

2019
American Reading
Forum

December 11-14, 2019

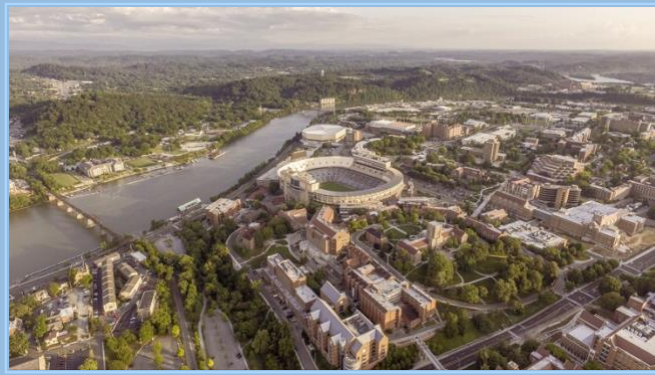
**A Focus on Writing: End
of the Neglected R Era**

Sanibel, Florida

Program Sponsored by
College of Education, Health, and Human Sciences
University of Tennessee



The University of Tennessee, Knoxville, is the state's flagship university founded in 1794. The university offers undergraduate, graduate, and professional programs. UT has 23,290 undergraduate students and 6,170 graduate students. The university has 11 colleges and more than 900 programs of study.



UT Knoxville, which includes the UT Space Institute, serves the state by educating its citizens, enhancing its culture, and making a difference in people's lives through research and service. UT embodies excellence in teaching, research, scholarship, creative activity, outreach, and engagement. The institution is classified as producing very high research activity by the Carnegie Classification of Institutions of Higher

Education (Doctoral Universities R1 category) and is a Carnegie Community Engaged University. Since 1897, UT has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees.

With NCATE accreditation and over 150 full-time faculty members, the College of Education, Health, and Human Sciences (CEHHS) serves more than 3,150 students through interdisciplinary, diverse, and inclusive undergraduate and graduate programs. The David T. Bailey Graduate School of Education, ranks as a top Tennessee teacher education institution for 2017 and 2018. CEHHS graduates become leaders who influence, improve, and inspire a healthy, educated, civil and vibrant society through academic excellence.

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- Zoi A. Traga Philippakos, University of Tennessee, Knoxville
- Adam Ulenski, Bridgewater State University
- Jennifer Van Allen, Lehman College, NY
- Nora Vines, University of Tennessee, Knoxville

Conference Co-Chairs

Zoi A. Traga Philippakos, Ph.D. is an Assistant Professor of Literacy Education in the University of Tennessee, Knoxville. Her research interests include writing development, strategy



instruction with self-regulation, reading and writing connections, and professional development with the affordances of technology. She recently published the coauthored book *Developing Strategic, Young Writers Through Genre Instruction: Resources for Grades K-2* (2019), **while other publications include** *Developing Strategic Writers Through Genre Instruction: Resources for Grades 3-5* (2015), *Differentiated Literacy Instruction in Grades 4 and 5: Strategies and Resources* (2019), *Effective Read-Alouds for Early Literacy: A Teacher's Guide for PreK-1* (2011), *Differentiated Reading Instruction in Grades 4 and 5: Strategies and Resources* (2011). She has published several articles in peer-reviewed journals addressing writing research (e.g., *Journal of Educational Psychology*, *Reading Research Quarterly*, *College of English Composition*) and has presented her research at national and international conferences.



Nora Vines, Ed.D. is a Clinical Assistant Professor in Elementary and Literacy Education in Theory and Practice in Teacher Education at the University of Tennessee, Knoxville. Her research interests include early literacy; literacy assessment; and reading difficulties. Nora is especially interested in supporting pre- and in-service teachers in developing their knowledge of literacy acquisition, assessment, and instruction. She has a forthcoming article in *The Reading Teacher* focused on teacher knowledge of orthographic development and word study. She has presented her work at national and international conferences (American Reading Forum; American Association of Colleges for Teacher Education; Association of Literacy Educators and Researchers; International Literacy Association; Literacy Research Association).

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.

Applications will be reviewed by the ARF Awards Committee.

Chair

- Vassiliki Zygoris-Coe, University of Central Florida

Committee Members

- Mona Matthews, Georgia State University
- Zoi A. Traga Philippakos, University of Tennessee
- Nance Wilson, State University of New York, Cortland

Application materials include:

- (1) A nomination letter (maximum 1000 words) submitted by a current ARF member (self-nomination letters will not be accepted), (2) A statement about the importance of the applicant's research for the reading/literacy field (maximum of 1000 words), (3) A current curriculum vitae, and (4) Sample publications (maximum 2).

Recipients of the Award

2018 Rachelle Savitz and Carrie Symons

2017 Trevor Stewart and Vicky Cardullo

The ARF 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

1. Candidates submit a proposal by October 1st.
2. Ask an ARF member to write a brief letter of nomination on their behalf. Letters of nomination should be sent to Dr. Nance Wilson by October 1st.
3. Candidates submit an electronic version of a PowerPoint presentation (about 6 – 10 slides) to Dr. Nance Wilson by December 1st.

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.

If selected, graduate presenters will be notified by November 1st. The scholarship may only be awarded if they attend the conference and present. Scholarship awards will be determined by the ARF Board at the conference and announced during the Business Meeting at the ARF conference in December.

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

The Brenda S. Townsend Service Award

Co-Chairs: Lynn Yribarren lyribarr@fiu.edu & Joyce Fine finej@fiu.edu

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

1. A current member of the American Reading Forum must nominate the person by filling the online application form: [Nominate](#)
2. The nominee has to have been a member of the American Reading Forum for at least 10 consecutive years.
3. The nominee has to have served the organization for at least 10 years in multiple capacities.
4. Nominations are to be sent to the chair of the Service Award Committee by October 1st. The letters of nomination will be read by the committee members.
5. In October the Service Award Committee will vote on whether there will be a recipient for the next conference and whom it will be.
6. Presentation of the award, a plaque and life membership in the American Reading Forum, will be made at the conference.

Note: The awardee will still have to pay for conference fees in order to attend.

2019 American Reading Forum

Sanibel, FL December 11-15, 2019

WEDNESDAY DECEMBER 11, 2019

5:00-6:30	Board Meeting	Sandpiper
7:00-9:00	Registration & Welcome Reception	Chairperson's room

**A Bird's-Eye View to Our Presenters' Institutions:
Welcome!**



THURSDAY, DECEMBER 12, 2019

8:00-8:30	Registration	Conference Hall
8:30-10:00	General Session	Sundial I
Welcome and Introductions: American Reading Forum Chair Victoria Cardullo, Ph.D. , Auburn University		
Conference Chair and Co-Chair: Zoi A. Traga Philippakos, University of Tennessee Nora Vines, University of Tennessee		
9:00-10:00	Opening Address	Sundial I
<p style="text-align: center;">Title: The State of Writing: Challenges and Needs</p> <p style="text-align: center;">Steve Graham, Ph.D. Mary Emily Warner Professor of Education Arizona State University</p> <p>This presentation will review what is currently known about teaching writing in grades 1 to 12 in the United States and world-wide, noting that some teachers and schools do a phenomenal job of teaching writing, but this is relatively uncommon. To address this situation, I propose a solution build around increasing the knowledge of relevant stakeholders, including the public, policy makers, administrators, and teachers. Such an approach should be guided by best practices and evidence-based procedures.</p>		
10:00- 10:15	Break	
10:15-11:30	Paper	Osprey
<p style="text-align: center;">Thea Yurkewecz, State University of New York at Geneseo Title: Transformational Reflections of Teacher Candidates Student Teaching Abroad</p> <p>The purpose of this qualitative study is to analyze the written reflections of teacher candidates as they participated in a student teaching abroad program. Over 42 photo journals were collected from two cohorts of students teaching at an international school in Bangkok, Thailand. Transformational learning theory provided a framework to analyze their photo journals and reveal a similar paradigm shift of knowledge-application transfer. The results indicate teacher candidates' reflections on the transformation of current teaching practices were limited, signifying a need for reflective assignments that support the transfer of teaching experiences abroad into teaching practices of students in the United States.</p>		

<p>Diane Bottomley, Nicole Martin, and Scott Popplewell, Ball State University Title: Teacher's writing instructional knowledge and skills within the context of integrated literacy and social studies disciplinary instruction</p> <p>Our project, “The Implementation of Lesson Study to Strengthen English/Language Arts & Social Studies Instruction and Assessment,” involved highly collaborative professional development using the Lesson Study model for in-depth examination of teacher practice and student learning while implementing interdisciplinary units. This session’s objectives will focus on our examination of the changes in participating teachers’ writing instructional knowledge and skills within the context of integrated literacy and social studies disciplinary instruction. We will describe teachers’ professional development experiences and incoming knowledge and skills. Then we will discuss teachers’ learning, connections to extant research and theory, and implications for future research and practice.</p>		
<p>Zoi A. Traga Philippakos, University of Tennessee Title: Teachers Use and Modification of Genre-Based Strategy Instruction in Writing</p> <p>The purpose of this work was to identify adaptations and modifications that classrooms teachers made to instruction after the completion of experimental studies. Therefore, this study aimed to identify teacher modifications, their origins, and impact on the integrity of the approach and on students’ writing quality.</p>		
<p>Reactor: Sara Gusler, University of Cincinnati</p>		
10:15-11:30	Paper	Pelican
<p>Shuai Zhang, Appalachian State University Title: The Psychometric Properties of a Self-efficacy Survey: Item Functioning and Dimensionality Investigations in Grade 4 Students</p> <p>The current research examined the psychometric property of a writing self-efficacy survey. Grade 4 students (N=606) participated in this research. Item analysis and exploratory factor analysis were conducted to scrutinize item functioning and dimensionality. We found all items were not having sufficient power differentiating those who had good self-efficacy versus poor. Students were generally confused by the reversely scored items, as evidenced by the high rate of contradictory answers. Moreover, thirteen items had low loadings (<.40) on major constructs. We suggest future writing self-efficacy research to rigorously examine the function of each item and consider self-efficacy as a multi-dimensional construct.</p>		
<p>Michelle Sobolak and Katrina Bartow Jacobs, University of Pittsburgh Title: Pre-service Teacher Professional Skills Development: Utilizing Technology-Driven Simulations to Support Pre-Service Teachers’ Developing Practices</p> <p>To approximate professional practice and increase pre-service teachers’ professional skills, the authors created a series of virtual simulations that track students’ decision-making and give insights into professional learning. The authors combined the previous work with computer-based decision-making simulations with an in-person simulation that focused on a parent/teacher meeting. Our goal was to create a scaffolded series of engagements so that candidates had the opportunity to implement, think through, and then discuss their approaches</p>		

to differentiation with an actor as a concerned parent. We hoped to both address best instructional practices, and to help our candidates engage these topics with families.

Shalander “Shelly” Samuels, Orange County Public Schools

Title: Engaging Social Justice Through Positionality in the Classroom: (Re) teaching the K-12 Teacher

By addressing the social justice issues rampant in the classroom effective transition from discussions to implementation can occur. Not only does quality-teaching lead to student success but equally important is teacher perceptions considering their positionality. This is an under-acknowledged factor to overall academic success especially for English Speakers of Other Languages (ESOL) students. The study embraces the use of social justice approaches to discuss negating negative teachers’ perceptions regarding ESOL student learning as well as highlight opportunities to counter negative incidences in the classroom.

Reactor: Debalina Maitra, Chicago Alliance for Equity in Computer Science

10:15-11:30	Problems Court	Sandpiper
<p>Adam R. Ulenski, Bridgewater State University and Jennifer A. Manak, Rollins College</p> <p>Title: Refocusing on Writing Instruction: Navigating the 2017 ILA Standards for Reading Professionals</p> <p>In this session, participants will discuss how the 2017 International Literacy Association (ILA) Standards for Reading Professionals (ILA, 2018) emphasis on supporting students’ writing proficiency may impact the practices of reading/literacy specialists and the implications for reading specialists’ preparation and professional development.</p> <p>Reactor: Nora Vines, University of Tennessee</p>		
10:15-11:30	Advancing Literacy	Sundial I
<p>Emily Pendegrass and Justine Marie Bruyere, Vanderbilt University</p> <p>Title: A New View: Writing as Authoring</p> <p>This presentation aims to differentiate between writing and authoring. In order to teach young authors, we believe transforming our thinking and our language surrounding the act of writing is necessary. Our submission works in opposition to top-down, scripted, and pre-set curriculum guides. Instead, this process centered, inquiry-based view of authoring views the teacher as an accompanist to student learning and creation. Using Teale and Sulzby’s (1986) stages of writing development as a springboard, we provide 6 milieux; each offering a snapshot of the authoring, the theory, and the teacher moves that support student learning.</p>		
<p>Angela Curfman, West Virginia University</p> <p>Title: “How does the employment of developmental bibliotherapy in the classroom support and address equity and diversity?”</p>		

The purpose of this presentation is to explore how the employment of developmental bibliotherapy in the classroom could address diversity. Influenced by numerous contextual factors, dialogue with teacher candidates and elementary educators have revealed an awareness gap in the developmental benefits of children's literature, including the use of fiction to address sensitive topics and the affective domain.

Caitlin Metheny, University of Tennessee and **Amanda Rigell**, University of Tennessee
Title: Defining and redefining dialogic writing research

This presentation is centered around the influence of dialogic writing experiences on students' self-efficacy as writers. During the session, the researchers hope to share a working definition of dialogic writing instruction in K-12 classrooms, their tentative research design, and sample dialogic writing tasks to be used in the study (e.g. two-voice poetry, cooperative debate, perspective-taking vignettes).

Susan Taylor, West Virginia University
Title: Passive versus active: How the instructors use of technology positions the learner

This presentation focuses on an ongoing case study examining how instructor's use of technology positions the learner in an online course. The case study concentrates on Content and Disciplinary Area Literacy Instruction, a graduate-level Reading Specialist preparation program course. The presentation will illustrate how the use of technology in an online course positions the learner using three popular frameworks, Bloom's Taxonomy, the SAMR Model, and the PICRAT Matrix.

Reactor: Joyce Fine, Florida International University

10:15-11:30	Problems Court	Sundial II
<p>Nance Wilson, SUNY Cortland Kristen White, Northern Michigan University; George L. Boggs, Young Harris College; Amy Tondreau, Austin Peay State University; Elizabeth Stevens, Roberts Wesleyan College; Tierney Hinman, University of North Carolina at Greensboro; Wendy Gardiner, Pacific Lutheran University; Tess Marie Dussling, St. John's University; Sophie Degener, National Louis University Title: Critical Literacy as Classroom Practice</p> <p>Preparing teacher candidates to engage in quality literacy instruction is the core of what we do as teacher educators. While some argue that professional teacher preparation programs struggle with balancing practice and theory (Cochran-Smith, 2019), others maintain that it is equally important to prepare teacher candidates with the dispositions, skills and strategies to confront difficult and controversial issues. In this problems court, the stage will be set with an overview of two separate but related research studies to demonstrate how teacher educators have examined and changed instructional practices to support critical literacy as in "practice" and theory.</p>		
Reactor: Nora Vines, University of Tennessee		

11:30-1:00	Lunch	On Your Own
1:15-2:30	Paper	Osprey
<p>Nance Wilson, SUNY Cortland and Victoria Cardullo, Auburn University Title: Literacy Specialists Becoming Writers</p> <p>To demonstrate how supporting and encouraging teachers as writers utilizing a multi-modal writing journal can impact future classroom plans. To demonstrate how multimodal writing journals can be used to provide and receive authentic feedback to grow as a teacher of writing.</p>		
<p>Nora Vines and Jennifer Jordan, University of Tennessee Title: Developmental Word Study: Supporting Classroom Teachers in Re-envisioning and Implementing Effective Spelling Instruction</p> <p>Research has demonstrated that reading and spelling share a reciprocal relationship; development in one area impacts development in the other. As students acquire orthographic knowledge, they begin to apply this knowledge in contextual reading, progressing from visual-cue to phonetic-cue reading. However, in the experience of the presenters in rural schools, developmental word study is not being utilized to support literacy learning. The presenters sought to bridge this gap by supporting second grade teachers in a professional learning community to expand their knowledge of development and instruction related to orthographic knowledge.</p>		
<p>Erin Klash and Jan Hogan, Auburn University Title: "Writing to Learn" with Pre-professional Education Majors: Using Organizers and Multiple Texts to Influence Learning</p>		

Writing to learn has proven to be beneficial in both cognitive and metacognitive areas, which strengthens the reading connection. In this pilot case study, pre-professional education undergraduate students were invited to use organizers to assist them in acquiring new information about specific topics in psychosocial development. Following the reading of texts using cognitive and metacognitive prompts, students prepared a presentation to share learning with peers. The organizers and presentations were analyzed to determine how students use writing to learn strategies to make reading connections. Findings revealed variations in students' individual and group responses to the organizers.

Reactor: Nance Wilson, SUNY Cortland

1:15-3:00*	Panel	Sundial I
<p>Chair: Charles A. MacArthur</p> <p>Presenters: Charles A. MacArthur, University of Delaware; Steve Graham, Arizona State University; Karen Harris, Arizona State University; Zoi Philippakos, University of Tennessee, Charles A. MacArthur, University of Delaware, Sarah Narvaiz, University of Tennessee, and Ashley Voggt, UNC Charlotte; Eric Nefferdorf, Delaware Technical and Community College</p> <p>Title: The Challenges of Writing Using Sources: Strategy Instruction Research from Middle School to College</p> <p>Using sources in writing is a challenging task that requires critical reading and comparison of information across sources, as well as writing skills and strategies. This symposium includes presentations on four research studies on strategy instruction in writing with sources from middle school to college. Study 1 investigated strategies for close reading and writing with struggling writers in grades 5-6. Study 2 designed strategies for argumentation in ELA, social studies, and science classes in grades 6-8. Studies 3 and 4 focused on strategies for critical reading and source integration with college basic writers.</p> <p>* Extended time</p>		
Reactor: Emily Howell, Clemson University		

1:15-2:30	Advancing Literacy Round Tables	Sandpiper
<p>Jim Hill, Virginia Tech</p> <p>Title: Examining students' use of personal experience and knowledge in writing to engage with content critically</p> <p>This session presents results from an experimental study which examined how students employ personal knowledge and experience in an essay response given three separate text conditions. This study sought to understand how a dialogic approach to engaging with texts would facilitate the ability of students to utilize their own diverse experience to write informatively and critically about a subject related to readings. Findings suggest students adopt depersonalized voices in writing academic setting.</p>		
Lourdes Smith, University of Central Florida		

Title: Digital Authorship Research: Focusing on the Processes of Creation, Creativity, and Transformation of Learners in our Multimedia and Multimodal-Based Society

The presenter of this session will address the role digital authorship plays as a dynamic approach for individuals and/or groups to practice crafting digital content. Digital authorship moves beyond digital writing and provides the ability for all of us to create artifacts that incorporates elements of social power, culture, individuality, and critical analysis. As researchers we must learn how current digital authors create materials and products, while also addressing the processes of the digital transformations and creations currently being done inside and outside of the classroom.

Nandita Gurjar, University of Northern Iowa

Title: Developing New Literacies Through Professional Twitter Chats

This presentation will engage audience interactively with the course hashtags. The mixed method research examined pre-service and in-service teachers' participation in professional Twitter chats for developing New Literacies, including digital writing skills keeping the affordances and conventions of the platform in mind. Data were collected through surveys, blogs and tweets. Data analysis involved content analysis of tweets and blogs. Preliminary findings will be shared with the audience. The participants were cognizant of concise writing, audience consideration, purpose, task, context, modes and modalities, intertextuality, rhetorical velocity and professional identity while composing online to connect, collaborate and create in a digital context.

Aina Oluwaseun, Clemson University

Title: Advocating for success in lifelong writing: A case for PreK writing

This presentation intends to make a case for the visibility of Pre-k writing at education fora to draw the attention of teachers, researchers and other relevant stakeholders. The National Early Literacy Panel (2008) identified that early writing experiences have immense positive values for reading and writing that will take place in the future. Despite this, most research have focused on early reading practices than early writing for Pre-k. Education conferences are also geared towards building the knowledge base of k-12 teachers while neglecting preschool teachers. At the end of this presentation, participants will be involved in developing a "call to action."

Reactor: Lisa Hawkins, Ball State University

2:30-2:45

Break

2:45-4:00

Call to Forum

Sundial I

Diane Bottomley, Ball State University, **Nicole Martin**, Ball State University, **Laura Pardo**, Hope College, and **Scott Popplewell**, Ball State University

Book: Best Practices in Writing Instruction

Steve Graham, Charles MacArthur, and Michael Hiebert (Eds.)

2:45-4:00	Problems Court	Sundial II
<p>Donna Kester Philipps, Robin Erwin, and Alice Kozen Niagara University; Margaret Jones-Carey, St. Bonaventure University and Susan Krickovich, Enterprise Charter School</p> <p>Title: How Do We Motivate All Students to Become Supportive, Collaborative, Engaged Writers, and Peer-Editors to Improve Their Own Writing Skills?</p> <p>This problems court explores the ways and challenges that classroom teachers and university professors use collaborative writing to motivate and guide K-12, undergraduate, and graduate students to improve their writing through interactive editing and conversations about compositions. These compositions range from creative writing to research papers and case studies. Motivation, metacognition, self-regulation, reciprocity, and peer support, will be reviewed. Experiences, observations, and survey results will be discussed from the perspective of face-to-face and online classes. Student perceptions and motivation will be shared through qualitative and quantitative data.</p>		
Reactor: Melanie Hundley , Vanderbilt University		

2:45-4:30*	Panel	Osprey
<p>Chair: Tamra W. Ogletree</p> <p>Presenters: Tamra W. Ogletree, Jennifer K. Allen, Robert Griffin , and Bethany L. Scullin, University of West Georgia</p> <p>Title: Teachers as Writers: Engaging in a Writing Marathon to Reclaim the Neglected R</p> <p>Educators need to experience the transformative power of writing in order to convey their passion for writing and inspire their students to be writers. A Writing Marathon empowers writers of all ages by providing space and time for self-selected writing without fear of judgment about their writing abilities, use of conventions, or choice of words. This interactive workshop will walk participants through the steps and procedures for participating in and facilitating a Writing Marathon. The participants will take part in a mini-marathon experience for replication in their schools, universities, or communities.</p> <p>* Extended time</p>		
Reactor: Thea Yurkewecz , State University of New York at Geneseo		

2:45-4:00	Problems Court	Pelican
<p>Pamela Dunston and Rachelle S. Savitz, Clemson University Title: Breaking Bad: Recovering from Research That's Gone Wrong</p> <p>Two researchers pose the problem of investing time, money, and considerable effort into a research study that failed to yield useable data. After purchasing access to an online supplemental vocabulary program and meeting weekly with teachers to improve students' vocabulary knowledge, data analysis indicated the lowest performing students were taught by ELA teachers participating in the 9-week PD sessions focusing on vocabulary. Although participants requested instructional strategies and PD for vocabulary, they did not incorporate this information in their classroom instruction. Discussion will focus on strategies used by other researchers to transform bad research outcomes into positive scholarly achievements.</p>		
Reactor: Trevor Stewart , Virginia Tech		

2:45-4:30*	Panel	Sandpiper
<p>Chair: Virginie Jackson</p> <p>Presenters: Virginie Jackson and Stacy Delacruz, Kennesaw State University Title: 21st Century Writing with Innovative Technology: Strategies for ALL Learners</p> <p>Students of the 21st century are immersed in technology and this session provides activities that are rigorous, engaging, and relevant for developing their writing skills. This workshop provides teachers and librarians engaging strategies through the integration of technology that allows elementary students to develop critical literacy skills necessary to be better readers and writers. Participants will engage collaboratively in a writing activity to alter high-quality children's literature in order to create a new version that uncovers what was previously concealed through computer coding technology. Laptops and iPads will be provided during this session for participants to utilize this newly learned strategy in order to effectively use it in their own classrooms during the writing block.</p> <p>*Extended time</p>		
Reactor: Jim Hill , Virginia Tech		

5:00-6:30	SPIRIT OF THE TIMES (Food and Fun for All)	Poolside
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FRIDAY, DECEMBER 13, 2019

8:00-8:30	General Registration	Conference Hall
8:00-8:30	Graduate Student Meeting	Osprey
8:30-10:00	Keynote Presentation	Sundial I
<p style="text-align: center;">Title: Postsecondary Developmental Education in Writing: Issues and Research Charles A. MacArthur, Ph.D. Professor of Literacy Education University of Delaware</p> <p>The presentation will focus on research relevant to recent efforts to reform community college developmental education programs, including research on the concerns driving the reforms and research on the effects of various reform efforts. Reforms include changes in criteria and assessments for placement in developmental education; accelerated progress through developmental courses with compressed courses, combined reading and writing courses, or corequisite course that integrate developmental and regular first-year courses; more intensive counseling and support programs and improved pedagogical methods. I will discuss some of our own research on self-regulated strategy instruction for writing and conclude with recommendations for further research.</p>		
10:00-10:15	BREAK	
10:15-11:30	Paper Session	Osprey
<p style="text-align: center;">Lisa K. Hawkins, Nicole M. Martin, Diane Bottomley, and Jennifer S. Cooper, Ball State University</p> <p>Title: Elementary Preservice Teacher Candidates' Needs-Based Plans for Effective Writing Instruction</p> <p>Knowledge of writing pedagogy is foundational to planning high-quality instruction. Nevertheless, the extent of preservice teachers' (PSTs) knowledge and use of writing pedagogy to plan instruction is poorly understood. In this session we share findings from a study exploring PSTs' developing pedagogical knowledge and ability to plan for instruction in response to student writing before and after completion of a writing-focused teacher preparation course. This study extends the current knowledge base by simultaneously illuminating problems and possibilities related to supporting PSTs' growth in knowledge and use of writing pedagogy for planning needs-based instruction. Findings allow for continued teacher preparation reform.</p>		
<p style="text-align: center;">Michael Sherry, University of South Florida and Anne M. Lawrence, University of South Florida, Sarasota-Manatee</p> <p>Title: How an Online Video Game Teaches Argument Writing for Environmental Action</p>		

<p>Literacy researchers have explored how video games might be used as supplementary texts in secondary English Language Arts (ELA) classrooms to support reading instruction. Less attention has been focused on how video games, particularly online educational games designed to teach argumentation, might enhance secondary ELA students' writing development. In this paper presentation, we describe how the closed and open feedback provided by one such online video game, Quandary, influenced two seventh-graders' written arguments in their advocacy letters to the state governor regarding a local environmental disaster. We compare these two cases to data trends from 114 seventh-graders (5 ELA classes).</p>		
<p>Carmen Marroquin, Florida International University and Joyce Fine, Florida International University</p> <p>Title: Developing student voice and writing skills through dialogue journals</p> <p>This presentation aims to share an idea for research involving using dialogue journals with high school students. The session also aims to seek feedback on possible novels/materials to use, suggestions about the writing skills that could be developed during journaling, and suggestions for analyzing the data that might show how students change as a result of the dialogue journals to affect their cultural responsiveness to diversity.</p>		
<p>Reactor: Donna Kester Philipps, Niagara University</p>		
10:15-11:30	Paper Session	Pelican
<p>Ryan McCarty, National Louis University</p> <p>Title: "High Schoolers Want to Be Challenged": Helping Latinx Students Excel in Advanced Classes through Design-Based Research on Writing Effective Warrants</p> <p>This study reports the third cycle of design-based research (Reinking & Bradley, 2008) to support the enrollment and success of Latinx high school students in advanced coursework by helping them write evidence-based arguments warranted by original reasoning (Graff & Birkenstein, 2007). This promising intervention had three essential components: (a) an emphasis on warrants (Imbrenda, 2018a; Toulmin, 1958; Warren, 2010); (b) dialogic teaching (Bakhtin, 1981; Reznitskaya, 2012); and (c) academic self-efficacy (Bandura, 1997, Pajares & Schunk, 2001). The paper will share enhancing and inhibiting factors and design principles to help Latinx students excel in similar contexts.</p>		
<p>Wendy Gonzalez, Northeastern Illinois University</p> <p>Title: Native language literacy intervention and its effects on Spanish and English outcomes</p> <p>Explicit literacy interventions in students' native language can strengthen foundational literacy skills, which in turn may improve English reading outcomes for English learners (EL) who are struggling with literacy. Thus, the focus of this study was to determine how a literacy intervention provided in Spanish affected ELs' Spanish and English literacy skills. In particular, the study was interested in determining if students' Spanish and English phonological awareness (PA), phonics, fluency and comprehension outcomes improved over the course of the intervention.</p>		
<p>Sara Gusler, University of Cincinnati</p>		

<p>Title: Children’s Literature in languages other than English: Observing the free play text interactions of Monolingual and Multilingual preschool children.</p> <p>This presentation conveys the findings of an ABA study of linguistically diverse preschoolers and their free play interactions with texts written in languages other than English, before and after these texts were featured at group time. From our findings, we contend that multilingual texts can impact selection and that free play can foster text interest without adult intervention.</p>
<p>Reactor: Andrew Potter, University of Delaware</p>

10:15-11:30	Panel	Sundial I
<p>Chair: Becky Peterson</p> <p>Presenters: Melanie Hundley, Emily Pendergrass, Elizabeth A. Self, Vanderbilt University and Robin Jocius, The Citadel</p> <p>Title: Creating Composers: Using Digital and Multimodal Writing to Develop Pedagogical Change with Pre-Service Teachers</p> <p>Our goal as educators is to design digital and multimodal writing assignments that allow preservice teachers to examine their definitions of writing to and to develop a flexible and adaptable writing pedagogy that is inclusive of multiple modes of writing. In this interactive session, we will share the pedagogical shifts that we have seen in our preservice teachers as well as examples of compositions including digital poems, videos, infographics, kinetic poetry, and multimodal memoirs. Panelists will share how both teachers and students learn to compose effectively in new digital and multimodal environments and the learning opportunities this creates.</p>		
<p>Reactor: Susan Taylor, West Virginia University</p>		
10:15-11:30	Advancing Literacy	Sundial II
<p>Constance Beecher, Iowa State University</p> <p>Title: Raising Readers: A Literacy Toolkit for Community Partnerships</p> <p>This Advancing Literacy proposal describes university-community partnerships, facilitated by the university’s Extension and Outreach service whose goal is to find ways to increase kindergarten readiness, third grade reading success, and to investigate strategies that would enable communities to identify and address literacy needs. A toolkit describing evidence-based community literacy programs was developed by the community organization with consultation from the university. It may be accessed free of charge at: http://www.raising-readers.org/programs/rrsc-toolkit/. The toolkit has a variety of literacy programs, from strategies to increase access to books all the way to intensive parent education programs. The community can choose the programs that match the effort and resources they have. We expect to develop and test an effective evaluation procedure for piloting programs in new communities, which may include online modules on data collection and evaluation. We plan to collect data on program impact and effectiveness, as well as gather feedback to refine our measures and training materials.</p>		

<p align="center">Jennifer VanSlander, Auburn University</p> <p>Title: Building teacher efficacy through writing process-oriented professional development</p> <p>Collaboration through discussion with other leading literacy professionals and interested educators is desired to deepen current understanding of writing instructional practices as it relates to teacher efficacy and process-oriented writing instruction.</p>		
<p align="center">Laura Kelley and Elizabeth LaGamba, Slippery Rock University of Pennsylvania</p> <p>Title: Identifying Teacher Candidates' Self Efficacy and Attitudes About Writing</p> <p>During this interactive session, attendees will have the opportunity to consider their own and their students' writing attitudes and the implications these perceptions may have for us as educators. Attendees will hear about how we used current research about the link between teachers' subject area attitudes and their own instructional effectiveness to design and implement a survey and interview of preservice teachers in an undergraduate literacy course in order to determine their writing interests, attitudes, and perceived abilities as future writing instructors. We will discuss the trends that emerged from those inquiries, share preliminary interventions we put in place as a result of this initial data, and engage the audience in sharing their own experiences, reactions, and suggestions for supporting future and current teachers to become confident and competent teachers of writing.</p>		
<p>Reactor: Charles MacArthur, University of Delaware</p>		
11:30-1:00	Lunch & General Session	Sundial I
<p>Title: Reading and Writing Connections: Drawing from the Same Well of Knowledge</p> <p align="center">Steve Graham, Ph.D. Mary Emily Warner Professor of Education Arizona State University</p> <p>This presentation explores how reading and writing connections can be leveraged to promote better reading and writing. Drawing on three theoretical positions (shared knowledge, rhetorical relations, and functional), I first examine how reading and writing can potentially support each other. I then examine recent evidence from these meta-analyses showing that reading and reading instruction improves writing, writing and writing instruction improves reading, and balanced reading and writing instruction improves both skills. Finally, I consider what this evidence suggests for literacy practices.</p>		

1:15-2:30	Paper Session	Osprey
<p>Susan King Fullerton and Koti L. Hubbard, Clemson University</p> <p>Title: First Graders' Reading-Writing Connections Across Read-Alouds and Pen Pal Letters</p> <p>This interpretive case study capitalized upon reading-writing connections by analyzing and comparing first graders' oral responses during interactive read-alouds, followed by written responses via pen pal letters to preservice teachers. A text set of Ezra Jack Keats' Peter books was employed; focusing on one author and character across read-alouds enriched children's analytical and intertextual responses. Children also provided connections from the storyworld to their personal world. When given opportunities for dialogue and collaborative analysis of picturebooks, students gained understandings; learning was further enhanced by going outside classroom walls, sharing written understandings with pen pals.</p>		
<p>Jeanne Dyches, Iowa State University and Emily Howell Clemson University</p> <p>Title: Developing Critical Literacies: Visual Essays as a Multimodal Alternative to Standard Writing Assessment</p> <p>In an era, rich in multimodal possibilities for expressing literacy learning this study attempts to understand new possibilities for expanding students' critical literacies through writing by asking: what are students' critical literacy experiences, including successes and challenges, as they create visual essays in tandem with their reading of the graphic novel Persepolis? Findings reveal that crafting a visual essay allowed students to more deeply engage with a selected theory (critical race, feminist, and queer theories) and extend critical literacy learning to their social worlds. Additionally, the technology element of the visual essay both empowered and distressed some students.</p>		
<p>Pamela Dunston, Rachelle S. Savitz, Lisa D. Aker, and Hayley Hoover, Clemson University</p> <p>Title: Responding to Fictionalized Differences Portrayed in Children's Novels</p> <p>Findings from an analysis of the physical, psychological, social, emotional, cultural, or familial differences that provide the foundations for the stories within six, recently-published children's novels are presented in this paper. The interplay and cause-effect relationships of these differences and their effect on the fictionalized lives of characters are examined. This research attempts to identify and understand the messages children's book authors are consciously and unconsciously communicating to young readers. Finally, we discuss each book's potential to serve as a vehicle for written response and opportunities for children to write about their own differences and lived experiences</p>		
Reactor: Jeanne Dyches , Iowa State University		
1:15-2:30	Paper Session	Pelican
<p>Emily Pendergrass, Melanie Hundley, Elizabeth A. Self, and Rebecca Peterson Vanderbilt University</p> <p>and Robin Jocius, The Citadel</p> <p>Title: Reading and Responding to Children's Nonfiction Texts Representing Disability</p>		

<p>This presentation will focus on representations of disability in children’s nonfiction literature and how to guide learners through responding to the literature. Through discussion and text exploration, participants will examine the selection and use of nonfiction with notions of critical care.</p>		
<p>Michelle Ciminelli, Niagara University Title: Preservice Teachers Explore the Use of Literature to Support Empathy Development in Children</p> <p>The goal of this project was to help preservice teachers gain an understanding of how to develop and encourage empathy in the populations they will serve in the future. This was accomplished through a variety of active learning events as well as through the examination and use of children’s literature. Preliminary analysis indicates that three goals were accomplished: Preservice teachers increased their understanding of the importance of empathy development, gained tools and strategies for using developmentally appropriate, and unexpectedly acknowledged an increase in their personal awareness of empathy and their ability to be empathetic towards others.</p>		
<p>Janet Richards and Christy Bebeau, University of South Florida, Tampa Title: Designing and Exploring the Effects of Interventions to Support Teacher Candidates as They Learn to Make Decisions About Teaching Writing to First Grade Students</p> <p>We will share discoveries of an inquiry in which we explored in what ways 12 teacher candidates in an elementary writing methods course with a tutoring component responded to pedagogical approaches designed to support teacher autonomy and decision-making as they learned to teach writing to first grade students; the structure and instruction of the tutoring program in which each tutor supported the individual writing instructional needs and interests of three-four students through reciprocal relationships, dialogue journaling, individual student dictionaries, book-making, and research-based writing instructional strategies.</p>		
<p>Reactor: Carmen Marroquin, Florida International University</p>		
1:15-2:30	Advancing Literacy	Sandpiper
<p>Omer Ari, Georgia State University Title: The Role of Increased Attention in Struggling College Readers’ Reading Fluency and Writing Efficiency Skill Development</p> <p>The field of reading research remains focused on the amelioration of reading difficulties in younger readers while a growing number of adults enroll in college with underdeveloped reading sub-processes. In order to contribute to the sparse research base on struggling college readers, initial results will be shared from a single-subject design study that examined the role of increased attention to print in building lexical amalgams (sight words) as reflected in reading outcomes and writing efficiency skills.</p>		
<p>Jacqueline M. Myers, University of Pittsburgh-Johnstown Julie W. Ankrum, Indiana University of Pennsylvania and Eric Wentz, Greater Johnstown School District Title: Reading with Presence and Writing with Rigor: The Role of Organic Reading Response Writing in the Development of Fully Present Adolescent Reader-Writers</p>		

Reading responses give students the opportunity to think critically about a text. This critical thinking helps students when responding to a text dependent analysis prompt on state testing. The purpose of this presentation is to discuss a framework for an action-research study in which a teacher adapts Pryle's (2018) system of reading response to organically implement a routine of low-stakes, open-form reading response writing. Our research will look at the implementation of this authentic practice and students' improvement on close-form writing, specifically the text-dependent analysis essay which comprises a significant portion of our state's standardized test.

Courtney Lopas, University of Central Florida

Title: Teachers' use of writing accommodations for English Language Learners during the English language Arts Block

The purpose of this presentation is to argue for the need of writing accommodations for English Language Learners in the upper elementary grades, provide evidence on the lack of research in this area, present the purpose and guiding research questions for a future study, and facilitate a discussion with to gain feedback to help inform the design of the developing study.

Reactor: Amanda Rigell, University of Tennessee

1:15-2:30	Problems Court	Sundial I
<p>Jennifer Van Allen, Limor Pinhasi-Vittorio, Gaoyin Qian, Lehman College and Sonia Bernstein, CUNY School of Labor and Urban Studies</p> <p>Title: Responding to Teacher Candidates' Writing Challenges</p> <p>Teachers play an important role in developing their K-12 students' language use and writing skills. Yet, teacher educators have indicated that EL's, students of color, low-income students, and first-time college students struggle with academic and professional writing, particularly when required to demonstrate their knowledge through writing on high-stakes professional licensure assessments. Therefore, teacher preparation programs must find effective ways to develop candidates' writing skills as they simultaneously address writing instructional approaches. Through interactive discussions, we will explore the extent of this problem in our institutions and generate solutions using what has been discussed in the literature and our experiences.</p>		
Reactor: Becky Peterson , Vanderbilt University		
1:15-2:30	Advancing Literacy Round Tables	Sundial II
<p>Trevor Stewart, Jim Hill, Lauren May, and Heather Wright, Virginia Tech</p> <p>Title: Preparing and Supporting Literacy Teachers who can Make a Difference Together</p> <p>This session presents results from a longitudinal study examining efforts to prepare English teacher candidates (TCs) who engage in systematic inquiry as key part of their efforts to support students as readers, writers, and meaning makers. This study explores the utility of collaborative problem-solving during student teaching as a means of unpacking and</p>		

<p>responding to the challenges they encounter in contemporary classrooms that are increasingly constrained by standardized curricula and educational policies. Working from the data, presenters will engage session participants in discussion about how teachers can take charge of their own professional learning and development through collaboration and dialogue.</p>		
<p>Aimee Morewood, West Virginia University and Julie W. Ankrum, Indiana University of Pennsylvania</p> <p>Title: An Exploration of Teacher Expertise in Adaptive Teaching During Read-Alouds</p> <p>Scholars agree that thoughtfully changing instruction to support student learning during a lesson, known as adaptive teaching, is an important component of effective instruction. Adaptive teaching has been correlated with improved student achievement; however, research studies of instructional adaptations have been limited to convenience sampling in typical classrooms. We are proposing to test the hypotheses that adaptive teaching occurs more frequently in the classrooms of expert teachers. This study will examine instructional adaptations made during reading instruction in elementary (grades K-5) classrooms. Specifically, this study will explore whether teacher expertise facilitates instructional adaptability, which influences reading achievement.</p>		
<p>Andrew Potter, University of Delaware and Joshua Wilson, University of Delaware</p> <p>Title: Statewide Implementation of Automated Writing Evaluation</p> <p>This presentation examines a two-year statewide implementation of an Automated Writing Evaluation technology. A secondary dataset was used to analyze AWE usage and associations between usage and writing performance. Hierarchical linear modeling was used to analyze associations between student and school-level variables on AWE usage and analyze associations usage and state writing test outcomes.</p>		
<p>Reactor: Carla Meyer, Duquesne University</p>		
<p>2:45-4:00</p>	<p>Problems Court</p>	<p>Osprey</p>
<p>Chair: Gary Moorman, Appalachian State University</p> <p>Presenters: Rebecca Grysko, Vicky Zygouris-Coe, Su Gao, University of Central Florida; Zhihui Fang, University of Florida and Sherron Roberts, University of Central Florida</p> <p>Title: Using Argument as a Bridge Between Literacy and Science Teaching and Learning: A Problems Court</p> <p>The new vision for science education promotes not only an inquiry-oriented approach to science teaching, but also highlights the need for using a disciplinary literacy approach to instruction to support students' science and literacy learning in tandem. In this problems court session, panelists will (a) highlight the importance of apprenticing young students into science-specific reading and writing practices; (b) present a research-based framework for using argument as a bridge between literacy and science; (d) discuss implications for preservice teacher education and professional development; and (d) raise critical questions about the role of language and literacy in science teaching and learning.</p>		
<p>Reactor: Aina Oluwaseun, Clemson University</p>		

2:45-4:00	Paper Session	Pelican
<p>Cynthia Dawn Martelli and Vickie Johnston, Florida Gulf Coast University Title: Empowering Students to tell their stories: Young Adult Authors Mentor High School Students from Title I schools on Writing College Entrance Essays</p> <p>Young adult authors engage with high school students from Title I schools at a university's literacy festival to share their literary craft and strategies for writing. Each student receives a free book from one of the featured authors months in advance enabling teachers to integrate the books into the curriculum and students time to read. Students attend the literacy festival for interactive author's workshops to gain insight on discovering their unique qualities and meaningful stories to share in their college entrance essays. In addition, the university's literacy festival offers students writing sessions to organize their ideas and create several drafts.</p>		
<p>Carla Meyer, Morgan Hamby and Desiree Roberts, Duquesne University Title: Composing History with Graphic Novels</p> <p>A part of a semester-long case study, this paper analyzes student participants' ability to transfer information shared during reading instruction to writing. A sixth-grade teacher taught students about elements of graphic novels to bolster comprehension of graphic texts. Students were then asked to compose graphic novel panels to demonstrate content learning. We examined their use of the graphic elements to convey meaning in their compositions.</p>		
<p>Brittany Adams, CUNY Cortland Title: Using reflective journaling for critical literacy development in college classrooms.</p> <p>This presentation will discuss findings from a study in which reflective journaling was used as a tool for developing undergraduate students' critical literacy on contemporary social issues. The presenter will discuss the affordances and constraints of reflective journaling for student participation, discussion, connection, and insight.</p>		
Reactor: Lisa K. Hawkins , Ball State University		
2:45-4:00	Paper Session	Sandpiper
<p>Debalina Maitra, Chicago Alliance for Equity in Computer Science; Steven McGee, Randi McGee-Tekula, and Catherine McGee The Learning Partnership Title: Introducing an Inquiry Based Equity Framework: An Analyses from Introductory Computer Science Classrooms in Chicago</p> <p>The goal of this qualitative research analysis is to construct an understanding of teaching practices embraced by computer science teachers in the Chicago Public Schools through the video analysis. CPS is an extremely diverse school district. The Exploring Computer Science curriculum strongly advocates for equity and inquiry while a content is delivered to the students. Data was collected through video recording from ten different classrooms. The themes identified from a bottom up grounded theory analysis were broadening student participation, letting students explore, environment of respect and acknowledgement, meeting the academic need of each student, instructional clarity, letting students explore and drawing inferences from students' culture and language. The overreaching goal of this presentation is</p>		

to present the framework, the indicators and identifying the gaps across disciplines and finally addressing equity as a pedagogy for promoting literacy instructions.

Sarah Woods, Auburn University

Title: Write like scientists: An examination of pre-service teacher think-alouds at a STEM summer camp.

This presentation will discuss how pre-service teachers were trained in a methods course on why and how to implement metacognitive, think-aloud instruction for literacy. It will also discuss training activities, as well as how pre-service teachers teach students how to “write like scientists.”

Brandon Sams and Jeanne Dyches, Iowa State University

Title: Pre-Service Teachers and Critically Reflective Writing: Revising Identities

The purpose of this study was to understand the potential of contemplative and reflective writing practice to promote critical reflection and progressive professional identifications mostly White and female pre-service teachers (PSTs). Findings support the potential of contemplative writing to help students notice where and how they evade critical reflection. Students explicitly connected processes of critical reflection to ELA disciplinary practices of (re)reading and interpretation of complex and difficult text. Via contemplative writing, students positioned critical reflection as part of ELA disciplinary identity.

Reactor: Donna Kester Philipps, Niagara University

2:45-4:00

Advancing Literacy

Sundial I

Philomena Marinaccio, and Janet Towell, Florida Atlantic University

Title: Not all writing is the same. Learning to write from celebrated authors: Writing motivation, instruction, and evaluation embedded in quality children’s literature

Not all writing is the same. Language arts should be taught to preservice and practicing teachers, in the same way, that they should, in turn, teach their own elementary school students, using the scaffolds of quality literature and celebrated authors. The emphasis in this presentation is on the formulation of writing ideas and characteristics or traits of effective writing. Different genres of writing will be discussed as well as recommended strategies and techniques for mini-lessons and writing assessments for inclusive classrooms. Developing writers learn best from quality children's literature selections that model word choice, construction of sentences, subtle metaphors, vivid images, and tone to communicate ideas with purpose and encourage all students to find their voice.

Valerie Gresser, University of Florida

Title: Reading and writing scientific genres: A functional approach

The purpose of this advancing literacy presentation is to highlight the ways in which scientific discourse differs from other disciplines in the hopes that teachers can thoughtfully plan and scaffold instruction so their students can participate in the literacy practices that scientists engage in daily.

Reactor: Michelle Sobolak , University of Pittsburgh		
2:45-4:00	Problems Court	Sundial II
Rachel Shiera , Indiana University of Pennsylvania and Elizabeth Shiring , Indiana University of Pennsylvania Title: Writing within teacher training: Exploring problem-based learning as a possible approach This presentation focuses on the issue of training preservice teachers to teach writing. The presenters will briefly discuss the literature on teachers' challenges and strengths in teaching writing. The presenters will then propose a possible approach to addressing this challenge—problem-based learning. Facilitated discussion will focus on the feasibility of integrating writing instruction in teacher training programs and different adaptations to curriculum that might be considered that will both strengthen writing skills and support preservice teachers' developing pedagogy.		
Reactor: Constance Beecher , Iowa State University		

4:15-6:00	Business Meeting	Sundial I
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SATURDAY, DECEMBER 14, 2019

8:30-9:45	Closing Keynote Presentation	Sundial 1
Title: Whose research counts? What has it done for us? A case to conduct more teacher research and self-study in literacy classrooms and teacher preparation programs Douglas Kaufmann, Ph.D. Associate Professor		

University of Connecticut

This presentation will examine current and historical trends in literacy research, unpacking the influence that traditional empirical studies have had on the field, and positing that a greater emphasis on—and acceptance of—teacher-research, self-study, and other forms of action research can generate more impactful and immediate reforms in classroom practice. Here, I theorize that while more classical research on writing and literacy practices in classrooms has served to provide practicing teacher with knowledge that they can use to orient themselves toward general organizational and instructional activities, its usefulness is incomplete. It may be less helpful in addressing the innumerable variables in environment, student demographics, classroom relationships, and human attitudes that change year-to-year, and sometimes day-to-day in individual classrooms, which require teacher expertise in responding to the continually shifting dynamics in classrooms filled with interactive people. Teacher preparation programs, therefore, should incorporate specific action research and self-study approaches into their courses and practicums. This shift will lead to the development of teachers who are skilled in utilizing research that helps them proactively prepare for general, anticipatable situations *and* research that helps them respond to unique, ever-shifting, situational needs.

10:00-11:15

Paper Session

Osprey

Douglas Kaufmann, University of Connecticut

Title: Writing Assessment as Research, Writing Research as Assessment: Evaluation Practices that Align with Workshop Principles

This presentation introduces multiple assessment practices in K-12 classrooms and teacher preparation classrooms that diverge from traditional summative-heavy models to almost exclusively formative, scaffolding models, which provide opportunities for 1) students to engage in more formal, ongoing reflection about their writing and more effective revision processes, and 2) teacher-researchers to use assessment data to revise and enhance their own instructional practices regularly.

Key questions to be addressed will include: What are the identifiable disconnects between workshop principles and its assessment practices? How do these practices correspond with those that we, as educators, use and teach personally? What impact do mis-aligned assessment practices have on developing writers in workshop environments? What assessment practices appear to best promote the construction of writing knowledge and development of writing skills in young writers?

Justine Marie Bruyere, Bell Raim, Lindsay Wray, and Becky Marder, Vanderbilt University

Title: SPAR - Single Point Authoring Rubric: Increasing the Impact of 6+1

As teacher pressures increase due to more rigorous expectations for academic instruction in elementary grades, educators need an effective and efficient way to determine students' daily writing needs (Council of Chief State School Officers, 2010). Informed by the work of Culham (2018) and Calkins (2014), this presentation aims to organize authoring conferences by equipping teachers with a streamlined formative rubric we call SPAR (Single Point Authoring Rubric). These rubrics are single-point and provide opportunities for assessment through teacher observation. We aim to support authorship by supplying teachers with a way

to determine students' next steps. Compared to traditional rubrics, SPARs provide more flexibility and can be used as progress monitoring tools. SPARs can be used as a tool for conferencing, goal setting and progress monitoring.		
Reactor: Eric Nefferdorf , Delaware Technical and Community College		
10:00-11:15	Paper Session	Sandpiper
<p align="center">Sarah Galvin, Michigan State University</p> <p>Title: Teen Authorship on Social Media: "Putting something out there," but does it matter?</p> <p>For most youth today, social media are ubiquitous—understanding the literacy practices of teens in these spaces is critical. This multiple case study uses data from interviews and social media artifacts to investigate how teens perceive and manage their identities as writers online. The two participants collapse their identity presentations on social media with their offline selves, suggesting youths' complex entwining of identity, identity management, and writing practices. This study informs connecting students' digital literacies with classroom writing, calling for more research on writer identity on social media and how authorship online can be used to support teen authoring in school.</p>		
<p align="center">Britany Adams, SUNY Cortland and Zhihui Fang, University of Florida</p> <p>Title: Meeting the demands of Close Reading tasks: A linguistic approach</p> <p>Students are now regularly required to engage in close reading of complex texts; using evidence from texts to present careful analyses, well-defended claims, and clear information. This emphasis on using evidence from text presents a new challenge for teachers. This presentation proposes using cohesion analysis to help meet these new demands. In linguistics, cohesion refers to the way elements within a text stitch together to form a unified whole. Specifically, we illustrate how analysis of lexical strings can be applied in performing the literacy tasks that require critical reading and textual evidence. This type of analysis, which can be done with either a literary or an informational text, answers the call by the CCSS to stay close to the language of a text.</p>		
<p align="center">Aina Oluwaseun, Clemson University</p> <p>Title: Advocating for success in lifelong writing: A case for PreK writing-</p> <p align="center">MOVED TO THURSDAY</p>		
Reactor: Nance Wilson , SUNY Cortland		
10:00-11:15	Panel	Pelican
<p align="center">Chair: Brooke Hardin</p> <p>Presenters: Brooke Hardin, USC Upstate; Elizabeth M. Frye and Devery Ward, Appalachian State University</p> <p>Title: Scaffolding Readers, Writers, and Teachers: Instructional Sequences that Consolidate Meaning and Forge Identity</p> <p>In this session, participants will be exposed to two specific instructional sequences that scaffold both teachers and students in creating meaning and developing writerly identities. In these models both teachers and students were scaffolded by the researchers. In one instance, the focus was upon composing persona poems as a response to children's literature portraying refugee experiences. In the second instance, teachers and students in a university reading clinic</p>		

published informational texts that were shared both within and outside of the clinic. We will conclude by exploring the ways in which these approaches augmented comprehension and challenged identities.

Reactor: Emily Pendergrass, Vanderbilt University

10:00-11:15	Paper Session	Sundial I
<p>Theresa Fisher-Ari, Georgia State University and Amy Seely-Flint, University of Louisville Title: Writer’s workshop: A (re)constructive pedagogy for English learners and their teachers</p> <p>This longitudinal qualitative inquiry examines the possibilities that writer’s workshop created for two experienced teachers and their English learners (EL) as they came to know and see each other and themselves in more complex and holistic ways. This inquiry addresses ways that writer’s workshop not only altered the practice of experienced teachers, but also provided a platform for Els to demonstrate their abilities, understandings, and interests. Writer’s workshop fostered and sustained networks of relationships where views of self and “the other” became more additive and honoring and where the lives and experiences of students were welcomed into the literacy community.</p>		
<p>Zoi A. Traga Philippakos, University of Tennessee and Charles A. MacArthur, University of Delaware Title: Effects of a Professional Development Model that Utilizes Workshops Distant Coaching, Live Sessions on Writing Quality</p> <p>The purpose of this research project is to design and evaluate a model of professional development (PD) on genre-based strategy instruction in writing. This research draws on formative or design research methods with quantitative examination of writing performance and qualitative measures of student and teacher understanding. This paper presents results from the first full-year cycle of design work.</p>		
<p>Emily Howell, Rebecca Kaminski, and Tobi Pirolla, Clemson University; Sarah Hunt-Barron, University of South Carolina Upstate; Heather Sox and Renee Rogers, Upstate Writing Project Title: Naming to Bridge Genres and Honor Funds of Knowledge</p> <p>This paper presentation will analyze a case study which included two school districts in rural South Carolina. The case is bound by a spring semester implementation of a “Naming to Claim” unit in which 59 middle and high-school teachers were given professional development concerning argument writing that used genres of poetry and essay writing. We will discuss findings drawn from survey, interview, and research notes data in addition to describing the pedagogical implementation of this unit across districts.</p>		
<p>Reactor: Jennifer VanSlander, Auburn University</p>		
10:00-11:15	Paper Session	Sundial II
<p>Lauren May, Virginia Tech; Heather Wright, Virginia Tech Title: Writing that values multiple ways of knowing: Supporting novice teachers’ efforts to promote literacy development.</p>		

This session focuses on ways beginning teachers can use low-stakes writing to engage students so that they develop a stronger sense of self-efficacy as readers and writers. Presenters will draw upon existing literature on blending reading and writing instruction in the secondary English classroom and their teaching experiences to discuss the utility of low-stakes writing as a means of providing much needed reading support.

Thea Yurkewecz, State University of New York at Geneseo

Title: Novice Adolescent Teachers Shifting Identities from Graduate Writers to Teachers of Adolescent Writers

The Standards for the Preparation of Literacy Professionals (ILA, 2017) encourage teacher educators to revisit coursework in literacy graduate programs, this includes the foundational courses on writing instruction. This case study examines perspectives from two novice adolescent educators to determine the challenges middle and high school teachers face as novice teachers of writing. The analysis of their written reflections reveals their continuous process to develop identities as both teachers and writers. These findings reveal a need for birth-twelfth grade literacy programs to reflect on the support offered to adolescent educators, specifically with adolescent writing instruction.

Alissa Blair, Mary A. Avalos, and Kanushri Wadhwa, University of Miami (FL)

Title: The Role of Analyzing Student Writing in Secondary Content Area Teachers' Evolving Understandings of Academic Language

This paper explores the evolving understandings of academic language among two cohorts of teachers in a secondary content area methods course that incorporated Systemic Functional Linguistics and a language-oriented pedagogical cycle. Analysis of course-based assignments including teacher reflections and analyses of student writing suggest that the course, and in particular, the practice of analyzing student writing, helped participating teachers expand their awareness of the role of academic language in content area instruction to support diverse students' academic language-learning needs. The affordances and challenges of integrating explicit language and writing instruction within graduate-level teacher education are discussed.

Reactor: Rachel Shiera, Indiana University of Pennsylvania

11:30-11:45

**Closing Remarks &
Adjournment**

Sundial I

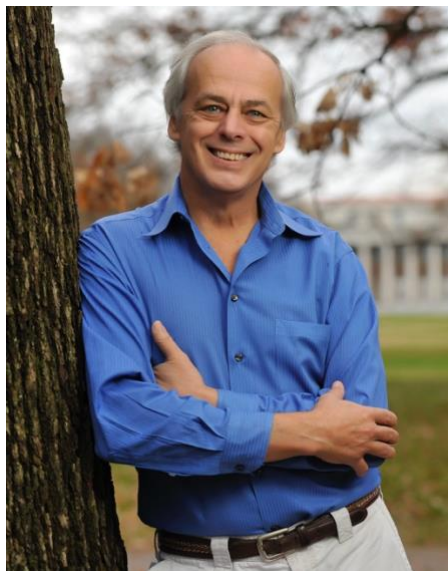
American Reading Forum Chair

Victoria Cardullo
Auburn University

Keynote Speakers for the 2019 Conference

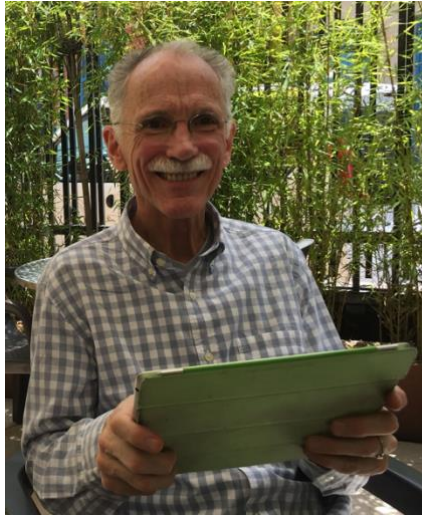
Dr. Steve Graham, Mary Emily Warner Professor, Arizona State University

Graham is the Warner Professor in the Division of Educational Leadership and Innovation in Mary Lou Fulton Teachers College at Arizona State University and Research Professor in the



Learning Science Institute at the Australian Catholic University, Brisbane. He is the former editor of *Exceptional Children*, *Contemporary Educational Psychology*, and *Journal of Writing Research* and current editor of *Journal of Educational Psychology*. His publications include *Handbook of Learning Disabilities*, *APA Handbook of Educational Psychology*, *Writing Better: Powerful Writing Strategies for All Students*, and *Making the Writing Process Work*. Author of three influential Carnegie Corporation reports: *Writing Next*, *Writing to Read*, and *Informing Writing*, he chaired the What Works Clearinghouse guide *Teaching Elementary School Students to Be Effective Writers* and was a member of the National Research Conference committee on adolescent and adult literacy. He is a renowned expert on self-regulated strategy instruction, the core foundation of the *Supporting Struggling Writers* intervention.

Dr. Charles MacArthur, Professor, University of Delaware, Newark, DE



MacArthur is Professor of Literacy and Special Education in the School of Education at the University of Delaware. His major research interests include writing development and instruction for struggling writers, development of self-regulated strategies, adult literacy, and applications of technology to support reading and writing. He has conducted research on writing development and instruction for over 25 years and directed or co-directed ten federally funded research projects on writing or reading instruction. Major funded research projects have focused on writing strategy instruction with college basic writers and elementary students, development of multimedia tools to support reading and writing in content areas, speech recognition as a writing accommodation, project-based learning in social studies in inclusive classrooms, and first-grade writing instruction. He is

co-editor of the *Journal of Writing Research* and serves on the editorial boards of several journals. He has published over 125 articles and book chapters and co-edited or written several books, including the *Handbook of Writing Research*, *Best Practices in Writing Instruction*, and *Adult Education Literacy Instruction: A Review of the Research*, and *Developing Strategic Writers through Genre Instruction-2* books for grades 3-5 [2015] and K-2 [in press].

Dr. Douglas Kaufman, Associate Professor, School of Education, Connecticut University
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Thank you for a Productive
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