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Biography:

Dana A. Robertson is Executive Director of the Literacy Research Center and Clinic and Associate Professor in the School of Teacher Education at the University of Wyoming, where he currently holds the Everett D. and Elizabeth Lantz Distinguished Professorship in Education.

Dana is a former classroom teacher, literacy specialist, and literacy coach. Dr. Robertson has conducted research focused on classroom discourse, comprehension instruction, reading and writing challenges, literacy coaching, and teacher professional learning. He was named an Emerging Scholar with the Reading Hall of Fame. He has also been awarded the Ellbogen Meritorious Classroom Teaching Award, the Marvin Millgate Engaged Faculty Award, and the Mary Garland Early Career Fellowship, all from the University of Wyoming.

Dr. Robertson is a frequent presenter at national and international conferences, currently serves as Chair of the Field Council Standing Committee of the Literacy Research Association, and he was a collaborator on the International Literacy Association's Standards for the Preparation of Literacy Professionals–2017. Dr. Robertson has co-authored two books and four chapters and has published in several journals, including *Journal of Literacy Research*, *Theory into Practice*, *Professional Development in Education*, *The Reading Teacher*, *Reading Psychology*, *Language Arts*, *Voices from the Middle*, and *Journal of Adolescent & Adult Literacy*.

Candidate Statement:

I am honored to be considered for LRA's Board of Directors. I am an Associate Professor at the University of Wyoming, where I currently hold the Everett D. and Elizabeth Lantz Distinguished Professorship in Education. I also serve as the Executive Director of the University of Wyoming Literacy Research Center and Clinic. LRA has been my primary professional organization and scholarly community since I began my graduate work at Boston University a decade ago, and the connections and support I have received through my membership have been (and continue to be) an essential part of my teaching and scholarship.

I approach my research from a pragmatic stance in which problems of practice are socially situated and the focus of inquiry is co-constructed from/with students and teachers. I seek to improve teachers' ability to agentively implement and sustain research-based practices such that students with myriad learning needs are seen as successful readers and writers. I examine how coaches and teachers cultivate



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professional learning contexts conducive to teacher inquiry and the advancement of teaching expertise that are built on a foundation of student engagement and agency. My work presently examines literacy coaching and communities of practice incorporating relational and reflective practices and classroom-based discourse practices in the context of school-wide literacy change. Seeking to inform research and practice, my work has been published in top-tier outlets such as *Journal of Literacy Research*, *Theory into Practice*, *Professional Development in Education*, *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Psychology*, as well as two books and four chapters.

I have been an active member of LRA since 2010 when I first joined the History of Literacy ICG. It was then in 2011—my first conference attendance as a doctoral student—that my service to LRA began as a Field Council Representative for Massachusetts and also as a conference proposal reviewer (2011-present). In 2013, I began serving as an annual reviewer of manuscripts for *Literacy Research: Theory, Method, and Practice* (2013-present). I also serve as a manuscript reviewer for *Journal of Literacy Research*. From 2015-2017, I held a three-year appointment as Co-Chair of the Western Region for the LRA Field Council, and now I am in the middle of a three-year appointment (2017-2020) as Chair of the Field Council. Finally, I have served at multiple points as a conference session chair or discussant, and as an invited speaker to the Video Analysis Study Group. I have truly valued the opportunities, networking, and engagement my membership has afforded me.

These various roles, especially serving as part of the Field Council, have provided me with a good sense of LRA's strengths and ways we can continue to advance our mission. Field Council Representatives are charged with membership responsibilities of recruiting, retention, and reclamation; dissemination of research and literacy practices through cooperative efforts with institutions and professional organizations; and building a strong network of LRA members. As such, since 2011, I have been involved in supporting LRA as a whole by thinking about how to support and enrich the experiences of its members and create space and opportunities for members to feel welcome. Coupled with my connections to members at the conferences and throughout the year, in my role as Field Council Chair, I now participate in Board of Directors meetings. Participating in these meetings as a committee chair has provided a new perspective on understanding the organization and its strategic plan at a systems level.

Drawing on my experiences in service and governance, I aim to contribute to the growth of LRA in three ways. First, I want to continue the efforts of LRA to create space for dialogue, inquiry, and acceptance of diverse methodological, epistemological, and socially just research that is rigorous and ethical and, when combined, tells the complex stories of what it means to be literate in today's world. These efforts involve opportunities for reasoned discussions where ideas are carefully examined from multiple perspectives, tensions are recognized and leveraged as opportunities to deepen our understandings, and strategic dissemination efforts bring our rich collective work to bear on policies and practices.

Second, when the National Reading Conference transitioned to LRA, it seems that the organization not only broadened its conceptualization of literacy and made shifts to be something more than a conference; it also opened doors to move beyond the boundaries of one nation. LRA has made



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concerted efforts to interact and make connections with literacy researchers and educators from other countries across the world, yet much more can be done through communication, advocacy, inclusive practices, and mentoring to partner with other international organizations; grow our international representation; and expand the ways we support our membership through and beyond the annual conference. If we envision a literate world for all where diverse perspectives are valued, we need to continue this international focus in ways that allow us to all learn from each other, broaden our own ideas about literacies and their development, and contribute to a global, collective effort.

Finally, and relatedly, LRA needs to continue its efforts to evolve systemically around ideas of governance, communications, and inclusive practices to more fully represent its mission and broad membership. This can be accomplished through a critical review of governance procedures, maintaining some and revising others so that there is a clear and consistent emphasis on democratic decision-making; and by bringing the same diversity we seek and need in our research to informing our organizational structures, procedures, and policies as a non-profit organization. The strength of LRA and its mission lie in the relational stance we take in weaving a collective voice for the role of literacy research in social change. This is a hard balance but not one that is insurmountable when *all* voices matter and we are committed to the same collective accountability we hold as standards for our research to question how we do what we do as an organization.