastated by the hurricane. Members wishing to purchase books or supplies for Pre-K to grade 5 are invited to ship them to:

Dr. Lisa Scherff
English and AP Research Teacher
Community School of Naples
13275 Livingston Road
Naples, FL 34109, USA
Tel: 1-239-597-7575 Ext. 132

In addition, many other organizations are working to assist those in need:

- [Good 360](#) is helping provide care and clean-up materials
- [Global Empowerment](#), a Florida-based organization, is providing emergency aid and will help with development and reconstruction in the future
- [World Central Kitchen](#), a global organization, provides food and water to first responders and communities in a crisis
- [Direct Relief](#), a humanitarian aid organization, is coordinating giving medical supplies to communities in need throughout Florida
- GoFundMe has set up a [Hurricane Ian Relief](#) page for various relief projects
- [CORE](#) coordinates relief efforts in underserved communities, particularly in the heaviest impacted and most vulnerable communities
- [Dream Defenders](#) is working to provide water, non-perishable food, medical supplies, and hygiene products to those affected
- [Volunteer Florida](#) partners with authorities, local aid groups, and larger organizations to provide mental health services and support temporary shelters
- [The Florida Disaster Fund](#) is the state's official private fund to assist communities with emergency and disaster recovery efforts

Conference Chairs



Brittany M. Adams, PhD, is an assistant professor of literacy education at SUNY Cortland, where she teaches reading and literacy courses to pre- and in-service teachers across educational contexts. Her research program centers contemporary issues in literacy education with particular attention to social structures and their impact on students' lived experience. She draws from diverse bodies of research to manifest pragmatic curricular solutions. Her work has been published in *Journal of Literacy Research*; *The Reading Teacher*; and *Literacy Research: Theory, Method, and Practice*.



Angela M. Kohnen, PhD, is an associate professor of English language arts education at the University of Florida, where she coordinates the English Education and Media Literacy programs and teaches courses on literacy and literacy education for students at all levels, undergraduate through doctoral. Her research interests include digital and media literacy, teacher preparation, and the intersections of literacy and identity. Her work has appeared in *Reading Research Quarterly*; *Literacy Research: Theory, Method, and Practice*; *English Journal*; and the *Journal of Adolescent & Adult Literacy*.