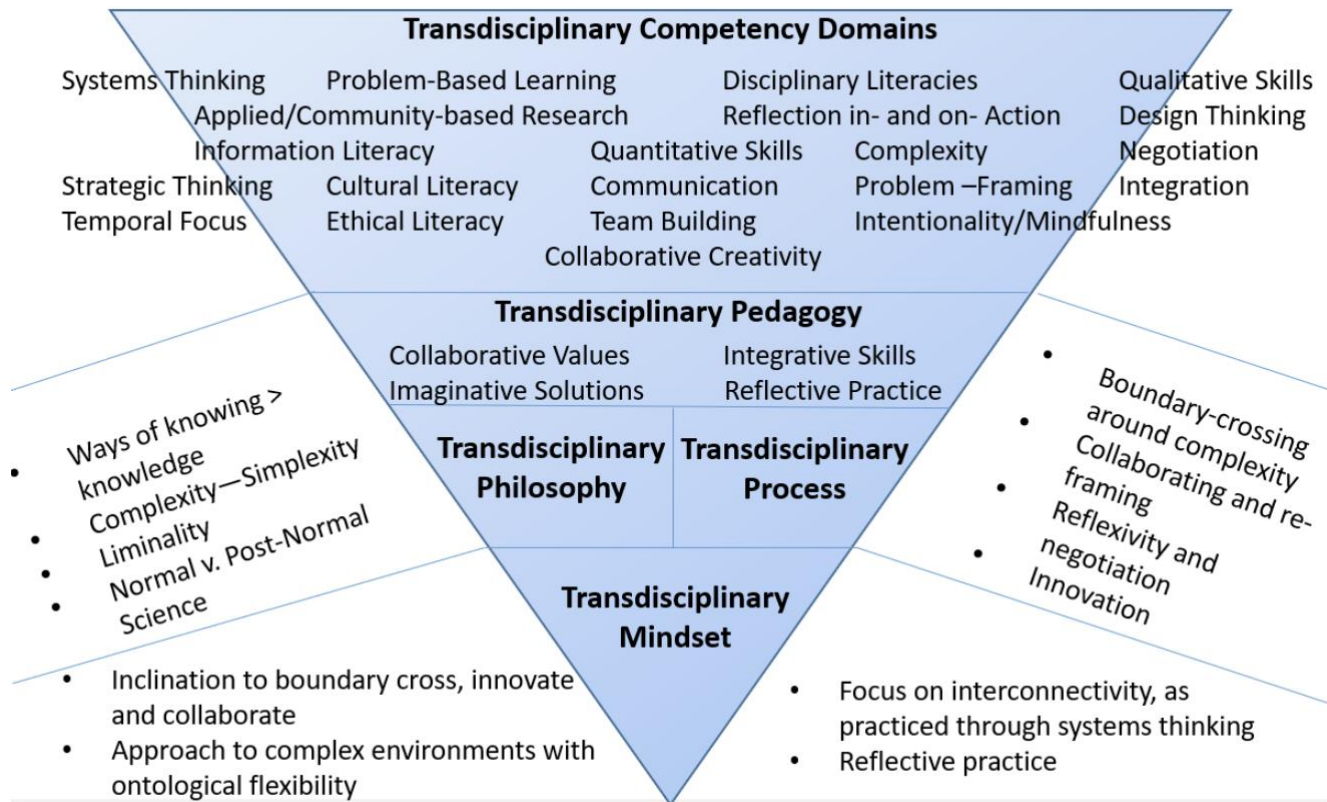




AMERICAN READING FORUM
2023 ANNUAL CONFERENCE



Transdisciplinary Perspectives of Theory, Research, and Pedagogy.
Teaching Beyond Silos-Transdisciplinary Perspectives of Theory, Research, and Pedagogy.

DECEMBER 7 - 9, 2023
ST. PETE BEACH, FLORIDA

Welcome to St. Pete Beach

Welcome to the 2023 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 president Jennifer Van Slander and members of the board.

This year's conference theme, "*Teaching Beyond Silos-Transdisciplinary Perspectives of Theory, Research, and Pedagogy.*," focuses on societal issues of the twenty-first century, highlighting the need for innovation, cooperation, and intentionality. In 2022, the American Reading Forum examined those who profit from literacy curriculum, research, policy, and practice. This year, we seek to push back against curriculums that maintain the status quo to discuss how literacy instruction and schools can build critical, global citizens who embrace diversity. These schools must move beyond the traditional notion of a classroom incorporating technologies, learning, real-world inquiry, and relevance (Puig & Froelich, 2022) rather than scripted curriculums. In doing so, we will ensure that our students have the power to solve the multifaceted problems of the world. If literacy is to be a tool for solving the world's problems, we need to expand our notions about literacy, literacy instruction and learning beyond the silos (Cambourne, 2001). We see the move beyond silos as a call to engage more with a transdisciplinary approach to literacy.

A transdisciplinary approach requires a comprehensive literacy framework, moving the curriculum beyond content-area literacy and interdisciplinary literacies. A transdisciplinary approach aligns with local, state, and national initiatives. Transdisciplinary learning is the exploration of relevant concepts, issues, and problems through collaboration between disciplines to cohesively engage with material with intentionality. It requires a critical look at the curriculum, the materials used within the classroom, the content, and the intentionality of the text. Transdisciplinary literacy takes us beyond literacy in the content areas or disciplinary literacy to literacy as the backbone of teaching and learning to provide students with a curriculum where they collaborate to solve the issues of our world. This process shifts students from rote learning to learning with a clear purpose in mind, essentially learning how to apply what they already know and understanding what they do not understand through collaboration, communication, creativity and innovation, critical thinking, and problem-solving. According to Vygotsky's (Moreno & Park, 2010) constructivism theory, students must actively build their knowledge through personal experience with others and the environment; these are critical skills for our global future. Vygotsky (Slavin, 2019) further positions that social interaction encourages students to construct knowledge and develop skills.

In 2020 the Future Work Skills report noted, "Many of today's global problems are just too complex to be solved by one specialized discipline (think global warming or overpopulation). These multifaceted problems require transdisciplinary solutions" (Davies, Fidler, & Gorbis, 2011, p.11). The transdisciplinary teaching approach revolves around real-world experiences, without regard for discipline-specific understandings. Global citizens will need to become adept at recognizing the type of thought process different tasks require. They will need to be apt at adjusting to enhance their ability to accomplish a task and developing their techniques for taking a problem of cognitive overload while utilizing new tools and skills. Government policymakers, leaders, and businesses must respond to the changing landscape by taking a leadership role and making education a national priority.

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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 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

2022	Jason DeHart	2019	Emily Howell and Jennifer Van Allen
2021	Brittany Adams	2018	Rachelle Savitz and Carrie Symons
2020	Jeanne Dyches	2017	Trevor Stewart and Vicky Cardullo

The 2023 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 Brenda S. Townsend 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.

Recent Recipients of the Award

2022	Vicky Cardullo	2019	Carla K. Meyer
2021	----	2018	Lynn Yribarren
2020	Vicky Zygouris-Coe	2017	Mona Matthews

The 2023 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 6, 2023

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

Thursday, December 7, 2023

Time	Event	Location
8:00 – 8:30am	Registration	Meeting Foyer
8:30 – 9:00am	<p>Welcome and Introduction</p> <p style="text-align: center;">American Reading Forum President: Jennifer VanSlander, Columbus State University</p> <p style="text-align: center;">Conference Co-Chairs: Vicky Cardullo, Auburn University Nance Wilson, SUNY Cortland</p>	Cypress
9:00 – 10:15am	<p>Keynote Presentation</p> <p style="text-align: center;">The Joyful Work of Building Imaginative Capacities Matters: Working Across Literacy Landscapes</p> <p>In this keynote, we will explore ways we can work towards building students’ joy and curiosity by placing their developmental needs at the center of our decision-making processes within school literacy experiences. The intersections and connectivity between creativity, curiosity, and childhood development will be discussed and demonstrated within the wider context of teachers’ instructional stance and pedagogy.</p> <p>Kass Minor, Executive Director, The Minor Collective</p>	Cypress
10:15 – 10:30am	Break	
10:30 – 11:45am	<p>Paper Session</p> <p style="text-align: center;">Expanding and Supporting Learning</p> <p>Multisyllabic Decoding and Encoding with Upper Elementary Learners: Findings and Possibilities</p> <p>The purpose of this study was to support upper elementary students’ decoding and encoding of multisyllabic words in isolation, sentences, and controlled texts. The decision to focus on upper elementary learners was based on the need to address such challenges with word recognition prior to learners’ reaching middle school. The research questions for this study were: (a) What are the effects of the Big Words program on students’ reading of words in isolation from pre to post for Cycle 1 and Cycle 2? (b) What are the effects of the Big Words program on learners’ reading rate, accuracy, fluency reading comprehension and silent reading comprehension from pre to post for Cycle 1 and Cycle 2?</p> <p>Zoi Apostolia Traga Philippakos, University of Tennessee Margaret Quinn, Texas A&M</p>	Surf A

10:30 – 11:45am
(cont.)

Developing a Gradual Release of Responsibility Model to Teach Comprehension Strategies in an Asynchronous Instructional Contexts

The increase in asynchronous teaching and learning contexts presents new challenges for constructivist educators who rely on socioculturally informed pedagogies to scaffold student learning. Additionally, with much-assigned class reading moving to screens, the process of reading becomes more non-linear as compared to reading texts in hard copy. Many students require additional instruction and scaffolding to navigate the unique demands of reading digital texts—especially when those texts are disciplinary-specific and scholarly in nature. The purpose of this presentation is to share a Gradual Release of Responsibility model developed for implementation in asynchronous learning environments that focuses on helping students be more strategic, metacognitive digital readers.

Tess Dussling, St. Joseph’s University
Elizabeth Y. Stevens, Roberts Wesleyan University
Jennie Baumann, Michigan State University
Brittany Adams, The University of Alabama
Jane Bean-Folkes, South Orange and Maplewood School District
Nance S. Wilson, SUNY Cortland
Linda Smetana, California State University, East Bay

Expanding Learning and Curriculum Beyond Classroom Walls: Appropriating Innovative Literacies in Challenging Situations.

This presentation questions the traditional understanding of classrooms, texts, literacy, and appropriating a transdisciplinary literacy approach in rethinking learning as a solution-seeking experience. It demonstrates how changing the perspective on these concepts allows going beyond the walls of classrooms into the world, using texts in their multiple forms and recognizing the acquisition of diverse life skills as learning processes. The presentation is based on multiple studies from around the world that use innovative literacies to foster transformation for individuals and communities in distress – from the floating villages of Cambodia to a refugee camp in Iraq and many places in between.

Limor Pinhasi-Vittorio, Lehman College
Elite Ben-Yosef, BYEZ Foundation

Discussant: Gary Moorman

Paper Session

Surf B

Transdisciplinary Approaches

Meaning Potential in Transdisciplinary Mathematical-Literary Analysis

In this presentation, English teachers and teacher educators explore the intersection of mathematics and literary art. Inversion, arcs, focus, and lines are literary analytical tools with roots in mathematics, yet traditional disciplinary silos—and the disciplinary identities that accompany them—

10:30 – 11:45am
(cont.)

hardly allow for “cross-talk” between literary art and the language of quantitative reasoning. This paper demonstrates the disruptive potential for transdisciplinary learning that recasts literary analysis and mathematics concept development as creative problem-solving practices.

George Boggs, Young Harris College
Jacob Smith, Paul Duke STEM High School

Pedagogic Potentials: Using Multimodal Literacies and Universal Design for Learning in Cross-Disciplinary Online Graduate Programs

Three teacher educators representing special education/learning disabilities, literacy, and educational leadership conducted a self-study of teacher education practices guided by the shared question: “How do we use Universal Design for Learning (UDL) and multimodal practices in the asynchronous online setting to model for and empower practicing teachers and administrators to create capacity for equitable pedagogy for all learners?” We wondered what we might learn about our teaching—what assumptions, tensions, and transformations might take place by acting upon our existing, longitudinal self-study findings.

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

Global Perspectives on Transdisciplinary Literacy Learning and Teaching

Global issues are not simply problems to be solved by expertise in any one discipline but require a transdisciplinary approach requiring the integration of many fields. This study examined how educators in Austria engaged students in meaningful, relevant transdisciplinary instruction in primary, secondary, and higher education that enhanced their learning and critical thinking across multiple disciplines. As educators preparing the next generation of solution-seekers, how can we better foster our students to become engaged, motivated, and literate citizens who develop sustainable solutions to pressing, transdisciplinary real-world issues?

Jenn Manak, Rollins College

Discussant: Jennifer VanSlander

Paper Session

Cypress

Coaching

Creating Video Resources for Preparing Literacy Coaches: Interdisciplinary Needs, Challenges, and Opportunities

Literacy coaches are critical supports for classroom teachers, yet the lasting effects of the pandemic limit access to in-person placements for literacy candidates to experience meaningful literacy coaching. The attached proposal details the process, opportunities, and challenges of an inter-disciplinary

10:30 – 11:45am
(cont.)

inter-institutional collaboration to create multimodal video resources depicting a literacy coaching cycle. The proposed problems court provides insight into the first year of this pilot project, including process documentation and resource creation, as well as looking towards future assessment.

Katarina (Katie) N. Silvestri, SUNY Cortland
Gillian Mertens, SUNY Cortland

Exploring the Relationship between Teacher Change and Literacy Coaching Style

This paper presentation will provide findings of a collective case study designed to explore the relationship between teacher change and the nature of literacy coaching. Specifically, Bean and Ippolito's (2016) levels of intensity and Ippolito's (2010) styles of coaching will be used to provide a detailed explanation of the nature of the coaching sessions. Then, presenters will describe changes in knowledge and practice demonstrated by the two teacher participants who volunteered in the literacy coaching initiative.

Julie W. Ankrum, Indiana University of Pennsylvania
Maria Genest, Endicott College
Kara Ratai, Indiana University of Pennsylvania
Emily Waggoner, Indiana University of Pennsylvania

Becoming – Novice Teachers' Experience their First Semester of Teaching

Teachers are leaving the classroom at alarming rates. Given the revolving news cycle, increasing challenges of a teacher shortage, and structured curriculum usage, this presentation offers a glimpse into how novice teachers see themselves and their experiences in their first-year teaching. This research aims to give voice to novice teachers about the fundamental ways they interact with and respond to support and programs within their school.

Kate Bentley, University of Tennessee Knoxville

Discussant: Julie W. Ankrum, Indiana University of Pennsylvania
Maria Genest, Endicott College

10:30 – 11:45am (cont.)		
	Problems Court	Boardroom
	<p style="text-align: center;">Transdisciplinary Reading & Writing</p> <p>Crossing Silos: A Need for a Transdisciplinary Approach to the Instruction of Writing</p> <p>This problems court proposal addresses writing marginalization and the possibilities for powerful change through a transdisciplinary approach to literacy education. The author describes the current status of writing within curricula across the nation and the current use (or lack thereof) of assessments as a driving factor in this marginalization. The author presents possible first steps towards combating this problem and poses several queries regarding next steps.</p> <p>Amy Fitchett, Auburn University</p> <p>Classroom Talk, Literacy Education, and Transdisciplinarity: Where Do We Go from Here?</p> <p>This Problems Court invites attendees to reimagine new literacy state requirements through transdisciplinary perspectives (Lemieux et al., 2023). In our state, less than 35% of students are reading at grade level with too few entering kindergarten, ready to learn to read (Department of Education, 2023). After banning “indoctrination and critical race theory” in public schools (Schwartz, 2023), legislators took a more “comprehensive look at education” (Poff, 2023), affecting all facets of K-12 public schools. We will share recent legislation focused on language used in the classroom, literacy education, and solicit ideas on navigating K-6 literacy classroom with our future teachers.</p> <p>Karen Kleppe Graham, Arkansas State University Discussant: Enrique Puig</p>	
11:45 – 1:15pm	Lunch	On Your Own
1:15 – 2:30pm	Paper Session	Surf A
	<p style="text-align: center;">Anti-Racism</p> <p>Using Critical Literature Circles as a Tool to Develop Educators’ Professional Capacity and Dispositions for Today’s Classroom</p> <p>This presentation discusses how two teacher educators examined their courses and modified materials to engage pre- and in-service teachers in discourse on critical issues impacting classrooms today. Utilizing literature circles with transdisciplinary research texts created space for individual and collaborative learning experiences allowing for deep reflection around the texts and revelations about maneuvering these issues in schools. The course instructors analyzed how participants engaged in discourse around critical issues presented and depth of understanding gained through the literature circle experience.</p>	

<p>1:15 – 2:30pm (cont.)</p>	<p>Karyn Allee, Mercer University Annemarie Kaczmarczyk, Mercer University Building and Sustaining Anti-Racist Teaching Through Arts and Music Integration</p> <p>We used audio-representations to leverage an understanding of the self-study process with ways of thinking around anti-racist teaching. We created playlists that were inspired by our reading of Muhammaad’s Unearthing Joy, then engaged in multimodal reflection and analysis uncovered four categories. Songs called out racism, commented on schools and cultures, called for activism and advocacy, and highlighted identity. As teacher educators, engaging in multimodal literacies and arts integration can deepen our understanding or open up possibilities for anti-racist teaching practices.</p> <p>Tess Dussling, St. Joseph’s University Nance S. Wilson, SUNY Cortland Kristen L. White, Northern Michigan University Elizabeth Y. Stevens, Roberts Wesleyan University Wendy Gardiner, Pacific Lutheran University Amy Tondreau, University of Maryland, Baltimore County Tierney B. Hinman, Auburn University</p> <p>Discussant: Brittany Adams</p>		
	<table border="1"> <tr> <td data-bbox="430 982 1015 1024">Symposium</td> <td data-bbox="1015 982 1425 1024">Surf B</td> </tr> </table>	Symposium	Surf B
Symposium	Surf B		
	<p>Planting the Seeds of SEL through Literacy</p> <p>This interactive symposium will discuss the importance of Social Emotional Learning (SEL) and how teachers can easily embed the five SEL competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making within literacy. Participants will gain resources for grades K-12, sample lesson plans, and time-saving tips to incorporate SEL with literacy. Through guided discussion, participants will share their current level of implementation and brainstorm innovative strategies to improve the integration of SEL within literacy. We will also include time-saving tips on how SEL can easily be integrated into other content area classes while addressing literacy standards.</p> <p>Rebecca L. Kavel, Corriher Lipe Middle School & Louisiana State University Shreveport Joyce A. Farrow, Louisiana State University Kyle K. Graham, NC Community College</p>		

1:15 – 2:30pm (cont.)	Problems Court	Cypress
	<p>Thoughtful and Rich Text Discussions to Promote Social-Emotional Learning</p> <p>The focus of our presentation revolves around the way that thoughtful and rich text discussions promote social emotional learning (SEL) in elementary school classrooms. Preservice teacher educators should be informed of the significant role that social emotional learning plays in the academic and behavioral success of students. Our research has shown us how rich and thoughtful text discussions may be the best way to promote such SEL in the classroom. Giving ample opportunities for students to participate in thoughtful class discussions can provide meaningful interactions among students furthering their knowledge of a multicultural world.</p> <p>Abby Tatum, Texas Christian University Kate Davison, Texas Christian University</p>	
	Problems Court	Board Room
	<p>Continuing to Develop Racial Literacies in ELA Classrooms</p> <p>This problems court has been developed based on a previous study to investigate the methodologies and practices used to develop racial literacies in ELA classrooms with teachers and young adults. In this discussion, I will share ideas, experiences, and strategies related to the challenges and implications for the initial study and ideas for a follow-up study with a portion of the same participants from the original research. This new study makes the case that the development of racial literacies does not end when students graduate or when educators make slight revisions to curricula or pedagogy.</p> <p>Keith Newvine, State University of New York at Cortland</p>	
2:30 – 2:45pm	Break	
2:45 – 4:00pm	Call to Forum	Boardroom
2:45 – 4:00pm (cont.)	<p style="text-align: center;"><i>Teaching Fiercely: Spreading Joy and Justice in Our Schools</i> Authored by Kass Minor</p> <p>In <i>Teaching Fiercely: Spreading Joy and Justice in Our Schools</i>, accomplished educator Kass Minor delivers an inspiring and practical exploration of what it means to be a just teacher in a system that actively incentivizes injustice. The author explains how to build joyful experiences even in the face of inevitable injustice and demonstrates how to accept the seemingly conflicting experience of joy in the face of heartbreak.</p> <p>In the book, you will learn to be a catalyst for change, unlearning the patterns of school that have marginalized children while becoming aware of tenets of justice as they manifest in educational spaces. You will also discover:</p> <ul style="list-style-type: none"> • Strategies for creating human-centered care and joy, in which thoughts, actions, and decisions are drawn from within the school community • Techniques for creating student-centered experiences within standards-based classrooms • How to raise the level of family involvement in your students' education and improve communication between family and staff 	

An essential blueprint for K-12 educators, school support staff, and school administrators, *Teaching Fiercely* will also earn a place on the bookshelves of education policymakers, researchers, and students.

Discussant: Nance S. Wilson

Paper Session

Surf A

Culturally Relevant Practices

Making Nonfiction Writing Personal: Integrating Authentic Inquiry and Student Choice

The purpose of this study was to examine the journeys of three pre-service teachers as they explored the nonfiction genre in an online Advanced English Language Arts course. They used this exploration to research a topic of their choice and create a multimodal project that could be utilized in their future classrooms. They employed their analysis of the genre, reflective practices, and collaboration with group members to assist them in their research. I will discuss each of their personal experiences with the content of the course and how that helped them choose a topic that reflected their passion and values as educators.

Natalie Colosimo, University of Florida

How Authors, Preservice and Service Teachers, and K-8 Students Connect with Diverse Literature

This study examines the perceptions of students, authors of diverse literature, and preservice and service teachers regarding diverse children's literature. By investigating the attitudes, beliefs, and experiences, this study sheds light on the potential impact of diverse literature on cultural understanding, identity development, and student learning. The purpose of this study was to examine the perspectives from preservice and service teachers regarding their reading habits, attitudes, and beliefs, and values about reading, as well as the perceptions of preservice and service teachers, authors, and students from Title 1 schools regarding how they saw themselves and others in literature.

Vickie Johnston, Florida Gulf Coast University

Cynthia Dawn Martelli, Florida Gulf Coast University

Michele Bryne, Florida Gulf Coast University

Discussant: Bill Kerns

Problems Court

Surf B

Trans-Disciplining Literacy: A Rural Study Abroad Program Under Construction

This Problems Court presentation reflects the collaborative work of three faculty members with different departmental roles (i.e., educational leadership, literacy, and field experiences) and ranks at a rural, Midwestern university. The faculty members are in the process of launching a sustained study abroad initiative (Winter 2024 semester) for teacher candidates (TCs) focused on equitable

	<p>pedagogies across disciplines. Using a children's literature course as a foundation, the initiative seeks to (re)design a current children's literacy course by foregrounding interdisciplinary and global lenses to facilitate TCS' preparation in culturally relevant pedagogies.</p>
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Bethney Bergh, Northern Michigan University

Kristen White, Northern Michigan University

Laura M. Kennedy, Northern Michigan University

2:45 – 4:00pm (cont.)	Problems Court	Cypress
<p style="text-align: center;">Reinventing Disciplinary Literacy</p> <p>Reimagining Disciplinary Literacy Instruction: Equitable Perspectives and Diverse Expertise</p> <p>This session presents initial findings from an ongoing examination of who has counted as an “expert” in expert reader studies across disciplines as a springboard for discussion around a broader notion of disciplinary expertise and, therefore disciplinary literacy. Participants will be able to discuss one subject area (math, science, ELA, or social studies) in-depth and all subject areas broadly to consider who might count as disciplinary experts and how to teach more equitable considerations of disciplinary literacy at both the K-12 and teacher education levels.</p> <p>Heather Waymouth, West Chester University of PA Valerie Gresser, Duquesne University Carla Meyer, Duquesne University Sarah Lightner, West Chester University of PA</p> <p>Collaborative Restorying: Youth Restorying Segregated Spaces using the Black Imaginary & Heart Maps</p> <p>The other side of the tracks evokes multiple points of views, including tensions, problematizations, and stories that come with places, and people. In looking at community, or public spaces, like public housing neighborhoods, this project uses the concept of “Black Imaginaries” (Liptisz, 2011) and “restorying” (Thomas & Stornaiuolo, 2016) to unearth the ways in which two sisters, Aniyah and Aliyah, embody the Black Imaginary as they collaboratively restory their public housing neighborhood, and townhome in ways that are generative and collaborative.</p> <p>Casey Pennington, SUNY Cortland</p> <p>Discussant: Gary Moorman, Appalachian State University</p>		
5:00 – 6:30pm	Spirit of the Times (Food and Fun for All)	Royal Dolphin

Friday, December 8, 2023

Time	Event	Location
8:00 – 8:30am	Registration	Meeting Foyer
8:30 – 9:00am	Graduate Student Meeting	Board Room
9:00 – 10:15am	Keynote Presentation	Cypress
	<p>Playing in the Sandbox: What a Literacy Researcher Learned from Interdisciplinary Research in an Elementary Afterschool Engineering Literacies Club</p> <p>This talk explores research conducted through the <i>Developing Vital Engineering and Literacy Oriented Practices in STEM for Elementary Teachers and Children</i> (DeVELOP STEM ETC) project. This multi-year project was an interdisciplinary collaboration between literacy researchers, engineering scholars, elementary teachers, and school leaders. The research site was a public K-5 elementary school where, due to demographic shifts,</p>	

	<p>students are increasingly diverse in language, culture, race, ethnicity, and economic background. Drawing on findings related to the engineering design process, multimodal communication, positioning, and disciplinary literacies as a backdrop, the talk considers the complexities, challenges, and purposes of interdisciplinary research as well as pragmatic advice for literacy scholars pursuing interdisciplinary scholarship.</p> <p>Mary McVee, University of Buffalo</p>	
10:15 –10:30am	Break	
10:30 – 11:45am	Paper Session	Surf A
	<p style="text-align: center;">Self-Efficacy</p> <p>Self-Efficacy and Genres with Upper Elementary Learners</p> <p>The current study aimed to develop and validate a measure of motivational factors with upper elementary learners that addressed self-efficacy and affect across the genres of persuasion and story writing. Research has found relationships between writing achievement and several motivational constructs. Indeed, motivational surveys exist that examine self-efficacy and affect, but little research has examined whether learners’ responses remain the same or differ across genres and whether differences may exist in the responses provided by learners of different grades. The current study attempted to examine learners’ responses and differences on factors and in participants’ responses per genre.</p> <p>Zoi A. Traga Philippakos; University of Tennessee,</p> <p>Shifts in Teachers’ Self-Efficacy in the Context of Participating in a Master’s Program in Reading & Literacy</p> <p>Dyslexia is a hot topic in the world of reading today. Much of the research surrounds intervention and teacher competencies; however, what has not received as much attention is teacher efficacy and whether teachers feel prepared to teach dyslexic students. This paper presentation explores one cohort of teachers participating in a master’s degree program in Reading and Literacy and whether they feel prepared to teach students with dyslexia. The researchers will use a case study approach to the study. Semi-structured interviews across the twelve participants will be used as data points for the study.</p> <p>Valerie Gresser, Duquesne University Carla K. Meyer, Duquesne University</p> <p>Black Girl Hand Games: Conceptualizing Corn Field Hollers to Cultivate Classroom Literacies - A Transformational Digital Archive Journey</p> <p>This presentation will discuss a media- embedded literature study about Black girl hand games using data from the digital archives to contemporary times. Session guests will be able to recognize the historical foundation of Black girl hand games in society and imagine possibilities for cultivating</p>	

<p>10:30 – 11:45am (cont.)</p>	<p>classroom spaces that welcome and enrich learning through this nuanced literacy. 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.</p> <p>Michelle Commeret, University of Florida</p> <p>Discussant: Thea Yurkewecz</p>	
	<p>Paper Session</p>	<p>Surf B</p>
	<p style="text-align: center;">Preservice Teachers</p> <p>Preservice “Geniuses” Pursuing their Passions to Learn about Literacy Teaching and Learning</p> <p>Genius Hour as teacher inquiry embeds autonomy into professional learning for preservice teachers because it starts with personal passions related to literacy education and thrusts them into PSTs asking questions, collecting data, and assembling a project based on their own interests related to literacy teaching and learning. This qualitative study has its foundations in a pilot study (Fall 2019) which led to the larger study (Spring 2020), and pilot study findings and initial themes from data collection in the spring of 2020 revealed themes related to problem-solving, self-reflection, and learning about teaching.</p> <p>Chrystine Mitchell, Alvernia University</p> <p>Preservice Teachers’ Knowledge and Understanding about Censorship in Today’s Schools</p> <p>This presentation describes a study conducted to determine preservice teachers’ knowledge of censorship and book banning in today’s schools. A survey was administered anonymously via Qualtrics to eighteen preservice teachers. Results indicated that preservice teachers are somewhat aware of issues related to censorship in schools and they are moderately to heavily concerned about how censorship will affect them as a future teacher. However, the majority of participants are not aware of parental or educators’ rights regarding censorship. Most participants indicated they would be unlikely to use a controversial book in their future classroom. Implications for teacher educators will be discussed.</p> <p>Michelle R. Ciminelli, Niagara University</p> <p>Discussant: Gary Moorman</p>	
	<p>Paper Session</p>	<p>Board Room</p>
	<p style="text-align: center;">Novels, Young Adult Literature and Picture Books</p> <p>Using Novels in Verse to Explore Social Studies Topics</p> <p>This interactive session focuses on using novels written in verse as mentor texts for student writing and as exciting ways to explore disciplinary content. The presenters will share reading lists, sample lessons, and scaffolds as well</p>	

<p>10:30 – 11:45am (cont.)</p>	<p>as model using poetry. Participants will create a piece of writing and a social studies lesson with a poem.</p> <p>Emily Pendergrass, Vanderbilt University Melanie Hundley, Vanderbilt University</p> <p>Exploring Protagonists as Socioemotional Learning Role Models in 21st Century Caldecott Medal and Honor Books, 2000-2023</p> <p>Picture books are often relegated to a silo as soft pabulum for only the very young. Yet, they offer mirrors and windows (Bishop, 1990) for how to handle life; picture books offer valuable role models, problem solving avenues, and helpful perspectives for life’s challenges. Given the related research of SEL as key to well-being, we analyzed 103 Caldecott books according to CASEL’s five dimensions of SEL: self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Using the broad outline from SSIS-SEL assessment for analysis, we explored picture books through a socioemotional lens to synthesize salient patterns and provide pedagogical implications.</p> <p>Patricia A. Crawford, University of Pittsburgh Sherron Killingsworth Roberts, University of Central Florida Nancy Brasel, University of Central Florida</p> <p>Discussant: Sherron Killingsworth</p>
<p>Problems Court</p>	<p>Cypress</p>
<p style="text-align: center;">Bridging Literacies</p> <p>Reframing Teacher Identity and Understanding of Equity Within a Transdisciplinary Literacy Framework: A Self-Study of Shifts in Teaching Perceptions and Practices</p> <p>When teachers encounter disequilibrium caused by professional challenges and shifts in teacher identity, this opportunity to strengthen teacher efficacy and the development of their critical consciousness can change their positionality. A single-case study explored shifts in positionality, teaching perspectives, and practices of a veteran K-12 educator in rural southwest Georgia. When confronted with research that challenged traditional methods of selecting texts, designing lessons, and addressing the needs of historically marginalized students, she transformed her understanding of transdisciplinary literacy and project-based learning into meaningful educational initiatives. How do we consider potential impacts of equity-based focus on transdisciplinary literacy for veteran teachers?</p> <p>Joanna Arnold, Auburn University</p> <p>Diversity, Equity, and Inclusion: Supporting and Preparing Literacy Coaches/Leaders</p> <p>This problems court presentation will focus on self-reported efficacy beliefs of K-12 literacy coaches regarding coaching and literacy leadership tasks</p>	

10:30 – 11:45am (cont.)	<p>related to diversity, equity, and inclusion during a national study from 2020-2022. The session will begin with a presentation of data collected and interpretation of the data by the presenters. Then, the audience will be engaged in problem solving and discussing three key questions related to the preparation and support for literacy coaches/ leaders.</p> <p>Adam Brieske-Ulenski, Bridgewater State University Michelle J. Kelley, University of Central Florida</p> <p>Discussant: Michelle Kelley</p>	
11:45 – 1:15pm	Lunch & Awards Ceremony	Royal Dolphin
1:15 – 1:30pm	Break	
1:30 – 2:45pm	Paper Session	Surf A
1:30 – 2:45pm (cont.)	<p style="text-align: center;">AI Digital</p> <p>Elementary Preservice Teacher Educators’ Digital Writing Knowledge and Practices: A Qualitative Case Study</p> <p>The researchers will share their qualitative case study research focused on elementary preservice teacher educators’ digital writing knowledge and practices. The researchers will describe the three data sources, interviews, observations, and documents, that informed the conclusions they drew about teacher educators’ digital writing knowledge and practices. The researchers will provide implications for future research and practice and facilitate a discussion about transdisciplinary collaboration to promote digital writing.</p> <p>Kiara Kelly-Howard, University of Central Florida Vicky Zygouris-Coe, University of Central Florida Nicole Damico, University of Central Florida</p> <p>AI as a Tool in Writing and Writing Instruction</p> <p>AI is changing the literacy landscape for teachers and how we should approach literacy with students in schools. Scripted curricula are not addressing or using AI with students at all, much less in complex, critical, and creative ways. In this session, we will share research with pre/in-service teachers, their first uses with AI tools as writers, and their initial reactions to and thinking about using AI to compose with students.</p> <p>Emily Pendergrass, Vanderbilt University Melanie Hundley, Vanderbilt University Sarah Burriss, Vanderbilt University Blaine Smith, Vanderbilt University</p> <p>Discussant: Jennifer Van Allen</p>	
	Paper Session	Surf B
	<p style="text-align: center;">Ecology</p> <p>“Stories are our Survival Guides”: Ecojustice Literacies in Politically and Ecologically Vulnerable Places</p>	

<p>1:30 – 2:45pm (cont.)</p>	<p>Recognizing that “addressing climate change demands the involvement” of English Language Arts and Literacy (ELA-L) teachers (NCTE, 2019), we share learning from a collaborative study with educators who took part in a two-day retreat addressing ecojustice orientations to education in Florida. We used ecolinguistic analysis to understand/amplify stories of teachers seeking to explore and teach for ecojustice literacies, examining how our collaborators’ inquiries (including place-based walking and multimodal composing): 1) story their relationship to the human and more-than-human world; 2) construct/orient to stories-we-live by that are important to their lives and work; and 3) offer their own stories-<i>to-live-by</i>.</p> <p>Alexandra Panos, University of South Florida Kristin Geren, University of South Florida Katharine Hull1, University of South Florida Michael Sherry, University of South Florida</p> <p>Ecology of the Ozarks:Framing a Critical Place Conscious Pedagogy through Ecological Literacy</p> <p>This paper’s focus is upon a teacher preparation course in English education entitled “Ecology of the Ozarks.” The course, a summer intersession, emphasized immersion into the ecology of the Ozarks region through the study of literature (fiction and non-fiction) and immersive experiences in the landscape of the Ozarks. This paper informs the argument for a place conscious pedagogy emphasizing an ecological approach to curriculum. It gives an overview of the course and its content, student performances and reflection. It also presents data collected from students conveying their prior experiences (or lack thereof) with an ecology-based curriculum in an English course.</p> <p>Cathie English, Missouri State University</p> <p>Syrian Refugee Families Language and Literacy Practices as They Make the Transglobal Shift Across Homeland to U.S. Context</p> <p>This qualitative study explores cultural capital wealth and family literacy practices of Syrian refugee families. Cultural community wealth and sociocultural perspectives on literacy are utilized as the theoretical frameworks. Data sources include observations during home visits, interviews, and artifacts. Findings illustrate how the Syrian refugee families in this study developed oral language and literacy practices in their homeland context and then using CCW as a critical lens helps us understand how these practices contribute to the asset-based practices enacted by these families across borders and into the U.S. adopted land context. Implications include highlighting the importance of recognizing refugee students’ cultural capitals and suggestions for educators.</p> <p>Christiana Kfour, East Carolina University</p> <p>Discussant: Gillian Mertens</p>
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1:30 – 2:45pm (cont.)	Paper Session	Cypress Room
	<p style="text-align: center;">Secondary</p> <p>True Crime and Critical Literacy: Using A Good Girl’s Guide to Murder to Address Critical Issues</p> <p>This presentation draws on scholarship that positions young adult literature as a vehicle for addressing rape culture and sexual violence and scholarship that illustrates critical canonical teaching to demonstrate how both genres of books can work together to push against ideologies that normalize sexual violence.</p> <p>Kathleen Colantonio-Yurko, SUNY Brockport Natalie Svrcek SUNY Brockport Janeen Pizzo SUNY Brockport</p> <p>Trending in the classroom: The secondary ELA teachers of TikTok</p> <p>This presentation describes a pilot study on content from secondary English Language Arts (ELA) teachers of TikTok and their potential influence. We examined TikTok through the frameworks of Goffman’s (1956) ‘performances’ within the presentation of self and Hermans and Hermans-Konopka’s (2010) ‘promoter positions’ within the dialogical self-theory. The top twenty most-liked videos on the top fifty most-followed secondary ELA teacher TikTok accounts were systematically reviewed. Our understanding was that re-enactment TikTok, when teachers re-enacted specific moments, was the most common category produced. These TikToks can be utilized better to support our students as aspiring literacy and ELA teachers.</p> <p>Lauren May, Longwood University Heather Lynn Wright, Gardner-Webb University</p> <p>The Role of Ease of Use in Literacy Instruction Integration in the Content Areas</p> <p>This paper presentation will focus on findings from a study measuring secondary content area English Language Arts (ELA) and Social Studies teacher perceptions of literacy instruction. Findings indicate that ease of use as a concept played a significant role in teacher perception of literacy instruction integration in their content area classrooms. Presenters will share evidence-based approaches for supporting ease of use in literacy instruction integration in related content areas. These approaches include suggested design modifications to the implementation of literacy in the content areas professional development and implementation of literacy interventions in secondary ELA and Social Studies classes.</p> <p>Melissa Mitchell, University of Central Florida Vassiliki (Vicky) Zygouris-Coe, University of Central Florida</p> <p>Discussant: Emily Pendergrass</p>	
	Problems Court	Board Room

<p>1:30 – 2:45pm (cont.)</p>	<p>Reaching Across Boundaries: Medical Professionals and Literacy Educators’ Movement Towards Transdisciplinary Work</p> <p>Literacy educators have much knowledge and expertise to give in these boundary spanning models because literacy touches every aspect of life. This problems court session will provide an overview of the work that they (literacy educators) have done to date with a group of palliative care medical doctors. The presentation will demonstrate how this group began using a multidisciplinary approach to engage in conversations around the readability of opioid agreements.</p> <p>Aimee Morewood, West Virginia University Canyon Lohnas, West Virginia University Catherine O’Malley, West Virginia University</p>
<p>2:45 – 3:00pm</p>	<p>Break</p>
<p>3:00 – 4:15pm</p>	<p>Paper Session Surf A</p>
	<p style="text-align: center;">Critical Content Literacies</p> <p>Scaffolding Science Teachers use of YA Lit to Help Students Investigate Science Concepts</p> <p>Recently, we have seen an overwhelming enactment of legislation controlling what counts as literacy and literacy instruction in the United States and many districts within these states are required to choose from approved lists of scripted curricula. Districts have adopted scripted curriculum, teachers are expected to deliver verbatim, and the ELA testing results have not moved. In an effort to work around and within these mandates, how can we develop secondary science teachers to use science-based trade books to not only teach students science concepts but also literacy skills?</p> <p>Emily Pendergrass, Vanderbilt University Melanie Hundley, Vanderbilt University</p>

Novice Teacher’s Perspectives on Supplementary Curriculum from Teachers Pay Teachers

This paper presentation explores the perspectives of seven novice U.S. teachers on the supplemental teaching materials available on Teachers Pay Teachers (TPT). Semi-structured think-aloud interviews illuminate tensions related to teachers’ landscapes of practice, institutional mistrust, perceived authoritativeness of sellers, curriculum marketplaces as altruistic platforms, and managing finite resources. Findings suggest that professionals who work with preservice and inservice teachers must reframe their discussion of curriculum marketplaces toward developing early-career teachers’ critical curriculum cultivation practices. Such reframing has the potential to influence how educators make use of online curriculum marketplaces, what resources they download, and how those resources are employed.

Gillian Mertens, SUNY Cortland

Brittany Adams, The University of Alabama

Discussant: Enrique Puig

<p>3:00 – 4:15pm (cont.)</p>	<p>Paper Session</p>	<p>Surf B</p>
<p>Humanizing Perspectives on Reading Instruction</p>		
<p>Wayfinding, Water, Women, and the Land: Using Stories to Engage in World Geography</p>		
<p>This paper session proposes an integrated eco-feminist, psychogeography, and fiction/non-fiction narrative-based classroom approach to teaching world geography. Through this triangulation, it is hoped that teachers will explore and find new pathways to craft lessons based on stories about nature. It is hoped that the impact of this new method of teaching would result in increased advocacy for clean water initiatives, forest preservation, and other conservation efforts by using fictional and non-fictional stories about women in nature, answering calls that “women’s voices must be heard at all levels” (Cruciani, 2021) and that education needs a hard reset (Ladson-Billings, 2021).</p>		
<p>Amber J. Godwin, Sam Houston State University</p>		
<p>Representations of Saudi Culture in Arabic Literature for Young Children: A Content Analysis of Arabic Literature for Young Children in Saudi Arabia</p>		
<p>Since publication of picture books in Saudi Arabia is a recent development, this study offers insights into what is currently available and what gaps continue to exist. The aim of this study was to analyze representations of Saudi culture in picture books. The books were drawn from two key Saudi publishing companies. All books aimed at children (birth to age 5) and published from 2018-2022 were analyzed (n=19). Findings indicate that Islamic culture is woven into both print and visual storylines to varying degrees. The books can serve as mirrors for Saudi children and as windows and mirrors for other Arabic children.</p>		
<p>Eman Alharbi, University of Pittsburg.</p>		
<p>The Reading Lesson as Reproduction of Sociocultural Agency: A Content & Discourse Analysis of Japanese Elementary Reading Lesson on “Swimmy”</p>		
<p>The aim of this study was to investigate and explain the sociocultural impacts on teacher questions and classroom discourse in Japanese elementary reading lessons. Teacher questions implicitly communicate expectations regarding what should be gained from children's reading experience and how the learning should be structured. In exploring classroom discourse, this study shows sociocultural cultural practices and how children's learning experiences are reshaped.</p>		
<p>Midori, Hasegawa, University of Pittsburg</p>		
<p>Discussant: Keith Lyons</p>		

3:00 – 4:15pm (cont.)	Advancing Literacy Round Tables	Royal Dolphin Room
	<p>Table 1. Telling Our Story: Fostering Historical Understandings and Literacy using Primary Sources</p>	
	<p>During this session, the presenters will highlight how storytelling can foster transdisciplinary learning. This work seeks to enhance the use of primary sources across disciplines to elevate critical thinking about complex topics in history. Additionally, this work promotes student engagement through hands-on, group analysis and evaluation of primary sources. The presenters will demonstrate specific strategies integrating primary sources into secondary instruction to help students tell stories about historical events or concepts. In essence, teachers can help students recognize that historical artifacts reveal the stories of our world and knowing how to ‘read’ them opens up that world to them.</p>	
	<p>Meghan Farley, Seminole County Public Schools Kaira Kelly-Howard, University of Central Florida</p>	
	<p>Table 2. Equity-Centered Decision Making in The Classroom - Practices that Impact Students</p>	
	<p>This presentation aims to focus on emerging data trends and discuss the avenues to fully answer the research questions during an Advancing Literacy Roundtable session. Guiding the study is the question: How can the case method and intentionally leveraging white educational discourse support more equity-centered decision-making in the classroom? This study aims to examine how using the case method approach supports teachers in creating more equity-centered (Gorski, 2020) literacy classroom spaces. This study explores how professors can leverage white educational discourse (Haviland, 2008) to better equip preservice teachers to create more equitable classroom practices. Presenters will discuss the outline of the study and the most current findings emerging from the data.</p>	
	<p>Stacie Finley, Missouri State University Amber Howard, Missouri State University Chloe Bolyard, Missouri State University</p>	
	<p>Table 3. Transdisciplinary Pedagogy: Teaching Peritextual Features in Children’s Literature</p>	
	<p>Peritextual features in children’s picture books are important to examine as they enhance the literary experience and build comprehension. In this roundtable, we will discuss a study of the peritextual features of Ezra Jack Keats books. These texts feature young children of color in an urban neighborhood and offer a glimpse inside racialized spaces over a span of years. We will also discuss how teachers describe their teaching of peritextual features.</p>	
	<p>Jan Lacina, Texas Christian University Cindy Savage, Texas Christian University Maddie Baldikoski, Texas Christian University</p>	

Avery Penman, Texas Christian University

Table 4. The Chance to do more: Societal Demands as Floors instead of Ceilings

This proposal takes advantage of the advancing literacy roundtable. The researchers see great tension between political parties mirrored in great tensions between for-profit scripted curricula in literacy and evidence-based literacy teaching. To build critical, global citizens in classrooms, with teachers who are critical global citizens, how do we push back without losing our jobs? What do these questions mean for historically marginalized teachers and teacher candidates?

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

Table 5. Learning from Heroes in Children’s Literature: A Critical Literacy Book Club

Heroes are found throughout the pages of award-winning children's literature, and book clubs are a way to support elementary students in interpreting and constructing meaning of complex texts (Jocius & Shealy, 2018). In this project, we developed a critical literacy book club and created an authentic literacy experience—while supporting students as readers and writers. Throughout the book club experience, we use children’s literature to engage students in critical conversations while also including interactive literacy experience for students to engage with text, engage with their peers with accountable talk structure, and to apply what they learn.

Jan Lancina, Texas Christian University
Maddie Baldikoski, Texas Christian University
Avery Penman, Texas Christian University

Table 6. Real-World Problems and Solutions: Understanding Teachers’ Learning to Design and Enact Inquiry Units

Teachers’ inclusion of real-world problems and solutions is instrumental to elementary students’ benefiting from inquiry units. Key questions about teachers’ uptake of existing recommendations and approaches to inclusion of the problems and solutions remain. Greater understanding of teachers’ points of difficulty holds potential for informing the design and enactment of future coursework and professional learning activities. This roundtable explores prior research and related anecdotal experiences, shares one proposed study for gaining additional insight into teachers’ points of difficulty, and examines possibilities for supporting their learning. The session activities allow for discussion and planning of related future research and practice.

	Nicole M. Martin, Ball State University	
	Table 7. Exploring How Characters in Children’s Literature Can Teach Emotional Intelligence	
	The study examines how picture books can be used to support young children’s social and emotional learning competencies. In particular, the focus of this study is helping young children identify, name, and recognize emotions displayed by characters in books and how those characters’ actions can teach readers how to navigate social situations, particularly those that generate strong emotional responses.	
	Robin Griffith, Texas Christian University Jennifer Smith, Texas Christian University	
	Discussant: Nance S. Wilson	
	Problems Court	Cypress
	How It Started... How It’s Going: Science of Reading Policy Updates and Community Conversation	
	The Science of Reading (SoR) movement continues to be a dominant political force shaping the educational policy context for teacher education, teacher professional development, and elementary literacy assessment and instruction. Faculty from three universities who each presented separately about the impacts of the SoR movement in their respective states at ARF 2022 will share noteworthy SoR legislative and policy initiatives that were newly implemented and/or ongoing within their respective service regions during 2023. Small and whole group conversations will then center on participants’ local SoR legislative and policy contexts and advocacy strategies to protect teacher autonomy and build teacher expertise.	
	Marjorie W. Rowe, East Carolina University Kimberly L. Anderson, East Carolina University Elizabeth A. Swaggerty, East Carolina University Christina E. Grant, Murray State University Holly Bloodworth, Murray State University George Hrubby, University of Kentucky	
4:15 – 6:00pm	Business Meeting	Cypress

Saturday, December 9, 2023

Time	Event	Location
8:00 – 8:30am	Registration	Meeting Foyer
9:00 – 10:15am	Keynote Presentation	Cypress
	Learning and Leading Beyond Disciplinary Silos	
	Becoming critical thinkers requires us to be literate as a life-long transdisciplinary endeavor that necessitates language arts, sciences, social studies, mathematics, and the arts. Teaching students to become	

	<p>transdisciplinary literate demands a coherent and intentional K–12 framework for instruction with flexible and fluid research validated instructional practices that teach students to question the questions as they become more internationally savvy to solve real world issues. Real world issues are never solved by monodisciplinary thinking in disciplinary silos. Real world issues are solved by curious and imaginative transdisciplinary solution seekers that tap into the world.</p> <p>Enrique Puig, Morgridge International Reading Center College of Community Innovation and Education, University of Central Florida</p>	
10:15 –10:30am	Break	
10:30 –11:45am	Paper Session	Surf A
<p>Perspectives on Secondary Literacy Instruction</p> <p>Bridging the silos of induction and local community: A rural case study</p> <p>The purpose of this study is to understand how new teacher induction programs are attentive to the realities of community adjustment and what supports are offered to teachers as they navigate their rural context. This is an interview-based study conducted in a rural school district in the southeastern U.S. Results reflect a lack of bridging between the local community and new teacher induction. Within this paper presentation, we will discuss the importance of this bridge and explore ways this bridge may be formed and strengthened.</p> <p>Michael Coleman, Virginia Tech. Kristina Bell, Virginia Tech.</p> <p>Beyond the Science of Reading: Taking Students from Comprehension to Interpretation in the Study of Literary Texts</p> <p>The theories about reading that undergird the “science of reading” movement have intermittently been updated, but nevertheless they are inadequate for guiding the teaching of literature. Because they focus on meaning at the word level, they overlook text-based challenges. Additionally, they give insufficient priority to many reader-based factors such as background knowledge and strategy use. This theoretical study explores how these failures on the part of advocates of</p>		

10:30 –11:45am
(cont.)

the “science of reading” obscure the ways that successful students of literature make use of prior knowledge, affective involvement, and literature-specific strategies to overcome the special challenges of literary text and construct textual meaning.

Geoff Kellogg, University of Florida

The Influence of a Young-Adult Novel on Students’ Empathy and Ideas of Social Justice using Interpersonal Reactivity Index and Dialogue Journals

The increase of violence in America has become an epidemic that our students are witnessing every day. The novel used for this study is *The Hate U Give* by Angie Thomas. The participants are teachers and ninth-grade students in a public high school. This research seeks to explore if there is a connection between reading a young-adult novel, dialoguing about the novel with teachers and peers, and reflecting on the characters’ experiences as well as their own and the level of empathy in students. Additionally, it seeks to explore if there is a connection between dialoguing and students’ academic ability.

Carmen Marroquin, Florida International University

Joyce C. Fine, Florida International University

Discussant: Joyce Fine

Advancing Literacy Session

Royal Dolphin Room

Round Tables

Table 1. “It was just a lot of craziness and guessing”: How the Passage of Time Influenced Students’ Responses and Connections When Reading About a Historical Event

During the COVID-19 pandemic, undergraduate students in children’s literature courses read the graphic novel *Fever Year: The Flu of 1918* (Brown, 2019) and made connections between the text and the COVID-19 pandemic. This study was replicated two years later to examine how students’ responses to the text and connections to the pandemic compared to the findings of the first study, now that time has passed, more information has emerged, and the pandemic is no longer discussed daily. Preliminary findings suggest students made connections to many of the same topics, but their responses were less emotional and more pragmatic.

Robin Griffith, Texas Christian University

Jennifer Smith, Texas Christian University

Table 2. Dialogic Buddy Reading & Storytelling

Dialogic Buddy Reading and Storytelling is an ongoing service project that integrates findings from extant literature in dialogic reading, oral histories, and service learning. The round table presentation will share the history of the context of the study, the current findings, and emerging implications for research and practice. Particular attention will be dedicated to the design of

<p>10:30 –11:45am (cont.)</p>	<p>the intervention as it illustrates the conference theme, <i>Teaching Beyond Silos</i>. Round table participants will view pictures, videos, and artifacts to consider ways in which a project like this might be adapted to meet the priorities in their contexts.</p> <p>Mary Jane McIlwain, Auburn University Jamie Harrison, Auburn University</p> <p>Table 3. Inclusive and Transparent Reading Instruction: Pilot Exploratory Research on Elementary Teachers’ Explicit Culturally Responsive Teaching</p> <p>Explicit reading instruction means to directly model literacy strategies and mental processes, leaving little room for misconceptions. It allows students to observe the metacognitive thinking and self-regulated strategies that should occur while reading and comprehending text rather than just the overt procedures or steps of applying reading strategies. Literacy skills can further be enhanced during instruction when teachers incorporate Culturally Responsive Teaching (CRT) practices, including aspects of their students’ lives. In this exploratory research, the researcher will survey elementary teachers to discover their pedagogical knowledge, beliefs, and practices, looking for evidence of explicit instruction infused with CRT practices.</p> <p>Sarah W. Sharpe, Columbus State University</p> <p>Table 4. Sparking Family and Community Literacy Engagement</p> <p>Families are critical to a child’s language development and future literacy achievement (ILA, 2016), yet family and community engagement has been historically overlooked. This advancing literacy roundtable will focus on a graduate student’s review of the literature and plans for data collection and analysis related to various grant programs seeking to improve literacy proficiency and increase engagement in rural areas</p> <p>Canyon Lohnas, West Virginia University.</p> <p>Table 5. Critical Content Analysis to Explore English Course Books in Postcolonial <i>Pakistan</i></p> <p>Critical content analysis will be used as a methodology focusing on English supplementary instructional texts from PreK - 5 schools across Pakistan. I would particularly focus on two crucial aspects from the ARF community i.e., the criteria for selecting books from diverse data sources to ensure representativeness and relevance and steps for effectively carrying out and documenting the critical content analysis process.</p> <p>Farheen Mahmood, Indiana University of Pennsylvania</p> <p style="text-align: center;">Poster Sessions</p>
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10:30 –11:45am
(cont.)

Perceptions of Standards-Based Grading: Benefits and Challenges of Implementing a Nontraditional Practice

The topic of course grades and how those grades are determined is of great interest to students, faculty, administrators, community stakeholders, and even governmental and accreditation agencies. The traditional method of determining grades is based on a point-system in which students accumulate points throughout a course. An alternative to the traditional system is that of standards-based grading, a practice that relies on mastery of outcomes as pertinent to a specific course. This poster presentation presents findings from an ongoing research study in a regional institution, expressing students’ and faculty perceptions of benefits and challenges associated with implementation of this practice.

Erin Klash, Auburn University Montgomery
 Shelly Bowden, Auburn University Montgomery
 Samantha Junkin, Auburn University Montgomery
 Tara Beziat, Auburn University Montgomery
 Gilbert Dueñas, Auburn University Montgomery

Supporting Primary Students’ Addressing of Real-World Problems: One Teacher’s Reflections on Practice and Professional Learning

Teachers’ support of students’ addressing of real-world problems enables their firsthand experience in effecting change and benefiting from inquiry and project-based learning. Prior research has highlighted instructional challenges and complexities but has not yielded sufficient insight into teachers’ responses when they are encountered in the primary grades. This session showcases a study examining one exemplary teacher’s reflections as she enacted teacher-created instructional units throughout a four-month period. The results revealed patterns in her understanding of students’ difficulties and sources of difficulty, support strategies, student learning, and professional goals that may be used to inform future coursework and professional development activities.

Nicole Martin, Ball State University

Problems Court

Surf B

Teacher Dispositions

Oh, No -- The Values of the Teacher Educator and Teacher Candidates Are at Odds! -- Teaching Dispositions Across Cultures

Even when the literacy professor and students are somewhat culturally aligned, cultivating some ideal dispositions for which we have best evidence is still a challenge. Perhaps this is because all teaching involves some cross-cultural differences. However, in an age of online degree programs and geographically distant student populations, it seems even more challenging as we observe greater gaps across cultures in the shared values of the literacy teacher educator (representing the field of literacy) and the literacy teacher candidates. How may teacher educators address this challenge in an ethical manner?

<p>10:30 –11:45am (cont.)</p>	<p>Rob Erwin, Niagara University Donna Phillips, Niagara University</p> <p>Illustrations as Windows and Mirrors</p> <p>The presentation titled Illustrations as Windows and Mirrors explores the interesting discussion around the impact of illustrations in children’s books. When students are able to make meaning of illustrations, it creates opportunities for them to open up their mind to a world view bigger than their own. Children grow in their own perspective and knowledge in a way that they can understand at an age-appropriate level. Visual literacy plays a key part in a child’s comprehension of a story. So, educators have a vital responsibility to strengthen students’ understandings of how to interpret and image. This presentation provides in-depth explanations of why making meaning of illustrations is so important for young children and the steps educators can take in order to support students in this learning.</p> <p>Cameron Gilley, Texas Christian University Lindsey Bundy, Texas Christian University Marissa Anzelmo, Texas Christian University</p>	
<p>11:45 – 12:00pm</p>	<p>Closing Remarks & Adjournment</p>	<p>Cypress</p>
	<p>American Reading Forum President Jennifer Van Slander, Columbus State University</p>	

About the Keynote Speakers



Kass Minor is an inclusive educator and community organizer who is deeply involved in local, inquiry-based teacher research and school community development. She is the author of *Teaching Fiercely: Spreading Joy and Justice in Our Schools*. While she has worked in numerous capacities in partnerships with the University of Chicago, Teachers College, The Author Village, and the New York City Department of Education, classroom teacher is her most coveted role. Kass reads books like other people listen to albums, and the classroom is her concert space. While Kass's organizing work in school communities is inspired by her North Stars Myles Horton and Fannie Lou Hamer, her pedagogy is centered in joy from the communities that surround her and motivated by the idea that every adult can teach, and every student can

learn. Teacherhood, paired with motherhood, has driven her love of information sharing and redefining who gets to be a knower in the fiery world we live in today.



Dr. Mary McVee is a Professor and the Director of the Center for Literacy and Reading Instruction at the University at Buffalo. Dr. McVee is an organizing committee member for the 2020 Positioning Theory Conference whose research focuses on curriculum and instruction, immigrant issues: race, inequality, and education, linguistic discourse, sociocultural context, multimodality, embodiment, and digital literacy.



Dr. Enrique A. Puig is the Morgridge International Reading Center director in the College of Community Innovation and Education at the University of Central Florida. He started his teaching career in Orlando, Florida, teaching first grade. He maintains his Florida teacher certification with experiences varying from K-12 classroom teaching, literacy coaching, and Literacy Collaborative trainer to Reading Recovery®. The Florida Department of Education recognized him as a Title I Distinguished Educator. He continues learning while working with elementary and secondary teacher leaders, colleagues, and candidates. He teaches undergraduate/graduate K 12 Content Area

Reading and Diagnostic Reading courses. Enrique is the co-author of *The Literacy Coach: Guiding in the Right Direction* (2nd Ed.), *The Literacy Leadership Team: Sustaining and Expanding Success*, and *Teaching K-12 Transdisciplinary Literacy: A Comprehensive Instructional Framework for Learning and Leading*.

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 7 and conclude on Saturday, December 9 at 10:15am. Items available for bidding will be on display in the meeting center foyer.

About the Conference Chairs



Victoria Cardullo, EDS, is a Professor of Literacy Education in the elementary education program at Auburn University. She is the program coordinator for elementary education and teaches courses on literacy and literacy education for undergraduate and graduate students. She has been a member of ARF since 2011 and served on multiple boards, including past president (2017-2019), associate editor (2013-2017), and previous board member (2013-2017). Her research interests focus on digital literacies, teacher preparation, STEM research, STEM identity, and the transdisciplinary perspectives of literacy and technology.



Nance Wilson, PhD, Nance S. Wilson is a Professor of Literacy at SUNY Cortland, Cortland, NY. She was awarded the SUNY Chancellor's Award for Excellence in Scholarship and Creative Activities in 2021. She has been a member of ARF since 2007 and has served in multiple roles in the organization, including being a board member from 2008 to 2013 and president from 2011 to 2013. In addition, she was a conference co-chair in 2010 and 2015 and 2023. She is presently the parliamentarian, co-membership chair, and coordinator of the Graduate Student Scholarship for the American Reading Forum. Her research interests focus on building anti-racist literacy teachers, digital literacies, and the intersections between critical digital literacy and comprehension.