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Biography and Candidate Statement

Virginia Goatley - As a member of LRA since 1991, I consider the organization to be my intellectual home where I engage with colleagues in critical conversations to improve literacy research, policies, and practices. I am honored to be nominated for the LRA Board, which I view as a way to draw on my leadership roles over the last thirty years. Currently, I am the Department Chair and a Professor in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York. At the university, I have served in numerous administrative roles, including Associate Dean for Professional Studies and Vice Dean in the School of Education, and most recently the Department Chair since 2013. In 2011-12 while on leave from the university, I was the Director of Research for the International Literacy Association. A former elementary teacher, I primarily teach campus-based and online MS and doctoral level courses on writing instruction, literacy practices in schools, and research methods.

My primary research interest is preventing reading and writing difficulties for children, with attention to the critical need to bridge the gap between educational research and practice. I continue to focus on and develop opportunities to bridge this gap using a wide range of strategies, including conducting research in classrooms, developing grants to fund research on teacher preparation, participating on policy boards, and sharing research-based practices with educators. My recent studies focused on teacher preparation and professional development that support effective classroom practice, including innovations in teacher preparation. In collaboration with colleagues at the Child Research and Study Center (CRSC) at the University at Albany, I was a co-investigator for two recent federally funded grants through IES and FIPSE on the literacy coursework in teacher preparation programs, with a special emphasis on meeting the needs of all learners. In my earlier project with National Research Center for English Learning and Achievement (CELA) at the University at Albany, I studied the integration of literacy and social studies across the elementary grades, including collaboration with teachers for professional learning opportunities. My publications include books, book chapters, and journal articles in venues for both researchers and practitioners, such as *Reading Research Quarterly*, *The Reading Teacher*, *Reading and Writing Quarterly*, *Language Arts*, *Literacy Research and Instruction*, *Teachers College Record*, *Principal*, and *Journal of Educational Research*.

I am engaged in multiple professional arenas to support conversations among stakeholders to bridge research, policy, and practice. In these roles, I draw on my knowledge of both research and institutional structures to suggest new models for implementing policies and envisioning practice. As such, I participate in national and state-wide efforts for teacher education and



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preparation of literacy professionals. For example, I am currently or recently a member of the Association for Advancing Quality in Educator Preparation (AAQEP) Board (Treasurer), New York State Professional Standards and Practices for Teaching Board (Co-Chair), and New York Association of College Teacher Educators (NYACTE) Board (Member). Previously, I have been a committee member, panelist and/or Board member for national organizations, such as the Teacher Education Accreditation Council (TEAC) Accreditation Commission, Council for the Accreditation of Educator Preparation (CAEP) Board ex-officio member, and International Literacy Association's Literacy Research Panel.

LRA Service and Future Plans

I was honored to receive the 2018 Albert J. Kingston award in recognition of my service to LRA. I recently completed a term as co-editor of the Journal of Literacy Research, including editor for the new Insights essays. I currently chair the LRA Arthur Applebee Award for Excellence in Research on Literacy committee and have served on various committees, such as the Oscar Causey Award, Ed Fry Book Award, Albert J. Kingston Award, Policy and Legislative, and co-chaired the first Graduate Student study group. Over the years, I have always valued my roles as proposal reviewer, session chair/discussant, presenter, section area chair, panelist, and editorial review board member as a way to learn from other members of the organization and to share my expertise to mentor early career colleagues to the field.

The Literacy Research Association needs to be an active voice in conversations that inform all stakeholders about literacy research and practice. There are many perspectives, suggestions, and criticisms of literacy education and teacher preparation in publications such as newspapers, blogs, and education articles. We all have responsibilities that demand our time, so a goal is not necessarily to start new writing projects and initiatives but to capitalize on the writing we are already doing to reach new and different audiences. For example, we should create strategies to promote JLR and LR:TMP publications and support the authors in sharing those findings in other online venues that reach specific audiences. LRA has a strong and diverse membership that can play a critical and more active role to bridge policies, a wide range of research, and practice gaps.

As an organization, we need to collaboratively develop next steps and directions for balancing and communicating overall goals within financial constraints, challenges, and opportunities. With my responsibilities as an administrator and board member, I have extensive experience with strategies for communicating with various stakeholders both within organizations and to extended communities. I also have experience with budget plans needed to make critical decisions to stabilize and improve financial situations within organizations, while moving



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projects and goals forward. I routinely find these financial discussions to be both challenging and productive as organizations seek to further identify their goals. The chance to talk collaboratively with colleagues on the LRA Board would bring my service to the association full circle, where I can draw on the many concepts, practices, and opportunities I have learned from LRA to envision new possibilities.