Reclaiming Our LEGACIES, Conceiving Our FUTURES:
The Spirit of Sankofa for Literacy Research and Pedagogy

National Reading Conference
57th Annual Meeting
November 28–December 1, 2007 • Austin, TX
Dear NRC Colleagues and Friends of Literacy,

We are ever so pleased to extend to you a warm NRC welcome to Austin, Texas and the 2007 annual meeting of the National Reading Conference. Across our time together this week we will learn of the latest research and theory in the literacy field. Of course, you will have wonderful opportunities to connect with old friends and meet new ones as well.

Patricia A. Edwards, your NRC President, will deliver her address on Wednesday afternoon. Her topic is ever so important in today’s pedagogical milieu, “The Education of African American Students: Voicing the Debates, Controversies, and Solutions.” We can learn much from Dr. Edwards about this topic. Both the Student Research Award and the J. Michael Parker Award will be presented at this session. Of course, as is NRC tradition, after the address we will have the opportunity to join President Edwards at the annual Presidential Reception.

On Thursday morning we invite you to join us for the Oscar S. Causey Address. Michael L. Kamil, the winner of the Oscar S. Causey Award for 2006, will deliver a presentation on “How to Get Recreational Reading to Increase Reading Achievement.” Preceding this anticipated presentation, Annemarie Sullivan Palincsar will announce the winner of the Oscar S. Causey Award for 2007.

David C. Berliner, Regents’ Professor of Educational Leadership and Policies Studies at Arizona State University, will deliver the first plenary session on Thursday afternoon. The topic of David’s presentation is “How High-Stakes Testing Inevitably Corrupts Our Indicators and Our Educators.” This will be a powerful presentation. The Early Career Achievement Award will be given out at this session.

The second plenary address will be held on Friday. Glynda Hull, Professor of Language and Literacy, Society and Culture, from the University of California, will share with us her ideas on “Mobile Texts and Migrant Audiences: Rethinking Literacy in a New Media Age.” This presentation will influence how you view a number of topics. The Edward B. Fry Book Award will be given at the start of this session.

Douglas K. Hartman, Professor of Literacy, Language and Culture, from the University of Connecticut, will deliver the Annual Review of Research on Saturday morning. The presentation is entitled “One Hundred Years of Reading Research—1908 to 2008: From Edmund B. Huey to the Present.” NRC has never seen a presentation quite like this one. Be there! We will announce the winner of the Albert J. Kingston Award for 2007 at this session as well.

Throughout the conference we have scheduled a number of unique sessions that have been developed by your Area Chairs. These sessions will focus on important topics about literacy issues of the day. Your Area Chairs have been turned loose to push the envelope in whatever manner seems appropriate.

Finally, NRC has a pre-conference under the able leadership of James V. Hoffman from the University of Texas. James has brought together a number of the chapter authors from the upcoming edition of the *Handbook of Reading Research* to share with pre-conference attendees the nature of the research and theory that will be found in the new volume.

As always, your presence is requested at the Annual Town Hall Meeting on Thursday evening. Who knows what issues will be brought to the floor? You are also requested to attend the Annual Business meeting on Friday evening. The Annual Business meeting is truly exciting.

If you are a Newcomer to the annual meeting, we want you to join us for the Newcomers’ Lunch on Wednesday. You’ll get the opportunity to meet any number of individuals who are the future of the organization while also having the chance to meet many of the good folks who make NRC such a fabulous organization.

As noted in the first paragraph, NRC is all about seeing old friends and meeting new friends. Such is the purpose of Vital Issues, to be held in the lounge area each evening. There will also be several formal opportunities to enjoy the nightlife in the greatest music venue in the USA. You’ll want to talk to the folks at the registration desk for further opportunities.

The bottom line is that you have a great program. Go to sessions. Attend special functions. Explore the great city of Austin. Have a wonderful time this week… after all, you’ll be going home to 25 term papers, 16 portfolios, and four dozen final exams to grade. Welcome!

Norman A. Stahl
Northern Illinois University

Kathleen Hinchman
Syracuse University
In Memoriam

James Flood

Dr. Diane Lapp wrote ever so elegantly that Jim Flood had a lifetime of friendships with people from many walks of life—young and old and multiple cultures—all of which Jim believed offered him new insights about endless topics. From these friendships Jim received many gifts, but these did not compare to the gifts he gave back to his family, friends and community as he listened, talked, played, wrote, laughed, healed, celebrated, and lovingly shared during many, many glorious years. The love he gave to each person, he embraced, was so fierce yet tender that it will continue as a guide for many. To be sure, Jim Flood was a friend of NRC.

Jim attended Catholic University, where he completed a Bachelor of Arts degree in English; New York University, where he earned a Master of Arts degree in English education; and Stanford University, where he was awarded his Ph.D. in language and literacy. Jim began his teaching career as a high school English teacher and administrator in New York and New Hampshire. Through the years he served as a graduate assistant at Stanford, climbed the ranks of the professoriate at Boston University, and achieved a Distinguished Professorship at San Diego State University (SDSU). His dedication to SDSU led to his being named the Outstanding Teacher Educator in the Department of Teacher Education and the Distinguished Research Lecturer by the SDSU Graduate Division of Research.

During his career Jim authored or co-authored hundreds of articles, textbooks, and children’s materials and was a welcome speaker at conferences, conventions, and schools throughout the world. He will be remembered for publications that include Teaching Reading to Every Child, Content Area Reading and Learning, Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volumes 1 & 2, and Handbook of Research in Teaching the English Language Arts. Jim also was a co-editor of California’s literacy journal, The California Reader.

We particularly remember how Jim served our organization ever so well as our President. In addition, being elected to the International Reading Association’s Board of Directors greatly honored Jim. Finally, he was a member of both California’s and the International Reading’s Halls of Fame.

Jim, we will miss you.

Suzanne Wade

Dean Michael L. Hardman of the College of Education at the University of Utah described Suzanne Wade as a caring mentor who willingly gave of her time and knowledge to every student who came into her life; a nationally recognized scholar whose numerous contributions to the areas of literacy, teacher education and inclusive schools made a significant impact in the lives of children and families in Utah and across the nation; and an outstanding university instructor revered by peers and students alike. Those of us in the National Reading Conference know that his words capture the spirit of a colleague who had a life well lived.

Suzanne received her doctorate in 1984 from the Harvard Graduate School of Education. She published articles in journals such as Reading Research Quarterly, Review of Educational Research, Journal of Educational Psychology, Educational Psychology Review, Journal of Reading Behavior, The Reading Teacher, Journal of Reading, and Teaching and Teacher Education. She also co-authored a chapter for Handbook of Reading Research.

Suzanne received a National Academy of Education Spencer Fellowship to conduct research in reading and critical thinking, and the Career Development Award in inclusive education from the Joseph P. Kennedy, Jr. Foundation. Her work in these two areas culminated in two nationally published books, Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers and Preparing Teachers for Inclusive Education: Case Pedagogies and Curricula for Teacher Educators. Suzanne served as President of the Utah Council of the International Reading Association. She also served as a willing and able member of our Board of Directors of the National Reading Conference.

Suzanne, we will miss you.
Be sure to look for this symbol throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.
About NRC

The National Reading Conference, a non-profit professional organization, is composed of individuals who share an interest in advancing literacy research and practice. NRC sponsors a conference each year the first week of December. The program consists of roundtable discussions, sessions with alternative formats, symposia, paper sessions, and plenary addresses.

In addition to sponsoring the annual conference, NRC publishes a quarterly journal, Journal of Literacy Research, and the NRC Yearbook, which contains peer-reviewed papers selected form the previous year’s conference, and a newsletter. It also sponsors a Web site and listserv. To support these activities, NRC maintains a full-time administrative staff in Oak Creek, Wisconsin.

For more information, contact the NRC Office at 7044 South 13th Street, Oak Creek, Wisconsin 53154, Phone: 414-908-4924, ext. 450, Fax: 414-768-8001, E-mail: customercare@nrconline.org or visit the Web site at www.nrconline.org.

Conference & Registration

The 2007 Conference will be held at the Hyatt Regency Austin, 208 Barton Springs Road, Austin, TX 78704

Registration for the Conference may be done in one of three ways: 1) online; 2) downloading the registration form at www.nrconline.org; or 3) by calling NRC Headquarters at 414-908-4924 x 450.

Mark your calendar for
NRC 2008
Wyndham Orlando Resort, Orlando, FL
December 3–December 6, 2008
Presidential Address—Wednesday, 4:45 P.M.–6:00 P.M., Texas 1-4

*The Education of African American Students: Voicing the Debates, Controversies, and Solutions*
Patricia A. Edwards, Michigan State University

Oscar S. Causey Address—Thursday, 10:15 A.M.–11:45 A.M., Texas 1-4

*How to Get Recreational Reading to Increase Reading Achievement*
Michael L. Kamil, Stanford University

Plenary Session—Thursday, 4:45 P.M.–6:00 P.M., Texas 1-4

*How High-Stakes Testing Inevitably Corrupts Our Indicators and Our Educators*
David C. Berliner, Arizona State University

Plenary Session—Friday, 4:45 P.M.–6:00 P.M., Texas 1-4

*Mobile Texts and Migrant Audiences: Rethinking Literacy in a New Media Age*
Glynda Hull, University of California, Graduate School of Education

NRC Research Review—Saturday, 10:30 A.M.–12:00 P.M., Texas 1-4

*One Hundred Years of Reading Research—1908-2008: From Edmund B. Huey to the Present*
Douglas K. Hartman, University of Connecticut
STUDY GROUP 1—Preparing Preservice Teachers for Urban Classrooms
Althier M. Lazar, Saint Joseph’s University
Julie K. Kidd, George Mason University

STUDY GROUP 2—History of Literacy
Douglas K. Hartman, University of Connecticut
Norman A. Stahl, Northern Illinois University
Dominic Voge, University of California, Berkeley
Dixie D. Massey, University of Puget Sound
Susan E. Israel, University of Dayton

STUDY GROUP 3—Graduate Students as Researchers: From Proposal to Dissertation; Conversations with Dr. Antony Smith on the Proposal Process, Dr. David Reinking on Pilot Studies and Methodological Decisions, and Dr. Julie Coiro on Publishing and Application
Sara B. McCraw, University of Delaware
Katrin L. Blamey, University of Delaware
Carla Kay Meyer, University of Delaware
Noreen S. Moore, University of Delaware
Kristina Najera, University of Delaware
Seth A. Parsons, University of North Carolina - Greensboro
Stephanie G. Davis, University of North Carolina - Greensboro

STUDY GROUP 4—Keeping up with Technology: A Discussion of How to Help Literacy Educators Manage and Take Advantage of the Constant Changes in Technology-Mediated Literacy Experiences
Gregory W. Brooks, St. John Fisher College
Patricia A. Young, University of Maryland at Baltimore County
David M. Lund, Southern Utah University

STUDY GROUP 5—Study Group on Literacy Coaching
Nancy L. Shanklin, Literacy Coaching Clearinghouse, UCDHSC
Kristin N. Rainville, Manhattanville College
Julie W. Ankrum, University of Pittsburgh at Johnstown
Aimee Morewood, West Virginia University

STUDY GROUP 6—Study Group in Preschool Literacy: Issues and Challenges in Early Reading First
Lea M. McGee, The Ohio State University
Carol Vukelich, University of Delaware

STUDY GROUP 7—Adult Literacy Research Study Group
Bill Muth, Virginia Commonwealth University
Erik Jacobson, Montclair State University

STUDY GROUP 8—Adolescent Literacy
Victoria G. Ridgeway-Gillis, Clemson University
Elizabeth G. Sturtevant, George Mason University
Jill Lewis, New Jersey City University

STUDY GROUP 9—Literacy Labs/Reading Clinics Study Group
Cheryl Dozier, University at Albany
Barbara Laster, Towson University
Book Display, Silent Auction & Exhibits  
Wednesday–Friday Texas Foyer  
The Silent Auction provides a unique and fun way to add to your professional library while bringing much-needed revenue to NRC. Professional books authored by NRC members will be displayed throughout the conference. Each book will have a bidding sheet inside of it. If you wish to bid, add your name to the end of the list of bids. The highest bid wins the book. Bidding closes at 3:30 P.M. on Friday. Names of the highest bidders will be circled on the bidding sheet. You may purchase books on Friday from 4:00 P.M.–7:00 P.M. and Saturday from 7:00 A.M.–11:00 A.M. Payment for books can be made via cash, credit card, or check (payable to NRC).

Vital Issues  
Thursday–Friday  
9:30 P.M.–10:30 P.M.  
Branchwater Lounge  
Vital Issues is a long-held tradition at NRC going back to the days of when reading pioneers would sneak brown bags with bottles of bourbon or scotch into the conference hotel so as to share comradery and shots well into the early hours of the morning as they discussed research, theory, and the best practice of the day. This year Vital Issues will be held from 9:00 p.m. to when the bar closes in the Branchwater Lounge in the lobby of the Hyatt Regency-Austin. Join us for conversation among everyone who attends the annual meeting of the NRC. Many of the day’s presenters will be there to discuss, clarify, and explore issues associated with the day’s sessions. So after you have a great meal in one of the many fine restaurants in Austin, come back to the hotel to spend time with your colleagues during Vital Issues. Dress is casual. Sorry, brown bags are no longer optional.

Cyber Café  
Wednesday–Friday  
7:00 A.M.–7:00 P.M.  
Saturday  
7:00 A.M.–1:00 P.M.  
In the Cyber Café, you will have access to computers and a printer. In addition, remember to bring your laptop and enjoy wireless high-speed Internet access in the Cyber Café and specific places throughout the hotel. Ask hotel office for details.
## Schedule at a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Committee/Event</th>
<th>Room</th>
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<tbody>
<tr>
<td><strong>Tuesday, November 27th</strong></td>
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<tr>
<td>8:00 A.M.–10:00 A.M.</td>
<td>Executive Board Breakfast &amp; Meeting</td>
<td>Foothills II</td>
</tr>
<tr>
<td>10:00 A.M.–12:00 P.M.</td>
<td>Board of Directors Strategic Planning</td>
<td>Foothills II</td>
</tr>
<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>Board of Directors Lunch</td>
<td>Foothills II</td>
</tr>
<tr>
<td>2:00 P.M.–5:00 P.M.</td>
<td>Board of Directors Meeting</td>
<td>Foothills II</td>
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<tr>
<td>3:00 P.M.–8:00 P.M.</td>
<td>Conference Registration</td>
<td>Texas Foyer</td>
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<tr>
<td><strong>Wednesday, November 28th</strong></td>
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<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Conference Registration</td>
<td>Texas Foyer</td>
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<tr>
<td>7:00 A.M.–6:00 P.M.</td>
<td>Book Display / Silent Auction</td>
<td>Texas Foyer</td>
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<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Cyber Café</td>
<td>Big Thicket</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Study Groups</td>
<td>(see pgs. 6-7 for rooms)</td>
</tr>
<tr>
<td>12:00 P.M.–1:00 P.M.</td>
<td>Newcomers / Graduate Student Lunch</td>
<td>Texas 1</td>
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<tr>
<td>4:45 P.M.–6:00 P.M.</td>
<td>Student Outstanding Research Award Presentation</td>
<td>Texas 1-4</td>
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<td>J. Michael Parker Award Presentation</td>
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<td>Presidential Address—Patricia A. Edwards</td>
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<tr>
<td>6:15 P.M.–7:30 P.M.</td>
<td>President’s Reception</td>
<td>Texas Foyer</td>
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<td><strong>Thursday, November 29th</strong></td>
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<td>(see pgs. 6-7 for rooms)</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Oscar S. Causey Award Committee</td>
<td>Padre Island</td>
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<td>Chair: David Moore, <em>Arizona State University</em></td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Publications Committee</td>
<td>Hill Country D</td>
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<td>Chair: Shelley Xu, <em>California State University - Long Beach</em></td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Ethnicity, Racism, Multilingualism Committee</td>
<td>Foothills I</td>
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<td>Chairs: Karla Moller, <em>University of Illinois</em></td>
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<td></td>
<td>Jennifer Danridge Turner, <em>University of Maryland at College Park</em></td>
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<tr>
<td>10:15 A.M.–11:45 A.M.</td>
<td>Oscar S. Causey Award Presentation</td>
<td>Texas 1-4</td>
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<tr>
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<td>Oscar S. Causey Address—Michael L. Kamil</td>
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<tr>
<td>12:15 P.M.–1:00 P.M.</td>
<td>Early Career Achievement Award Committee</td>
<td>Big Bend A</td>
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<td>Chair: Mark Dressman, <em>University of Illinois - Champaign/Urbana</em></td>
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<tr>
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</table>
| 12:15 P.M.–1:00 P.M. | Policy and Legislative Committee  
Chair: Colleen Gilrane, *University of Tennessee*                                                     | Big Bend B          |
| 12:15 P.M.–1:00 P.M. | Technology Committee  
Chair: Miriam Jean Dreher, *University of Maryland*                                                   | Big Bend C          |
| 12:15 P.M.–1:00 P.M. | International Innovative Community Group (ICG)  
Chair: Samuel D. Miller, *University of North Carolina - Greensboro*                                 | Big Bend D          |
| 12:15 P.M.–1:00 P.M. | Ethics Innovative Community Group (ICG)  
Chairs: Karen Feathers, *Wayne State University*  
Cynthia Leung, *University of South Florida*                                                          | Big Bend E          |
| 12:15 P.M.–1:00 P.M. | Student Outstanding Research Award Committee  
Chair: Bridget Dalton, *Vanderbilt University*                                                          | Hill Country A      |
| 4:45 P.M.–6:00 P.M.  | Early Career Achievement Award Presentation  
Plenary Address—David C. Berliner                                                                       | Texas 1-4           |
| 6:15 P.M.–7:00 P.M.  | Town Hall Meeting                                                                                   | Texas 5-6           |

**Friday, November 30th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Committee/Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Conference Registration</td>
<td>Texas Foyer</td>
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<tr>
<td>7:00 A.M.–3:30 P.M.</td>
<td>Book Display / Silent Auction</td>
<td>Texas Foyer</td>
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<tr>
<td>7:00 A.M.–7:00 P.M.</td>
<td>Cyber Café</td>
<td>Big Thicket</td>
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<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Study Groups</td>
<td>(see pgs. 6-7 for rooms)</td>
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</tbody>
</table>
| 7:25 A.M.–8:25 A.M. | JLR Editorial Board Breakfast  
Chair: Douglas K. Hartman, *University of Connecticut*                                                | Hill Country D      |
| 7:25 A.M.–8:25 A.M. | Edward B. Fry Book Award Committee  
Chair: Anne McGill-Franzen, *University of Tennessee*                                                  | Padre Island        |
| 7:25 A.M.–8:25 A.M. | Albert J. Kingston Award Committee  
Chair: Laura Smolkin, *University of Virginia*                                                          | Texas 6             |
| 7:25 A.M.—8:25 A.M. | Field Council                                                                                      | Foothills I         |
|                    | Chair: Rachel Klein, *University of Delaware*                                                        |                     |
| 12:00 P.M.–1:00 P.M. | Past Presidents Advisory Luncheon                                                                    | Presidential Suite  |
| 12:15 P.M.–1:00 P.M. | Distinguished Scholar Lifetime Achievement Award Committee  
Chair: Margaret Finders, *University of Wisconsin, LaCrosse*                                           | Big Bend A          |
| 12:15 P.M.–1:00 P.M. | J. Michael Parker Award Committee  
Chair: Erik Jacobson, *Montclair State University*                                                       | Big Bend B          |
## Schedule at a Glance (cont.)

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<tr>
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<tbody>
<tr>
<td>Friday, November 30th (continued)</td>
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<tr>
<td>12:15 P.M.–1:00 P.M.</td>
<td>How to Write for JLR&lt;br&gt; Douglas K. Hartman, Sally M. Reis, Mary Anne Doyle, Michael D. Coyne, Douglas K. Kaufman, Wendy J. Glenn, Elizabeth R. Howard, Sue Ringler-Pet, Mary Rinaldo  &lt;br&gt; <em>University of Connecticut; Mileidis Gort, University of Miami</em></td>
<td>Hill Country A</td>
</tr>
<tr>
<td>4:00 P.M.–7:00 P.M.</td>
<td>Purchase of Silent Auction Books</td>
<td>Texas Foyer</td>
</tr>
<tr>
<td>4:45 P.M.–6:00 P.M.</td>
<td>Edward B. Fry Book Award Presentation&lt;br&gt; Plenary Address—Glynda Hull</td>
<td>Texas 1-4</td>
</tr>
<tr>
<td>6:15 P.M.–7:15 P.M.</td>
<td>Annual Business Meeting</td>
<td>Texas 5-6</td>
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### Saturday, December 1st

<table>
<thead>
<tr>
<th>Time</th>
<th>Committee/Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>7:00 A.M.–8:25 A.M.</td>
<td>Program Area Chairs Breakfast</td>
<td>Hill Country D</td>
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<tr>
<td>7:00 A.M.–1:00 P.M.</td>
<td>Conference Registration</td>
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<td>7:00 A.M.–1:00 P.M.</td>
<td>Cyber Café</td>
<td>Board Room</td>
</tr>
<tr>
<td>7:25 A.M.–8:25 A.M.</td>
<td>Study Groups</td>
<td>(see pgs. 6-7 for rooms)</td>
</tr>
<tr>
<td>10:30 A.M.–12:00 P.M.</td>
<td>Albert J. Kingston Award Presentation&lt;br&gt; NRC Annual Research Review Address—Douglas K. Hartman</td>
<td>Texas 1</td>
</tr>
<tr>
<td>12:00 P.M.–2:00 P.M.</td>
<td>Executive Board Lunch &amp; Meeting</td>
<td>Foothills II</td>
</tr>
<tr>
<td>2:00 P.M.–5:00 P.M.</td>
<td>Board of Directors Meeting</td>
<td>Foothills II</td>
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</tbody>
</table>
### November 28, 2007

#### BIG BEND A

**8:30 A.M.–10:00 A.M.**

**PAPER SESSION**

**Speaking Democratically About Adolescent Literacy in Multiple Contexts**

**Chair:** Thomas W. Bean, University of Nevada-Las Vegas

1. **Adolescence, Adolescent Literacy and Democracy**
   - Thomas W. Bean, University of Nevada, Las Vegas
   - Helen J. Harper, University of Nevada, Las Vegas

2. **Learning “American”: Narratives of Academic Literacy Practices of Foreign-Born Adolescents in the U.S.**
   - Cheryl A. McLean, University of Georgia

3. **Adolescents and Multiple Literacies in Art Museums**
   - A. Jonathan Eakle, Johns Hopkins University

### BIG BEND B

**8:30 A.M.–10:00 A.M.**

**PAPER SESSION**

**The Role of Technology in Online Sites and Courses**

**Chair:** Elizabeth Petroelje Stolle, Grand Valley State University

1. **Literacy in the Interaction: An Analysis of One Online Master’s Reading Course**
   - Susan J. Wegmann, University of Central Florida
   - Joyce McCauley, Sam Houston State University

2. **The Impact of Instruction in WWWDOT Approach to Improving Students’ Evaluation of Websites: An Experimental Study with 4th and 5th Grade Students**
   - Shenglan Zhang, Michigan State University
   - Nell K. Duke, Michigan State University

3. **Sociocultural Expectations of New Literacies: An Analysis of Classroom Web Sites**
   - Elizabeth (Betsy) A. Baker, University of Missouri

### BIG BEND C

**8:30 A.M.–10:00 A.M.**

**PAPER SESSION**

**Teachers’ Beliefs and Attitudes towards Cultural and Linguistic Diversity**

**Chair:** Jennifer D. Turner, University of Maryland-College Park

1. **Learning to Struggle: How Pre- and In-service Teachers Learned to Value Sheltered Instruction**
   - Mary V. Montavan, Southern Illinois University
   - Carol J. Delaney, Texas State University

2. **Reading Teacher Educators’ Beliefs and Attitudes About Linguistic Diversity in Elementary and Middle Schools: Four Case Studies**
   - Lori Czap Assaf, Texas State University - San Marcos
   - Jennifer Battle, Texas State University - San Marcos
   - Ellen Willoughby, Texas State University - San Marcos

3. **Crossing the Divide: A Phenomenological Study of White Early Childhood Literacy Teachers Who Choose to Work with Minority Children in High-Poverty Schools**
   - Melissa S. Landa, University of Maryland

### BIG BEND D

**8:30 A.M.–10:00 A.M.**

**PAPER SESSION**

**Preservice Teachers’ Beliefs about Children and Teaching**

**Chair:** Kathleen A. Mohr, University of North Texas

1. **Teaching Literacy is a Staircase: Revisited Metaphors as a Third-space for Discussing Beliefs about Teaching**
   - Donita J. Massengill Shaw, University of Kansas
   - Richard M. Oldrieve, Bowling Green State University
   - William L. Edwards, Missouri Southern State University

2. **Pre-service Teacher Beliefs About Reading Instruction for Struggling Readers**
   - Melinda M. Leko, University of Florida

3. **Pre-service Teachers’ Perceptions of Reading Instruction**
   - Kathleen A. Mohr, University of North Texas
   - Mary Beth Allen, East Stroudsburg University

### BIG BEND E

**8:30 A.M.–10:00 A.M.**

**PAPER SESSION**

**Sociocultural Understandings of Literacy Development Through Family Histories and Storytelling**

**Chair:** Aria Razfar, University of Illinois at Chicago

1. **Creating Connections Through Storytelling: The Lived Experiences of an Aboriginal Elder and Prekindergarten Students**
   - Jodi L. Streelasky, University of British Columbia

2. **Inside the Black Box of Strategic Reading Development: Lessons from the Sociocultural Tradition**
   - Dennis S. Davis, Vanderbilt University

3. **“Use it for school or you’ll be cursed”: Accounts of Family History as a Lens for Self-Understanding**
   - Jennifer C. Wilson, University of Texas at Austin

### FOOTHILLS I

**8:30 A.M.–10:00 A.M.**

**PAPER SESSION**

**The Development of Young Writers**

**Chair:** Jennifer Sanders, Oklahoma State University

1. **Diverse Paths of Developing Writers of Scientific Discourse in Primary Grades: A Contextual Study**
   - Sheryl L. Honig, Valparaiso University

2. **Investigating Writing Development in 9-11-Year-Olds**
   - Roger F. Beard, University of London

3. **A Phenomenological Investigation of Fourth Graders’ Composing Experiences and Composing Relationships that Developed in an Art-Infused Writing Curriculum**
   - Jennifer Sanders, Oklahoma State University
I. A Review of the Languages of Literacy Education in Botswana
   Michelle Conmeyras, University of Georgia
   Lone E. Olebile, University of Georgia

II. Roles and Expectations for Literacy Coaching
   Maryann Mraz, University of North Carolina - Charlotte
   Brian Kissel, University of North Carolina - Charlotte
   Rebecca Kavel, Highland Creek Elementary School
   Karen D. Wood, University of North Carolina - Charlotte
   Patricia Watson, University of North Carolina - Charlotte
   Robert Algozzine, University of North Carolina - Charlotte

III. Pre-service Teachers Confronting Issues of Diversity Through Children's Critical Literacy Literature
   Wendy B. Meller, University of Tennessee

IV. Identifying Constructive Reading Comprehension Strategies in Internet, Hypertext and Multiple Text Environments
   Peter Afferbach, University of Maryland
   Byeong-Young Cho, University of Maryland

V. Pre-service Teachers’ Responses to Children’s Literature: Becoming Readers and Teachers of Reading
   Christine A. Draper, Georgia Southern University
   Cyndi Giorgis, University of Nevada, Las Vegas

VI. Analysis of Graphical Representations in Science Tradebooks
   Erin M. McGtigue, Texas A&M University
   Barbara Carlin, Texas A&M University
   Julienne M. Coleman, University of Alabama

VII. Teacher Perspectives on Response to Intervention: An Alternate Method for Identifying Students with Reading Disabilities
   Lisa R. Dinner, University of Kansas

VIII. Who are Secondary Reading Specialists? An Examination of Demographic, Training, and Employment Characteristics
   Carolyn L. Carlson, Washburn University

8:30 A.M.–10:00 A.M. HILL COUNTRY A PAPER SESSION

Teaching Reading Through Differentiated and Interactive Practice
Chair: Pamela Ross, San Diego State University

1. Examining the Complexities of Implementing Differentiated Reading Instruction in a Context for Teacher Inquiry
   Sunday Cummins, National-Louis University

2. Developing, Negotiating, and Enacting Literacy Curriculum
   Marla H. Mallette, Southern Illinois University
   Char Moffit, University of Nevada, Las Vegas
   Marilyn McKinney, University of Nevada, Las Vegas
   Greg Levitt, University of Nevada, Las Vegas

3. Teacher Learning of Interactive Pedagogical Practices
   Rebecca K. Shankland, Michigan State University
   Kimberly Wolbers, Michigan State University
   Carol Sue Englert, Michigan State University

8:30 A.M.–10:00 A.M. HILL COUNTRY B ALTERNATIVE FORMAT

Urban Education: Pre-K-12, Community and Teacher Education Efforts
Chair: Rebecca S. Anderson, University of Memphis
Discussant: Robert B. Cooter, University of Memphis

This alternative format session provides opportunities for participants to engage with a group of literacy faculty whose research focuses on three different aspects of urban literacy. Participants will: (1) hear descriptions of research conducted in three areas: Pre-K schools, the community, and teacher education; (2) participate in interactive break-out sessions; and (3) identify needed areas for future research.

1. Pre-K-12 Efforts: Using a Teacher Capacity Building Model to Improve Literacy Instruction in Urban Schools
   Robert B. Cooter, University of Memphis
   J. Helen Perkins, University of Memphis
   Kantaylieniere Hill-Clarke, University of Memphis

2. Community Efforts: Mothers’ Literacy Practices in a Public Space
   Laurie MacGillivray, University of Memphis

3. Teacher Education: A View of the Urban Literacy Landscape
   Rebecca S. Anderson, University of Memphis
   Ellis Sutton Flynt, University of Memphis
   Jerrie Scott, University of Memphis

8:30 A.M.–10:00 A.M. HILL COUNTRY C SYMPOSIUM SESSION

Connecting Micro and Macro Narrative Analysis in Secondary English Educational Research: Crossing the Scales of Time in Classroom Holocaust Narratives
Chair: Kristien Marquez-Zenkov, Cleveland State University
Discussant: Stephanie Jones, University of Georgia

This interactive symposium includes three papers: a targeted overview of narrative theory as the conceptual base of the panel, a micro to macro look at narrative and how it operates in instructional discourse, and a macro to micro exploration of cultural narratives that channel pedagogical choices and student constructions of meaning.

1. Connecting Micro and Macro Narrative Analysis in Secondary English Educational Research
   Karen Spector, University of Alabama
   Mary M. Juzwik, Michigan State University
   Samantha Caughlan, Michigan State University

2. Oral Narratives as Textual Tools for Teaching about the Holocaust
   Mary M. Juzwik, Michigan State University

3. Reading the Holocaust through Parallel Narratives
   Karen Spector, University of Alabama

Be sure to look for this symbol through the program. Whenever you see this icon, it signifies that the session has been split into two parts.
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8:30 A.M.–10:00 A.M.  HILL COUNTRY D
SYMPOSIUM SESSION

Characters, Contexts, and Critical Issues: Cultivating Identity in Community through Response to Children’s and Adolescent Literature

Chair: Janelle B. Mathis, University of North Texas
Discussant: Joan S. Curtis, University of North Texas

Children’s and adolescent literature provide vehicles for contemplating and cultivating participants’ roles in the classroom, local and global communities. In these studies, response to reading and extending engagements point to the critical role of culturally endowed literature to position personal identity within various community contexts.

1. English Language Learners: Literacy, Identity, and the Sociocultural Contexts of Literature Discussions
   Aime Sarker, University of North Texas

2. Exploring Understandings about Culture and Personal Perceptions: Adolescents Focus on a Multigener, Cross-curricular Approach to Reading Things Fall Apart
   Cheryl Taliaferro, University of North Texas

3. Teachers Contemplating the Global Community “Inside the Text”
   Janelle B. Mathis, University of North Texas

8:30 A.M.–10:00 A.M.  PADRE ISLAND
ALTERNATIVE FORMAT

(Re)imagining Content-area Literacy Instruction: Seeking Ways to Support Adolescents’ Print and Non-print Literacies

Chair & Discussant: Roni Jo Draper, Brigham Young University

Content-area teacher educators will lead a discussion about texts and literacies associated with learning, knowing, and communicating in various academic disciplines. Participants will discuss the necessity to prepare adolescents to negotiate, create, and critique both the print texts (e.g., books, articles, scripts, descriptions) and the non-print texts (e.g., pictures, manipulatives, graphs, performances, video) associated with various disciplines.

1. (Re)imagining Content-area Literacy through Conversation
   Roni Jo Draper, Brigham Young University
   Nancy Wentworth, Brigham Young University

2. (Re)imagining Content-area Literacy Instruction with Print Texts
   Marta Adair, Brigham Young University
   Merrell Hansen, Brigham Young University
   Amy P. Jensen, Brigham Young University
   Duane Merrell, Brigham Young University
   Jeffery D. Nokes, Brigham Young University

3. (Re)imagining Content-area Literacy Instruction and Non-print Texts
   Diane Asay, Brigham Young University
   Paul Broomhead, Brigham Young University
   Scott Hendrickson, Brigham Young University
   Daniel Siebert, Brigham Young University

8:30 A.M.–10:00 A.M.  PALMWOOD-EMBASSY SUITES
ALTERNATIVE FORMAT

Invited Session: Literacy Learning and Practice in Multilingual and Multicultural Settings

Chair: Jennifer D. Turner, University of Maryland
Discussants: Guofang Li, Michigan State University
       Mary McVee, University of Buffalo

Ancient cultures have long practiced the art of scrying or crystal ball gazing to identify or predict important events, to gather information, and to make decisions about current or future choices. In this session, we have asked respected researchers and teacher educators to practice a bit of scrying. What do they see in the future for ELL students, teachers, researchers, and policy makers? What are we missing in current perspectives?

1. Presenters:
   Eurydice Bauer, University of Illinois - Urbana-Champaign
   Cindy Brock, University of Nevada - Reno
   Robert T. Jiménez, Vanderbilt University
   Shelley Xu, California State University - Long Beach

8:30 A.M.–10:00 A.M.  TEXAS 1
ALTERNATIVE FORMAT

Professional Development in Adult Literacy Education

Chair: Erik Jacobson, Montclair State University
Discussant: Elene S. Demos, Central Connecticut State University

This session examines three models of improving professional development for adult literacy teachers and tutors. Our goal is to highlight what might be beneficial about the development models being studied, identify some limitations, and engage in a dialogue with session attendees about the implications of these studies.

1. Formative Assessment in Adult Literacy and Basic Education Programs
   David Rosen, Newsome Associates

2. The Adult Literacy Education Wiki as a Virtual Community of Practice
   Erik Jacobson, Montclair State University

3. Challenges in Implementing a New Model of Training for Adult Literacy Volunteer Tutors
   Alisa Belzer, Rutgers University
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8:30 A.M.–10:00 A.M. TEXAS 2
ALTERNATIVE FORMAT

The National Reading First Higher Education Consortium (NRFHEC): Promoting the Integration and Sustainability of SBRR/SBRI into Teacher Education Programs
Chair: Regina B. Blair, University of Texas at Austin
Discussant: Erica C. Simon, University of Texas

Findings from the National Council on Teacher Quality suggest that many teacher education programs fail to incorporate research-based reading instruction into their reading courses. The National Reading First Higher Education Consortium addresses this issue through a faculty leadership model integrating scientifically based reading research and instruction into higher education.

1. Overview of the National Reading First Higher Education Consortium
   Regina B. Blair, University of Texas at Austin
   Diane Pedrotty Bryant, University of Texas at Austin

2. Rationale for Integrating SBRR/SBRI into Teacher Education Programs
   Erica C. Simon, University of Texas

3. Developing a Faculty Leadership Model to Integrate and Sustain SBRR/SBRI into Teacher Education Programs
   Lynn Grace M. Locson, University of Texas at Austin
   Sarojani Mohammed, University of Texas at Austin

4. Anticipated Outcomes and Future Directions
   Regina B. Blair, University of Texas at Austin
   Erica C. Simon, University of Texas

8:30 A.M.–10:00 A.M. TEXAS 3
ALTERNATIVE FORMAT

Response to the Inspector General’s Report: Reflections on Our Selves and Our Field
Chair & Discussant: Colleen P. Gilrane, University of Tennessee

Borrowing from the South African Truth and Reconciliation Commission’s idea “that there is a need for understanding but not for vengeance, a need for reparation but not for retaliation, a need for ubuntu but not for victimization,” NRC past presidents will narrate their own experiences with Reading First and invite participants into a conversation about moving forward.

1. Response to the Inspector General’s Report: Reflections on Our Selves and Our Field
   Colleen P. Gilrane, University of Tennessee
   Rob Tierney, University of British Columbia
   Donna E. Alvermann, University of Georgia
   James V. Hoffman, University of Texas at Austin
   Richard L. Allington, University of Tennessee

8:30 A.M.–10:00 A.M. TEXAS 5
ALTERNATIVE FORMAT

The Promises and Challenges of Applying Comprehension Strategies Instruction (CSI) in Core Reading Programs
Chairs: Rachel Brown, Syracuse University
   Cathy Collins Block, Texas Christian University

Discussants: Rachel Brown, Syracuse University
   Cathy Collins Block, Texas Christian University
   Sheri Paris, Texas Christian University
   P. David Pearson, University of California, Berkeley
   Peter Dewitz, Capital School District
   Mario Campanaro, Texas A&M University - Commerce

How effectively is comprehension instruction coordinated with reading series instruction? What can be done to provide higher-quality instruction and supportive professional development? This session initially presents research on blending strategies instruction with core reading instruction and concludes with a working session to construct recommendations for publishers and professional developers.

1. Research Presentations
   Rachel Brown, Syracuse University
   Cathy Collins Block, Texas Christian University
   Sheri R. Parris, Texas Christian University
   P. David Pearson, University of California, Berkeley
   Peter Dewitz, Capital School District
   Mario Campanaro, Texas A&M University - Commerce

8:30 A.M.–10:00 A.M. TEXAS 6
SYMPOSIUM SESSION

The World of Words: The Impact of an Embedded Multimedia Vocabulary Intervention for At-risk Early Literacy Learners
Chair & Discussant: Andrea DeBruin-Parecki, Old Dominion University

This session examines the impact of an embedded multi-media approach for improving oral language comprehension for pre-kindergarten children who are at high risk for reading difficulties. The papers will highlight the pedagogical approach, and evidence of its impact based on formative experiment in 22 Head Start classrooms.

1. Theoretical and Pedagogical Support for an Embedded Multimedia Vocabulary Intervention: The World of Words Approach
   Serene Koh, University of Michigan
   Julie Dwyer, University of Michigan
   Tanya S. Wright, University of Michigan

2. Examining the Impact of an Embedded Multimedia Vocabulary Intervention: A Formative Experiment
   Susan B. Neuman, University of Michigan

3. Issues to Consider in Vocabulary Development
   Julie Dwyer, University of Michigan
6:30 A.M.–10:00 A.M.  TEXAS 7
SYMPOSIUM SESSION

Local and Critical Literacies and Critical Texts: Examining Talk across Three Communities of Learners
Chair & Discussant: Kathy G. Short, University of Arizona

By making students’ local literacies a part of the classroom community, all children will be able to reap the benefits of a challenging and critically conscious curriculum. As researchers our role is to represent the complexity of classroom life, while highlighting the capabilities of each and every learner in the classroom.

1. Examining the Local Literacies of Young Latinas During Literature Discussions: Personal Life Stories as Everyday Funds of Knowledge
Julia M. Lopez-Robertson, University of South Carolina

2. Research and Representation: Using Multiple Lenses to Analyze Peer-led Literature Discussions in a Seventh Grade Classroom
Tracy L. Smiles, Western Oregon University

3. Characteristics of Urban and Bilingual Family-led Talk
Jeanne G. Fain, Arizona State University

9:00 A.M.–10:00 A.M.  TEXAS 7
PAPER SESSION

Supporting School-Based Literacy Learning Through Service and Community-Based Learning
Chair: Karen Walker, University of North Texas

1. Engaging Disengaged Youth: Service-Learning, Hybrid Literacies, and Literacy Engagement
Steven M. Hart, California State University, Fresno
Lea M. McGee, The Ohio State University
Patricia A. Edwards, Michigan State University
Stella O. Gales, Project CORE Site Director

2. The Transforming Power of Community Book Club
Rochelle Dial, University of Alabama
Patricia A. Edwards, Michigan State University
Stella O. Gales, Project CORE Site Director

3. An Analysis of the Expectations, Training and Perceived Support of the Volunteers at an After-School Community-Based Reading Tutorial Program
Denise L. McLurkin, City College of New York

9:00 A.M.–10:00 A.M.  FOOTHILLS II
ROUNDTABLE

I. Graduate Student Mentors’ and Preservice Teachers’ E-Mail Communication in a Community of Practice Summer Literacy Camp
Janet C. Richards, University of South Florida
Kim T. Shea, University of South Florida
Susan Bennett, University of South Florida

II. The Pennsylvania High School Coaching Initiative
Patricia A. Gross, University of Scranton

III. Isolation, Escapism, and the Literacy Practices of Young Mothers
Heidi Davey, Northern Illinois University

IV. Context, Dispositions, and Teacher Preparation: What Role Do They Play in Literacy Instruction?
C. Stephen White, George Mason University
Debby Deal, Loyola College in Maryland

V. Looking into English Language Learners’ Literacy Learning Through Portfolios
Xiaoming Liu, Penn State University at Harrisburg
Carole Janisch, Texas Tech University
Amna Akrofi, Texas Tech University

VI. Re-visioning Curriculum and Pedagogy
Sunita Mayor, West Chester University of Pennsylvania

VII. Building a Statewide Literacy Network
Deborah R. Dillon, University of Minnesota
Mark D. Vagle, University of Minnesota
Catherine M. Kelly, University of Minnesota
Bonnie D. Houck, Minnesota Department of Education

10:15 A.M.–11:45 A.M.  BIG BEND A
PAPER SESSION

A Broad View of Assessment Issues: Interviews, IRIs and Clinics
Chair: John F. O’Flahavan, University of Maryland

1. Using Literacy Interviews to Measure the Effects of a Summer Literacy Program
John S. Burgin, University of Arkansas at Little Rock
Patricia Bandre, University of Arkansas at Little Rock

2. University-based Reading Clinics: Past, Present, and Future
Sherrye D. Garrett, Texas A&M University - Corpus Christi
Jack Cassidy, Texas A&M University - Corpus Christi
Daniel L. Pearce, Texas A&M University - Corpus Christi

3. 10 Informal Reading Inventories: Examining Rigor and Alignment with NRP’s Five Critical Components
Nina L. Nilsson, University of Kentucky
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10:15 A.M.–11:45 A.M.       BIG BEND D

PAPER SESSION

Content Area Teachers’ Literacy Understanding and Practice

Chair: Rebecca K. Shankland, Michigan State University

1. Investigating Content Area Teachers’ Understanding of a Content Literacy Framework: A Year-Long Professional Development Initiative
   Nance S. Wilson, University of Central Florida

2. “Surrendering to this New Pedagogy”: Dialogic Reading in the Professional Development of Science Teachers
   Maren S. Aukerman, University of Pennsylvania
   Gregory Glasheen, University of Pennsylvania

3. Teachers Speak and Act: Secondary Content Area Teachers’ Conceptualizations and Practices on Literacy and Technology
   Elizabeth Petroelje Stolle, Grand Valley State University

10:15 A.M.–11:45 A.M.       BIG BEND E

PAPER SESSION

Children’s Literacy Development: Varying Perspectives

Chair: Alison K. Billman, Michigan State University

1. Perceptions, Participation, and Preferences: A Survey of an Urban Middle School DEAR Program
   Jaime L. Puccioni, Michigan State University PhD Student

2. Preschoolers’ and Kindergartners’ Invented Spelling in the Context of Information Book Reading
   Donald J. Richgels, Northern Illinois University

3. Increasing Availability of Literature for Children and Families: Studying the “Book Nook” Program in a High-Poverty School
   Hee Young Choi, University of Illinois
   Karla J. Moller, University of Illinois

10:15 A.M.–11:45 A.M.       FOOTHILLS I

PAPER SESSION

Demographics and Context Influencing Reader Response

Chair: Lawrence R. Sipe, University of Pennsylvania

1. Examining Reader Response Across Multiple Contexts
   Jackie M. Arnold, University of Dayton

2. Individual Response Styles: Case Studies of Two “Performative” Readers
   Donna Sayers Adomat, The College of New Jersey

3. Examining Social Class Specific Interpretive Practices in Students’ Responses to Literature Across Texts and Contexts
   Amanda Haertling Thein, University of Pittsburgh
   Megan Gallion, University of Pittsburgh
   DeAnn Long Sloan, University of Pittsburgh

10:15 A.M.–10:55 A.M.       FOOTHILLS II

ROUNDTABLE

I. If You Want to Learn New Words During Reading, Don’t Skip Over the Words!
   Julie L. Rosenthal, William Paterson University of New Jersey
   Linnea C. Ehri, CUNY Graduate Center

II. The Teacher’s Role in Helping Students Learn About and Employ the Craft of Writing
   Robin R. Griffith, East Carolina University

III. Culture as a Design Construct for Globalized Learning with ICTs
   Patricia A. Young, University of Maryland at Baltimore County

IV. Literacy Definitions of JLR Reviewers and NRC Members: Have They Changed Over a Decade?
   Gwynne Ellen Ash, Texas State University - San Marcos
   Lori Czop Assaf, Texas State University - San Marcos

V. Beyond Content: Using Active Reading in an Advanced Placement Biology Class
   Peggy D. Cuevas, University of Miami

VI. Teaching and Learning the Alphabet
   Patricia L. Steinhaus, Chicago State University

VII. The Reading Lives of Adolescent Boys: Examining the In-School and Out-of-School Reading Discourses of Three Ninth Grade Boys
   Valerie G. Lee, Rowan University

VIII. Engagement, Motivation and Identity Construction When Older Readers Struggle: Case Study of One Middle-Grade Youth
   Elizabeth Mascia, Jamesville-Dewitt Central Schools
   Kathleen Hinchman, Syracuse University

10:15 A.M.–11:45 A.M.       HILL COUNTRY A

PAPER SESSION

Promoting Preservice Teacher Reflection

Chair: Julie K. Kidd, George Mason University

1. Online vs. In-class Reading Methods Instruction
   Kelly Moore, San Diego State University
   Diane Lapp, San Diego State University
   Nancy Frey, San Diego State University
   Douglas Fisher, San Diego State University
   Marva Cappello, San Diego State University
   James Flood, San Diego State University

2. Scaffolding Reflective Literacy Practitioners: Incorporating Narrative and Visual Data in Preservice Teacher Education
   Catherine K. Zeek, Lasell College
   Carole Walker, Texas A&M University - Commerce
   Amy Maynard, Lasell College
3. **Subject Matter Matters: How Does Video Case Construction Help Novices Learn to Facilitate Discussions in Science and Literacy?**
   Cheryl L. Rosaen, Michigan State University
   Mary Lundeberg, Michigan State University
   Marjorie Cooper, Michigan State University
   Majorie Terpstra, Michigan State University
   Rui Nui, Michigan State University
   Jing Fu, Michigan State University

10:15 A.M.–11:45 A.M.  **HILL COUNTRY B
ALTERNATIVE FORMAT**

**Digital City: Stepping Out and Moving Through Its Cyber Streets**

Chair: Gregory W. Brooks, St. John Fisher College
Discussant: David M. Lund, Southern Utah University

“New literacies” research and theories represent a paradigmatic shift in how literacy is defined and practiced—how people teach, learn and demonstrate new understandings and skills to complete authentic literacy tasks. We adopt the term “digital city” as a metaphor for the new communities and new literacies that are emerging.

1. **Digital Citizenship: Creating a Manifesto for “Street Smarts” in Digital City**
   Karen E. Smith, University of Manitoba

2. **“We Use the Computer, and We Do Things the Regular Way:” Technology- and Print-Mediated Literacy in a Second Grade Digital City**
   Gregory W. Brooks, St. John Fisher College

3. **Successfully Navigating Roadblocks, Detours and Other Potential Hazards in Digital City**
   David M. Lund, Southern Utah University

10:15 A.M.–11:45 A.M.  **HILL COUNTRY C
PAPER SESSION**

**Understanding Young English Language Learners as Readers**

Chair: Guofang Li, Michigan State University

1. **Investigating Reading Strategy Use of Successful and Less-Successful Chinese Readers in English and Chinese Reading Tasks: A Mixed-Methods Study**
   Min-Tun Chuang, University of Maryland at College Park

2. **English-Language Learners’ Reading Growth: A Comparison with Their English-Only Peers**
   Yongmei Li, University of North Carolina - Chapel Hill
   Jill Fitzgerald, University of North Carolina - Chapel Hill

3. **Development of a Partner Reading Routine for English Language Learners and Struggling Readers**
   Donna M. Ogle, National-Louis University
   Amy Correa, National-Louis University

10:15 A.M.–11:45 A.M.  **HILL COUNTRY D
ALTERNATIVE FORMAT**

**The Effects of Three Study Abroad Programs on Pre- and In-Service Teachers’ Views of Multiculturalism and Literacy**

Chair: Barbara A. Bradley, University of Kansas
Discussant: Karen A. Jorgensen, University of Kansas

This alternative session reports findings from three qualitative studies aimed at understanding how participation in a study abroad program influences participants’ view of multiculturalism and literacy. The programs involved: (a) home and school placements in Italy, (b) service learning in Malawi, Africa, and (c) diverse educational activities in Budapest.

1. **In-Service Teachers Thinking about Diversity and the Potential of Study Abroad**
   Barbara A. Bradley, University of Kansas
   Karen A. Jorgensen, University of Kansas

2. **Italy Study Abroad**
   David Reinking, Clemson University
   Kathy N. Headley, Clemson University

3. **Malawi Study Abroad**
   Jennifer Jones, Radford University
   Liz Barber, Radford University

4. **Budapest Study Abroad**
   Joan A. Rhodes, Virginia Commonwealth University
   Tammy M. Mibly, Virginia Commonwealth University

5. **How to Develop a Study Abroad Program**
   Barbara A. Bradley, University of Kansas
   Karen A. Jorgensen, University of Kansas
   David Reinking, Clemson University
   Kathy N. Headley, Clemson University
   Jennifer Jones, Radford University
   Liz Barber, Radford University
   Joan A. Rhodes, Virginia Commonwealth University
   Tammy M. Mibly, Virginia Commonwealth University

10:15 A.M.–11:45 A.M.  **PADRE ISLAND SYMPOSIUM SESSION**

**Exploring Identities Through Literacy Response Strategies**

Chair: Cyndi Giorgis, University of Nevada, Las Vegas
Discussant: April Whatley Bedford, University of New Orleans

These studies feature the use of response strategies such as identity artifacts (body biographies, “I Am” poems, personal text sets, etc.) as a means for individual reflection, creation of personal narratives, and a lens through which to examine social discourses that affect developing identities.

1. **Examining Teen Girls’ Sense of Embodied Identity through Use of Body Biographies**
   Marie LeJeune, Western Oregon University

2. **Speaker 2: Discovering Identity: How Each Individual Brings Their Personal Style to Reading, Learning, and Teaching**
   Christine A. Draper, Georgia Southern University

3. **Presenting Who “I Am” through Poetry and Artifacts**
   Cyndi Giorgis, University of Nevada, Las Vegas
SyMPOSIUM SESSION

Invited Session: Identity and Agency Research in Adolescent and Adult Literacy
Chair: Stanton Wortham, University of Pennsylvania
Discussant: Alfred Tatum, University of Illinois at Chicago

In this presentation, Stanton Wortham will discuss how discourse and linguistic analysis can offer more nuanced understandings of identity and agency. The respondents will discuss how Wortham’s research has shaped their current work on identity and agency. New directions for research in identity and agency will be discussed.

1. Presenter:
   Stanton Wortham, University of Pennsylvania

2. Sally’s Mandate for Literacy: Looking Dialogically at Literacy Learning
   Amy Johnson, University of South Carolina

3. Tough Choices: How Identity Construction Impacts Teachers and Struggling Readers
   Leigh A. Hall, University of North Carolina - Chapel Hill

4. Narrative Analysis and the Performance of Teacher Identity in Secondary English Classrooms
   Mary Juzwik, Michigan State University

SyMPOSIUM SESSION

Preparing and Submitting a Paper for the Student Outstanding Research Award
Chair: Bridget Dalton, Center of Applied Special Technology
Discussant: Roni Jo Draper, Brigham Young University

Past recipients along with current award reviewers will discuss how to prepare and submit papers for consideration for the Student Outstanding Research Award.

1. Preparing and Submitting a Student Research Paper
   Bridget Dalton, Center of Applied Special Technology

2. What Reviewers are Looking for in an Outstanding Student Research Paper
   Roni Jo Draper, Brigham Young University

3. Advice for Preparing an Outstanding Student Research Paper from Past Recipients
   Rebecca D. Silverman, University of Maryland
   Antony T. Smith, University of Washington, Bothell

SyMPOSIUM SESSION

Word Study Instruction with Special Populations: English Language Learners and Struggling Adolescents
Chair: Latisha Hayes, University of Virginia
Discussant: Francine Johnston, University of North Carolina - Greensboro

This symposium examines English Language Learners, struggling adolescents, and the teachers who serve them. Literate individuals must accurately and automatically identify/represent words when reading and writing. Each case study used developmental spelling theory to guide instruction with special populations in an effort to identify best practices while considering acceleration needs.

1. An In-Depth Look at the Early Literacy Development of Two Hmong-Speaking Students Learning to Read in English
   Lori Helman, University of Minnesota
   Carrie Rogers, University of Minnesota
   Donald R. Bear, University of Nevada, Reno

2. A Struggling Adolescent’s Word Study Growth
   Latisha Hayes, University of Virginia
   Marcia A. Invernizzi, University of Virginia

3. Two Teachers’ Implementation of Word Study with Older Struggling Readers
   Kevin Flanigan, West Chester University
   Shane Templeton, University of Nevada, Reno
**10:15 A.M.–11:45 A.M.**
**TEXAS 6**
**ALTERNATIVE FORMAT**

*In-School and Out-of-School Literacy Practices and the Social and Academic Identification Process of Elementary Students, Adolescents, and Teachers*

**Chair & Discussant:** Janice F. Almasi, University of Kentucky

Using case study methods, we examine the impact of in-school and out-of-school literacy practices on the social and academic identification of elementary students, adolescents, and pre-service teachers. Each author will present findings of their study followed by participant discussion of findings, cross-case comparisons, and commentary by the discussant.

1. **The Role of Context in Shaping an Elementary Student’s Identity Development**
   Angie Madden, University of Kentucky

2. **The Role of Text in Shaping an Adolescent African American Male’s Identity Development**
   Felicia Cumings Smith, University of Kentucky

3. **The Role of Motivation and Positionality in Shaping an Adolescent Male’s Identity Development**
   Lindy Harmon, University of Kentucky

4. **Entering the Figured World of Teaching: The Impact of Family Literacy Practices on the Identity Development of a Student Teacher**
   Donna Howell, University of Kentucky

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**11:05 A.M.–11:45 A.M.**
**FOOTHILLS II**
**ROUNDTABLE**

1. **“By Putting All the Explainings Together You Sometimes Figure it Out”: Students’ Participation in Dialogically Organized Literature Discussion Groups**
   Diane Santori, University of Pennsylvania

2. **In Their Own Words: The Next Phase of a Multi-Phase Study of a University’s Graduate Reading Program**
   Lois K. Haid, Barry University
   Joyce V. W. Warner, Barry University
   Nancy B. Masztal, Barry University
   Joanna Marasco, Barry University
   Andrea Rosenblatt, Barry University
   Cynthia Fischer, Barry University

3. **Young Children’s Interpretations of Page Breaks in Contemporary Picturebooks**
   Lawrence R. Sipe, Graduate School of Education
   Anne E. Brightman, Baker Elementary School - Moorestown, NJ

4. **The State of Adolescent Literacy in Schools**
   Josephine Peyton Marsh, Arizona State University
   Jayne Lammers, Arizona State University

5. **Fostering Literacy Learning Across Disciplines: A Plan for Professional Development**
   Anne E. Gregory, Boise State University
   Jennifer Snow-Gereno, Boise State University
   Rosemary Palmer, Boise State University
   Tanya Peters, Boise State University
   Lee Dubert, Boise State University

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**VI.** **Inspecting Three Cases of Adolescent Readers to Explore the Nature of Online Reading Comprehension**
Lisa M. Zawilinski, University of Connecticut

**VII.** **Student Conceptualizations of Academic Literacy in Postsecondary-developmental Reading and Writing Contexts**
Sonya Armstrong, Northern Illinois University

**VIII.** **The Writing Life-Histories of Pre-service Teachers:**
Randy Bomer, University of Texas at Austin
Brian Lawrence, University of Texas at Austin
Sherry D. Steen, University of Texas at Austin
Treavor Bogard, University of Texas at Austin

**1:15 P.M.–2:45 P.M.**
**BIG BEND A**
**PAPER SESSION**

*Developing Academic Literacy in English Language Learners*

**Chair:** Lori Czop Assaf, Texas State University-San Marcos

1. **The Use of Study Skills by English Language Learners**
   Valerie J. Robnolt, Virginia Commonwealth University
   Joan A. Rhodes, Virginia Commonwealth University
   Judy S. Richardson, Virginia Commonwealth University

2. **Hybrid Linguistic Spaces: Immigrant Teens and Academic Language**
   Lisa P. Stevens, Boston College
   Julian Jefferies, Boston College

3. **When the Everyday Intersects with the Scientific: Making Use of Everyday Resources in a Spanish/English Bilingual Third Grade Science and Social Studies Classes**
   Kathryn M. Ciechanowski, Oregon State University

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**1:15 P.M.–2:45 P.M.**
**BIG BEND B**
**PAPER SESSION**

*Professional Development: Impacts on Students and Teachers*

**Chair:** Virginia Goatley, University at Albany

1. **Transfer: Moving Professional Development Proposals to Classroom Practices**
   Mary F. Roe, Washington State University
   Ching-Yi Tseng, Washington State University

2. **Money Down the Drain: Mandated Professional Development**
   Sherry Kragler, University of South Florida Lakeland
   Linda E. Martin, Ball State University

3. **A Study of the Impact of Professional Development on 2,000 PreK-12 Teachers, Reading Knowledge and Instructional Practice: A Research-in-Progress Report**
   Vicky Zygiouris-Coe, University of Central Florida
   Bonnie Swan, University of Central Florida
   Catherine Glass, University of Central Florida
### BIG BEND C
**PAPER SESSION**

**College and Community Literacy: Pedagogies and Practices**

**Chair:** Melissa Schieble, *University of Wisconsin - Madison*

1. **Book Club: A University-Based Application in a Core Liberal Arts Course**
   - Kathleen F. Clark, *Marquette University*
   - Christina A. Clark, *Creighton University*

2. **Transforming a Community Through a Collaborative, Community-Initiated Adult Tutoring Program**
   - Karen F. Thomas, *Western Michigan University*
   - Lauren Freedman, *Western Michigan University*
   - Saundra J. Austin, *Community Partnership/Lifelong Learning*
   - Kareemah El-Amin, *Community Partnership/Lifelong Learning*

3. **Arguing the Self in College Composition: Personal Narrative and Rhetorical Production**
   - Jason F. Lovvorn, *Vanderbilt University*

### BIG BEND D
**PAPER SESSION**

**Preservice Teachers’ Practices**

**Chair:** Randy Bomer, *University of Texas at Austin*

1. **Investigating Preservice Teachers’ Instructional Conversations with Elementary School Students**
   - A.J. Guarino, *Auburn University*
   - Edna D. Brabham, *Auburn University*
   - Shannon Conom Henderson, *Purdue University*
   - Susan K. Villaume, *Auburn University*

2. **Incubation, Percolation, and Fossilization of Literacy Practices: The Journey of Second-career Preservice Teachers**
   - Ruth Rohlwing, *St. Xavier Chicago*

### BIG BEND E
**PAPER SESSION**

**Reading, Writing and Word Recognition for Diverse and Struggling Students**

**Chair:** Heidi Anne Mesmer, *Virginia Polytechnic Institute and State University*

1. **Does Phoneme Awareness Mediate the Relationship Between Letter-name Knowledge and Literacy Skills in Korean?**
   - Young-Suk Kim, *Harvard Graduate School of Education*

2. **A Microgenetic Analysis of English/Chinese Early Writing Development**
   - Tina Tsai, *University of Southern California*

3. **Function Word Recognition Among Struggling Readers: Relation to Language and Reading Skills**
   - Heather P. Warley, *University of Virginia, University of Pennsylvania*

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Be sure to look for this symbol 🚧 throughout the program. Whenever you see this icon by a **ROUNDTABLE** session, it signifies that the session has been split into two parts.
Wednesday • November 28, 2007

1:15 P.M.–2:45 P.M. HILL COUNTRY A
PAPER SESSION

Vocabulary Development and Its Role in Becoming a Reader
Chair: Julie Dwyer, University of Michigan
1. The Enigmatic Relationship Between Vocabulary Instruction and Reading Comprehension: A Research Synthesis
James F. Baumann, University of Georgia
2. Approaching Vocabulary Acquisition as an Inductive Process: An Exploratory Study
Michael R. Vitale, East Carolina University
Nancy R. Romance, Florida Atlantic University
3. Relations Between Phonological Sensitivity and Vocabulary Skills in Preschool Children
Kimberly D. McDowell, Wichita State University
Robyn A. Ziolkowski, Pueblo School District 70

1:15 P.M.–2:45 P.M. HILL COUNTRY B
PAPER SESSION

Examinations of Student Reading Achievement in Varied Settings
Chair: Peggy Semingson, University of Texas-Austin
1. Equal is Not Always the Same: Comparing Scripted and Non-scripted Instruction in First Grade Classrooms
Marga Madhuri, University of La Verne
2. What Effect Does Book Club Have on Students’ Literacy Achievement?
Laura S. Pardo, Hope College
3. Raising Student Reading Achievement: A Quasi-Experimental Study Examining the Impact of Technology and Reading Instruction
Jackie Ferguson, Texas A&M University - Kingsville

1:15 P.M.–2:45 P.M. HILL COUNTRY C
PAPER SESSION

Critiques of High-Stakes Assessments
Chair: Deborah G. Litt, Trinity (Washington) University
1. Discourses of Writing in High-Stakes Direct Writing Assessments
Jill V. Jeffery, New York University
2. Secondary-postsecondary Transition and High-Stakes Writing Assessments: A Quantitative Text Analysis
Jill V. Jeffery, New York University
3. Content, Process and Gap Analyses of State Reading Tests: How Well Do These Assessments Measure What Matters in a Reading Performance?
John F. O’Flahavan, University of Maryland
Emily Gerrard, University of Maryland

1:15 P.M.–2:45 P.M. HILL COUNTRY D
SYMPOSIUM SESSION

Identifying Cultural Authenticity in Latino Literature: Teachers’ and Families’ Responses
Chair & Discussant: Patricia Castrodad, University of Arizona
In this symposium the researchers share findings from studies that examined the mediational role of Latino literature in teachers’ and families’ participation in literature discussions. Informed by sociocultural theories of learning and Chicano/Latino epistemologies, the presentations focus on the analysis of texts and talk around issues of cultural authenticity.
1. Sociopolitical Themes in Latino Literature and Teachers’ Responses
Jade Ratliff, Arizona State University
2. Teachers’ Critical Reading of an Awarded Picture Book: Use of Spanish Language and Authenticity
Carmen M. Martinez-Roldan, Arizona State University
3. Family Talk about Cultural Authenticity in Literature Discussions
Jeanne G. Fain, Arizona State University

1:15 P.M.–2:45 P.M. PADRE ISLAND
PAPER SESSION

Professional Development: Researchers, Teachers, and Schools Examine Practice
Chair: James H. Mosenthal, University of Vermont
1. Professional Development in Reading First: School Level and Teacher Level Variables Related to Student Outcomes
Alysia D. Roehrig, FCRR at Florida State University
Mary T. Brownell, University of Florida
Mary T. Brownell, University of Florida
Kyle Freedman, Florida State University
Ying Zhang, Florida State University
Ying Guo, Florida State University
Katie Ganson, Florida State University
2. A Tale of Two Approaches: Comparing Field-Based and University-Based Reading Specialist Programs
Brenda J. Overturf, University of Louisville
Sara Kajder, University of Louisville
3. Constructing Difference in Language and Literacy Professional Development
Thomas P. Crumpler, Illinois State University
Lara J. Handsfield, Illinois State University
Meeting the Challenge: Accelerating At-Risk Preschool Literacy Practices.

Discussant: Kathy Short, University of Arizona

Scholars realize that analysis of readers’ responses to a growing diversity of “texts” can provide unique insights to each literacy event. Achieving these insights calls for creative and critical approaches to data analysis, as researchers position themselves in various ways within the complexity of their research.

1. Developing Conceptual Categories During Qualitative Content Analysis of Transcripts of Storybook Read-Alouds
   Lawrence Sipe, University of Pennsylvania

2. Factoring Issues of Culture into Both Literary Analysis of Texts and Reader Response
   Wanda Brooks, Temple University

3. The Arts and Response to Critical Analysis of Literature
   Pat Enciso, The Ohio State University

Transforming Preschool Classroom Environments and Language and Literacy Instruction: Child Outcomes and Teacher Effectiveness

Chair: Mary Ann Poparad, Illinois Reading Recovery Center
Discussant: William H. Teale, University of Illinois at Chicago

This symposium investigates how implementing research-based instructional activities and transforming preschool classroom environments in two Early Reading First projects resulted in higher levels of children’s literacy achievement. The nature of teacher change as related to these child outcomes will be explored, and implications for professional development will be discussed.

1. Transforming Child Outcomes in Preschool
   Lea M. McGee, The Ohio State University

2. Meeting the Challenge: Accelerating At-Risk Preschool Children’s Literacy Achievement
   Rochelle Dail, University of Alabama
   Stacey H. Surman, University of Alabama
   Priscilla G. Wilson, University of Alabama

3. Levels of Teacher Change: Connections to Child Outcomes
   Renee Casbergue, Louisiana State University
   April Whatley Bedford, University of New Orleans

Literacy in Times of Crisis: Four Perspectives

Chair: Devon Brenner, Mississippi State University
Discussant: Laurie MacGillivray, University of Memphis

This symposium analyzes the intersection of literacy and crisis as situated in families, communities, popular culture, institutions, and cyberspace. Crisis, defined as an event perceived as a turning point, is a starting place from which various personal, social, and political “crises” are deconstructed and reexamined in light of their relationship to literacy practices.

1. The Intersection of Literacy and Crisis
   Devon Brenner, Mississippi State University
   Laurie MacGillivray, University of Memphis

   Devon Brenner, Mississippi State University
   Laurie MacGillivray, University of Memphis

3. Finding Husbands: How Being Literate Creates Crisis
   Loukia K. Sarroub, University of Nebraska

4. Creating Safe Spaces Through Writing: Online Fan Fiction and Poetry as Way to Deal With Critical Life Events
   Mary Thompson, University at Buffalo

5. Brewing a Crisis: Sputnik and the Launch of a New Curriculum
   Susan Florio-Ruane, Michigan State University

Living History: Is Professional Development Changing?

Chair: Mary P. Abouzeid, University of Virginia
Discussant: Thomas Gill, West Chester University of Pennsylvania

The symposium will present three perspectives on professional development: (1) overall state-wide trends for professional development in reading education; (2) an evaluation of one rural district’s attempts to implement better phonics instruction; and (3) an urban district’s decision-making process in planning professional development. It will be seen that we are living through a paradigm shift in professional development needs.

1. Professional Development Trends in One State
   Ottile Austin, University of Virginia
   Mary P. Abouzeid, University of Virginia

2. Successful Professional Development: An Exploration of Integrating Word Study into Teacher Practice
   Anna Baynum, Hollins College

3. Investigating the Impact of Professional Development in Literacy Education
   Michelle Picard, Arlington Public Schools

Improving the Preparation of Teachers of Reading in Urban Settings: A Project of the International Reading Association: LLUTE: Literacy Leaders for Urban Teacher Education

Chairs: Louise Wilkinson, Syracuse University
Lesley Mandel Morrow, Rutgers University
Vicki Chou, University of Illinois at Chicago
Discussant: Louise Wilkinson, Syracuse University

Each presenter will discuss one crucial issue based on research and practice concerning the preparation of teachers of reading in urban settings. We will also discuss what we need to research about improving teacher education for teachers of reading in urban settings with concerns for cultural issues, language, power and privilege.
### LLUTE Goals and Work to Date
Linda Gambrell, Clemson University

### Understanding Cultural, Social, Economic Contexts for Urban Teachers of Reading
Diane Lapp, San Diego State University  
James Flood, San Diego State University  
Vicki Chou, University of Illinois at Chicago

### Critical Elements for the Instruction of Urban Learners
Susan Davis Lenski, Portland State University

### Academic Language Proficiency and Literacy Instruction
Louise Wilkinson, Syracuse University  
Elaine Silliman, University of South Florida

### Legislative Context and Policy Issues in the Preparation of Teachers in Urban Settings
Jill Lewis, New Jersey City University

### Preparing Expert Teachers of Reading for Urban Schools
Amy D. Broemmel, University of Tennessee  
Wendy B. Meller, University of Tennessee

### Essential Field-Work for the Preparation of Teachers of Reading in Urban Settings
Cynthia Shanahan, University of Illinois at Chicago

### Professional Development for Continuing Teachers of Reading in Urban Settings
Lesley Mandel Morrow, Rutgers University  
Heather K. Casey, Rider University  
Linda Gambrell, Clemson University

### Town Meeting
Lesley Mandel Morrow, Rutgers University  
Vicki Chou, University of Illinois at Chicago  
Louise Wilkinson, Syracuse University

### Display and Distribution of Sample Syllabi For Literacy Courses Offered in Teacher Preparation with Emphasis on Urban Settings
Heather K. Casey, Rider University  
Lesley Mandel Morrow, Rutgers University  
Karen Wixson, University of Michigan  
Patty Anders, University of Arizona  
Diane Barone, University of Nevada, Reno  
Louise Wilkinson, Syracuse University  
M. Kristiina Montero, Syracuse University
Wednesday • November 28, 2007

3:00 P.M.–4:30 P.M.  BIG BEND B

PAPER SESSION

The Role of Technology in Innovative Literacy Tools
Chair: Diane L. Schallert, University of Texas

1. The “Grammars” of Fast Literacies
   Deborah Anne Kozdraz, University of South Florida
   James R. King, University of South Florida
   James L. Welsh, University of South Florida
   Jenifer J. Schneider, University of South Florida

2. Autonomous Agents: Considerations for Theoretical Grounding of New Literacies from a Cognitive Perspective
   Elizabeth (Betsy) A. Baker, University of Missouri
   Mary S. Rozendal, University of Buffalo - SUNY

3:00 P.M.–4:30 P.M.  BIG BEND C

PAPER SESSION

Preservice Teachers and Secondary English Education
Chair: Kim Shea, University of South Florida

1. Taking the Mountain to Muhammad: High School Students in a University Writing Class
   Mary Ariail, Georgia State University
   Mary Huysman, Georgia State University
   Heather Lynch, Georgia State University

2. Understanding the “Big Picture:” Exploring Preservice Teachers’ Conceptions and Processes of Curriculum Planning in Secondary English Education
   Dana L. Fox, Georgia State University
   Ewa McGrail, Georgia State University

   Dana L. Fox, Georgia State University
   Laurie Brantley-Dias, Georgia State University
   Brendan Calandra, Georgia State University
   Rebecca Calder, Columbia High School, DeKalb Co., GA

3:00 P.M.–4:30 P.M.  BIG BEND D

PAPER SESSION

Perspectives on Teaching for Literacy
Chair: Francine C. Falk-Ross, Northern Illinois University

1. Writing for Pleasure, with Purpose, or as Panacea: An Historical Examination of Creative Writing Instruction
   Darek J. Benesh, University of Iowa

2. Investigating the Instructional Practices of Middle and Senior Years Teachers: Reading Comprehension Strategy Instruction in the Content Areas
   Donna Copsey Haydey, University of Winnipeg

3:00 P.M.–4:30 P.M.  BIG BEND E

PAPER SESSION

Student Engagement: Applications of Flow Theory to Classroom Literacy Events
Brenda A. Shearer, University of Wisconsin Oshkosh
Martha R. Ruddell, Sonoma State University

3:00 P.M.–4:30 P.M.  FOOTHILLS I

ALTERNATIVE FORMAT

Multimodal Data Analysis in Language and Literacy Education
Chair: John B. Bishop, University of Georgia
Discussant: Margaret C. Hagood, College of Charleston

This session foregrounds methodologies for analyzing and representing multimodal research data in literacy education, highlighting the need to address epistemological differences among various modes. The presenters share methods and challenges using examples from their own multimodal data involving digital video, manga scanlations, and visual imagery in adolescent email communication.

1. Scanlation Groups: Exploring Intercultural and Multimodal Communities of Practice
   Acharya T. Rezak, University of Georgia

2. Moving Images: Rethinking Epistemology with Digital Video Composition
   John B. Bishop, University of Georgia

3. Email as Multimodal Space: A Study of Three Adolescents’ Designing Practices
   Amy A. Wilson, University of Georgia

3:00 P.M.–3:40 P.M.  FOOTHILLS II

ROUNDTABLE

I. Decision-Making and Effective Literacy Instruction: A View of One Teacher
   Kathryn Pole, Saint Louis University

II. An Investigation of Pre-Service and Post-Baccalaureate Content Area Reading Teachers’ Information and Training in Teaching Higher Levels of Language and Literacy: A Longitudinal Approach
   Kenneth J. Weiss, Central Connecticut State University
III. A Qualitative Study of Four First Grade Students’ Fluency Development
Carol Southerland, Texas Woman’s University

Riitta-Liisa Korkeamäki, University of Oulu
Mariam Jean Dreher, University of Maryland

V. A Comparison of Differential Exposure to Required Developmental Reading Education on the Success of College Students Who Score Within the Standard Error of Measurement on the Reading COMPASS Test
Kim J. Pinkerton, University of Houston

VI. Selection and Presentation of Multimodal Texts in a Fourth and Fifth Grade Classroom
Joanna M. Robertson, Syracuse University

VII. Sticks and Stones May Break My Bones, But Words Hurt, Too: What Texas Top Executives Think About Teachers
Judy A. Trotti, University of North Texas
Karen Walker, University of North Texas
Shelley D. Blackburn-Harris, University of North Texas

3:00 P.M.–4:30 P.M. HILL COUNTRY A
SYMPOSIUM SESSION

Dual Coding Theory and Its Relevance to Reading Research and Practice
Chair & Discussant: Sheri R. Parris, Texas Christian University
This session will explain the reasoning behind Dual Coding Theory (DCT) and will present some of the latest research to stem from this theory. Neuroscientific evidence will be provided to show how instructional approaches based on DCT can supply the brain with the input it needs for optimal learning.

1. Dual Coding Theory (DCT): Historical Perspectives and Recent Research
Mark Sadoski, Texas A&M University

2. Understanding Reading through the Lens of Dual Coding
Allan Paivio, University of Western Ontario

3. Visual Illustration of Dual Coding Theory
Sheri R. Parris, Texas Christian University

4. Dual Coding Theory in the Classroom
Cathy Collins Block, Texas Christian University

3:00 P.M.–4:30 P.M. HILL COUNTRY B
PAPER SESSION

Teaching and Learning in Multilingual Classrooms
Chair: Lara J. Handsfield, Illinois State University

Lara J. Handsfield, Illinois State University
Robert T. Jiménez, Vanderbilt University

2. Writing the News: An Ethnographic Analysis of a Rich Language and Literacy Event in a Bilingual First-Grade Class
Patrick Manyak, University of Wyoming

3. Investigation of Preschooler’s Narrative and Classroom Reading Environment Between Korea and the U.S.
Young-ja Lee, Duksun Women’s University
Jee Hyun Lee, Konkuk University
Judith A. Schickedanz, Boston University
Myae Han, University of Delaware

3:00 P.M.–4:30 P.M. HILL COUNTRY C
ALTERNATIVE FORMAT
Creating a Framework for Innovative Possibilities in Teacher Education Through Instructional Design Perspectives
Chair: Dana L. Grisham, California State University - East Bay
Discussant: Karen E. Smith, University of Manitoba
Results of three institutions’ explorations of innovative, digitally enhanced teacher education programs (graduate and undergraduate levels) will be compared across and between institutions using the lens of instructional design perspectives. Participants will have the opportunity to discuss and question instructional design as a framework for cross-institution comparisons.

1. Statewide Online Reading Endorsement Program
Susan Davis Lenski, Portland State University

2. Creating Community and Program Coherence through TaskStream
Dana L. Grisham, California State University - East Bay

3. Phantazmagoria: Using Digitally-Enhanced Texts to Inspire Writing (Teacher Education/Graduate Education)
Karen E. Smith, University of Manitoba

3:00 P.M.–4:30 P.M. HILL COUNTRY D
PAPER SESSION

Perspectives on Understanding Texts
Chair: Mark D. Vagle, University of Georgia

1. Measuring Comprehension Strategies in Expository Text
Dana R. Korin, Rutgers, The State University of New Jersey
Jenny M. Roca, Benchmark School - Media, PA

2. Essential Understandings: An Alternative Way to Integrate Conceptually-Based Instruction and Literacy Strategies
Robert W. Gaskins, Benchmark School - Media, PA
Eric Satlow, Benchmark School - Media, PA
Irene W. Gaskins, Benchmark School - Media, PA

3. Project ACCEL: The Metacognitive Knowledge of Middle School Students About Content Literacy Strategies or “Then What Do You Do?”
Carol Sue Engelt, Michigan State University
Troy V. Mariage, Michigan State University
Cynthia Okolo, Michigan State University
Hsin-Yuan Chen, Michigan State University
Carrie Anna Courtd, Michigan State University
Nicole Martin, Michigan State University
Barbara Jocks-Meier, Michigan State University
Kathleen D Moxley, Michigan State University
Christian O’Brien, Michigan State University
Rebecca K. Shankland, Michigan State University
International Contexts of Literacy Development, Assessment, and Instructional Practices

Chair & Discussant: Colin Harrison, University of Nottingham

In this NRC International Committee poster session, presenters will share their literacy work in international contexts. Posters include research findings from nine projects completed in four countries. Participants will peruse various posters and talk with presenters informally discussing their experiences and research. Project summaries will be available.

1. Introduction
Colin Harrison, University of Nottingham

2. Paper 1: How Do Chinese First-Graders Write?
Jiening Ruan, University of Oklahoma
Lijun Jin, Towson University

3. Paper 2: Ugandan Primary 3 Students’ Use of Group Work to Author Reading Materials
Jill Jenkins, George Mason University
Merabu Nguudo, Seeta Church of Uganda Primary School

4. Paper 3: What Do We Know about How English Reading is Taught in China?
Ran Hu, University of Georgia

5. Paper 4: Comprehensible Input for Extensive Reading: English Language Teaching in China
Yan Wang, Georgia State University
Gertrude Tinker-Sachs, Georgia State University

6. Paper 5: Literacy Practices in Mayan Speaking Households in Yucatan, Mexico
Patricia Azuara, University of Arizona

7. Paper 6: Emergent Reading Assessment in Chinese Preschools
Xiaoning Chen, SUNY Fredonia
Shuying Sha, Purdue University

8. Paper 7: The Teaching of Writing in the Elementary Years: An Australian Perspective
Katina I. Zammit, University of Western Sydney

9. Paper 8: Primary Grade Literacy Development in Two Chinese Villages
Nancy Pine, Mount Saint Mary College
Zhenyou Yu, China Women’s University

Shaomei Wang, Tufts University

Invited Session: Knowing What Matters in Developing Literacy and Developing Good Teachers

Chair: Heidi Anne Mesmer, Virginia Polytechnic and State University

Two studies on creating effective literacy classrooms will be presented. The first longitudinal study examined children’s development from preschool through first grade, looking closely into classroom features, instruction, and student growth. The second longitudinal study examined teacher development from preservice through first year teaching. Good teachers and good instruction matter.

1. Presenters:
Connie Juel, Stanford University
Heather Hebard, Stanford University
Dot McElhone, Stanford University
Renee Scott, Stanford University

Designing and Using Technology in Literacy Education Courses/Programs

Chair: Laura Roehler, Michigan State University
Discussant: Rebecca S. Anderson, University of Memphis

Building on previous research, this alternative symposium engages participants with groups of researchers who focus on design and implementation of technology programs in classrooms. Participants will view demonstrations, discuss problems and solutions, and attend breakout sessions on: 1) video cases and clips, and 2) technology tools used in literacy courses.

1. Designing & Using Technology in Literacy Education Courses/Programs
Terry S. Atkinson, East Carolina University
Laura Roehler, Michigan State University
Marion C. Alvarez, Tennessee State University
Erica C. Boling, Rutgers University
Mark Conley, Michigan State University
Linda D. Labbo, University of Georgia
Charles K. Kinzer, Teachers College, Columbia University
Victoria J. Risko, Vanderbilt University
Rebecca S. Anderson, University of Memphis
Using a Research-Based Needs Assessment to Promote School-wide Literacy Reform

Chairs: Kathryn H. Au, University of Hawaii
Taffy E. Raphael, University of Illinois at Chicago

Discussant: Barbara M. Taylor, University of Minnesota

This symposium addresses how schools engaged in school-wide literacy reform collaborate with external partners around a Needs Assessment to take action in moving a school forward. Studies at two sites documented the use of Needs Assessments, which focused on nine dimensions found in previous research to be critical to these efforts.

1. Implementing Standards-Based Change through Diagnostic Needs Assessments
   Kathryn H. Au, University of Hawaii

2. Using Formative Needs Assessments as Ongoing Interventions for Schools Engaged in Standards-Based Change
   Taffy E. Raphael, University of Illinois at Chicago
   Susan I. McMahon, National Louis University
   Ryan McCarty, University of Illinois at Chicago

3. Crucial Conversations: Taking a Critical Look at How Conversation Leads to Action
   Shelby A. Cosner, University of Illinois at Chicago
   MariAnne George, University of Illinois at Chicago
   Catherine M. Weber, University of Illinois at Chicago

Harmony and Disharmony: How Adolescents and Their Teachers Envision Motivation to Read

Chairs: Carol J. Delaney, Texas State University
Sharon M. Pitcher, Towson University

Discussant: Sharon M. Peck, SUNY - Geneseo

The following study is a continuing effort to discover what motivates adolescents to read from two perspectives: the adolescents and their teachers. We begin with a discussion of our previous efforts to capture these perspectives; then we progress to our latest findings. Input from the audience will help facilitate future direction.

1. Introduction: History of the AMRP and the TMMP
   Carol J. Delaney, Texas State University
   Sharon M. Pitcher, Towson University

2. Results from Each Site
   Carol J. Delaney, Texas State University
   Sharon M. Pitcher, Towson University
   Pamela J. Dunston, Clemson University
   Krishna Seunarinesingh, University of West Indies
   Nancy T. Walker, University of LaVerne
   Rebecca Hunt, Marygrove College
   Lettie K. Albright, Texas Woman’s University

3. Generalities and Comparisons
   Victoria R. Gillis, Clemson University

4. Break-Out Groups
   Pamela J. Dunston, Clemson University
Wednesday • November 28, 2007

4:45 P.M.–6:00 P.M.  TEXAS 1
PRESIDENTIAL ADDRESS

Chair: Norman A. Stahl, Northern Illinois University

I. Student Outstanding Research Award Presentation
   Bridget Dalton, Vanderbilt University

II. J. Michael Parker Award Presentation
    Erik Jacobson, Montclair State University

III. Introduction of the Speaker
     Gwendolyn T. McMillon, Oakland University

IV. Presidential Address
   The Education of African American Students: Voicing the Debates, Controversies, and Solutions
   Patricia A. Edwards, Michigan State University
Thursday • November 29, 2007

8:30 A.M.–10:00 A.M.  BIG BEND A
PAPER SESSION

From Struggling Readers to Thriving Readers
Chair: Mary-Kate Sableski, University of Dayton
1. The Development of Literate Identities in Students Identified as Struggling Readers
   Mary-Kate Sableski, University of Dayton
2. The Remaking of a Middle School Reader
   Amy A. Wilson, University of Georgia

8:30 A.M.–10:00 A.M.  BIG BEND B
PAPER SESSION

The Effects on Comprehension of Using Reading Strategies and Self-Monitoring
Chair: Stephan Sargent, Northeastern State University
1. Indicators of Self-Monitoring in Early Reading
   Karen E. Gonzales, Temple ISD
2. Reading Comprehension in an Urban High-Poverty First Grade Classroom
   Barbara A. Bradley, University of Kansas
   Lisa R. Dinner, University of Kansas
3. The Emergence of Strategic Processing in Reading Recovery Instruction: A Comparison to Other Struggling Learners
   Maribeth Cassidy Schmitt, Purdue University
   Shuying Sha, Purdue University

8:30 A.M.–10:00 A.M.  BIG BEND D
PAPER SESSION

Family Literacy: Parents’ and Children’s Experiences with Text
Chair: Sarah J. McCarthey, University of Illinois at Urbana-Champaign
1. Long-Term Effects of a Family Literacy Program on the School Experiences of Children
   Jeanne R. Paratore, Boston University School of Education
   Barbara Krol-Sinclair, Intergenerational Literacy Program, Chelsea, MA Public Schools
   Brooke Jambor, Boston University School of Education
2. Complicating the Notion of Parent/Family Involvement in Children’s Early Literacy: Taking a Closer Look at Parents’ Perspectives
   Cleopatra Y. Jacobs, University of Pennsylvania, Graduate School of Education
   Susan Bickerstaff, University of Pennsylvania, Graduate School of Education
   Jie Y. Park, University of Pennsylvania
   Vivian L. Gadsden, University of Pennsylvania, Graduate School of Education

8:30 A.M.–10:00 A.M.  BIG BEND E
PAPER SESSION

Building Literacy Achievement in the 21st Century
Chair: Becky K. McTague, Roosevelt University
1. Where’s the Instruction Manual? Exploring the Crossroads of Reading First Implementation and School Culture
   Wendy W. Bunker, Syracuse University
   Kathryn E. Bailey, Syracuse University
2. Building Upon a History of School Improvement 2000-2006
   Jane E. Mekkelsen, Reading First Coordinator
   James H. Mosenthal, University of Vermont
3. Multiple Levels of Learning to Raise Student Achievement in Literacy
   Judy M. Parr, University of Auckland
   Helen S. Timperley, University of Auckland

8:30 A.M.–10:00 A.M.  FOOTHILLS I
PAPER SESSION

Broadening Perspectives Toward Literacy
Chair: Heather Bobrow Finn, New York University
1. A Head Taller: Sociocultural Perspectives on Literature Discussions with English Language Learners
   Joyce L. Purdy, University of Alberta
2. Using a Social-Cultural Frame of Reference to Examine the Literacy Development Conditions in Song China (960-1279): A Case of Promises and Compromises
   Liqing Tao, College of Staten Island, CUNY
   Gaoyin Qian, Lehman College, CUNY
   George G. Hruby, Utah State University
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**FOOTHILLS II**

**I. Writing Instruction for Teachers: Strengthening a Weak Curricular Area**
Dana L. Grisham, California State University - East Bay
Thomas D. Wolsey, San Diego State University

**II. Reading Comprehension: A Discussion of Historical Trends—Borrowing from the Past to Build on the Future**
Norma D. Zunker, Texas A&M University - Corpus Christi
Stephanie A. Grote, Texas A&M University - Corpus Christi

**III. Exploring Differences in Children’s Oral Readings of Authentic Children’s Literature and Commercially Published Leveled “Little Books”**
Joan Livingston, Adrian College

**IV. The Literacy Practices of Recent Immigrant Students**
Marco Bravo, San Francisco State University

**V. Using Disciplinary Knowledge and Intertextuality to Improve Reading Skills: A Study of Developmental Community College Students as They Learn to Critically Read and Think About Historical Documents**
Mary C. Newman, College of DuPage

**VI. We Are Not All Yellow Pencils: Reflections on Prolonged Professional Development and Literacy Coaching**
Kathryn Button, Texas Tech University
Macy D. Satterwhite, Texas Tech University

**VII. Negotiating Literacies Through Autobiography**
Jie Y. Park, University of Pennsylvania
Molly Buckley, University of Pennsylvania

**VIII. Critical Literacy Within the Discourse of Power**
Maggie Knutson, University of Minnesota

**HILL COUNTRY A**

**Paper Session**

**Multiliteracies**
Chair: Julie Ankrum, University of Pittsburgh - Johnstown

1. Students’ Perception and Attitude Toward Peer and Self-Assessment in a Computer-Supported Collaborative Learning Environment
   Haekyung Lee, University of Texas at Austin

2. New Literacies Strategies Implementation on Teachers’ and Students’ Literacy Performance in Underperforming Middle Schools: Findings From Year One
   Margaret C. Hagood, College of Charleston
   Emily N. Skinner, College of Charleston
   Mary Provost, College of Charleston
   Paula Egelson, College of Charleston

3. The Effects of Out-of-School Activities and Literacy and Content-Area Instruction on Vocabulary Growth of Urban Students
   Joshua F. Lawrence, Boston University

**HILL COUNTRY B**

**Paper Session**

Preservice Teacher Practices in Language Arts
Chair: Mary E. Robbins, Sam Houston State University

1. Writing as a Tool for Thinking: Prospective Teachers Consider Children’s Literature
   Nancy L. Marano, Southern Connecticut State University

2. How Might Teacher Candidates’ Habitus be Disrupted Through a Pre-Service Language Arts Curriculum?
   Rachel M. Heydon, University of Western Ontario
   Kathryn Hibbert, University of Western Ontario

3. What Elementary Teachers Say About Grammar Instruction
   Linda C. Pacifi, Appalachian State University
   Ellen L. Pesko, Appalachian State University
   Janet W. Bloodgood, Appalachian State University

**HILL COUNTRY C**

**Paper Session**

Adolescents Negotiating Literacies In School Contexts
Chair: Heidi L. Hallman, University of Kansas

1. Literary Responses of 7th and 8th Grade American-Indian Students to Ethnic Texts in a Book Club Setting
   Cynthia B. Leung, University of South Florida St. Petersburg

2. Reshaping One’s Sense of Being Literate: Adolescents’ Perceptions During the Transition Experience from Reading Support Class to Mainstream English Class
   Kristine Akey, University of Oklahoma

3. From “Bridging” to “Negotiating” Literacies: Toward a Theory of Negotiating Literacies with Adolescents
   David Gallagher, Mount Saint Mary College

**HILL COUNTRY D**

**Alternative Format**

Examining the Educational Practices that Support Literacy Learning in Digital Environments: A Closer Look at Reader, Activity, and Text Interactions on the Internet
Chair: Colin Harrison, University of Nottingham
Discussant: David Reinking, Clemson University

This session will explore new dimensions of reading in digital environments. A digital reading comprehension heuristic will be proposed showing how the interactive relationship amongst reader, activity, and text changes in digital environments where fixed factors become malleable. The discussant will critique the heuristic and facilitate dialogue leading to revisions.

1. Framing the Issues: Working Toward a Dynamic Digital Reading Comprehension Heuristic
   Bridget Dalton, Center of Applied Special Technology

2. “I’ve a load of questions in my head:” Scaffolding the Development of Effective Search Strategies for Struggling Readers During Internet Inquiry
   Bernadette Dwyer, St. Patrick’s College, Ireland
   Colin Harrison, University of Nottingham
3. **How are the New Literacies of Online Reading Comprehension Acquired by Upper Elementary Grade Students?: Exploring the Contexts that Facilitate Learning**
   Jill Castek, University of Connecticut

8:30 A.M.–10:00 A.M.  PADRE ISLAND

**SYMPOSIUM SESSION**

**Two Latinas in School: Case Studies in Identity and Linguistic Diversity**

**Chair:** Colleen M. Fairbanks, University of North Carolina - Greensboro

**Discussant:** Deb Palmer, University of Texas at Austin

This symposium examines the cases of two Latina youth as their cultural practices and institutional norms intersect in their daily lives in school. Specially, the two highlighted cases examine how the students “author” themselves within the historical and cultural worlds of classroom, school, and community.

1. **Keeping the Personal, Private: Exploring Identities in a High School English Classroom**
   Amy Vetter, University of North Carolina - Greensboro

2. **Following Esmé through School: Shifting Identities and Institutional Practices**
   Colleen M. Fairbanks, University of North Carolina - Greensboro

8:30 A.M.–10:00 A.M.  PALMWOOD-EMBASSY SUITES

**SYMPOSIUM**

**Invited Session: Reading First: Lessons in Design, Evaluation, and Reauthorization**

**Chair:** Sharon Walpole, University of Delaware

Those who work closely with Reading First projects designed this symposium. The first paper will present an integrated design for professional learning. The second paper will pose questions for evaluators to consider when designing long-term, formative evaluations. The final paper will describe issues in the reauthorization of NCLB.

1. **Designing State-Level Support**
   Sharon Walpole, University of Delaware
   Michael C. McKenna, University of Virginia
   Carla K. Meyer, University of Delaware
   Katrin L. Blamey, University of Delaware

2. **Meaningful Evaluation: The Challenges of Support and Rigor**
   Rita M. Bean, University of Pittsburgh
   Naomi Zigmond, University of Pittsburgh

3. **The Rocky Road to Federal Funding**
   Cathy Roller, International Reading Association

8:30 A.M.–10:00 A.M.  TEXAS 5

**ALTERNATIVE FORMAT**

**Bridging Differences - Preparing Teachers for Diverse Settings**

**Chair:** Robert T. Jiménez, Vanderbilt University

**Discussant:** Victoria J. Risko, Vanderbilt University

This alternative format session will focus on theoretical and empirical issues embedded in research on educating teachers for culturally and linguistically diverse students. We plan to explore these issues by discussing our own reviews of the literature in focused areas related to broader questions of teacher preparation for culturally and linguistically diverse students.

1. **Bridging Differences - Preparing Teachers for Diverse Settings**
   Robert T. Jiménez, Vanderbilt University
   Victoria J. Risko, Vanderbilt University

2. **Investigating the Knowledge Bases of Novice and Experienced Adult ESL Teachers**
   Brad L. Teague, Vanderbilt University
   Brian Rose, Vanderbilt University

3. **Promising Practices**
   Jud Laughton, Vanderbilt University

4. **Remodeling Engagement**
   Catherine Darrow, Vanderbilt University

5. **A Review of Policy and ELL Teacher Education Programs**
   Julie Justice, Vanderbilt University

6. **The Use of Narratives in Multicultural Teacher Education**
   Dennis S. Davis, Vanderbilt University
   Frank Tenore, Vanderbilt University

7. **Learning English, Learning Math**
   Jerry Hinn, Vanderbilt University

8. **Assessing Teacher Beliefs and Change**
   Jim S. Furman, Vanderbilt University

8:30 A.M.–10:00 A.M.  TEXAS 6

**SYMPOSIUM SESSION**

**Turning a Multimodal Theoretical Lens on Literacy Pedagogy and Research Across Multiple Contexts**

**Chair:** Cynthia Brock, University of Nevada, Reno

**Discussant:** James R. Gavelek, University of Illinois at Chicago

The four research projects included in this symposium use a multimodal theoretical lens (Kress and Van Leeuwen, 2001) to explore literacy teaching and learning practices focusing on the interrelationships between many different modes of communication; modes of communication include—but are not limited to—language, image, music, sound, and gesture.

1. **Exploring Mediation in the Context of Multimodality and Social Literacies: Explorations in a 5th Grade, 9th Grade, and University Classroom**
   Mary McVee, University at Buffalo - SUNY
   Lynn Shanahan, University at Buffalo - SUNY

2. **Using a Multimodal Theoretical Lens to Explore Literacy Teachers’ Understandings of Race, Culture, and Linguistic Diversity**
   Cynthia Brock, University of Nevada, Reno
   Julie Pennington, University of Nevada, Reno

3. **“Oh, my gosh, she knows so much!” Using a Multimodal Theoretical Lens to Connect Theory to Practice in an ESL Methods Course**
   Kathryn Prater, University of North Carolina - Greensboro
   Ye He, University of North Carolina - Greensboro

4. **Learning Multimodality: Designing Media Text and Theory**
   Fenice Boyd, University at Buffalo - SUNY
Assessment of Vocabulary Development and Learning

Chairs & Discussants: Shira Lubliner, California State University - East Bay
Judith Scott, University of California - Santa Cruz

Presentations included in this session examine factors inherent in measuring instructional effectiveness and vocabulary learning of various student groups, including English learners, a population whose vocabulary development is of particular concern to educators. Presentations range from theoretical constructs of vocabulary assessment to classroom-based assessments measuring vocabulary growth in differing contexts.

1. Vocabulary Assessment: What We Know and What We Need to Learn
   P. David Pearson, University of California - Berkeley
   Elfrieda H. Hiebert, University of California - Berkeley
   Michael L. Kamil, Stanford University

2. Vocabulary Assessment in Preschool Children with Special Consideration of Dual Language Learners
   Theresa Roberts, California State University - Sacramento

3. Group Assessment of Vocabulary in Kindergarten and Grade 1
   Gail Kearns, Educational Consultants
   Andrew Biemiller, Educational Consultants

4. Teacher and Student-friendly Content-area Vocabulary Assessments for Urban Social Studies and Science Units: Grades 5-7
   Donna M. Ogle, National-Louis University
   Amy Correa, National-Louis University
   Camille L.Z. Blachowicz, National-Louis University

5. A Multiple Level Assessment Tool: Measuring Word Knowledge Based on Grade Level Materials
   Judith Scott, University of California - Santa Cruz
   Susan Flinspach, Department of Education, V.I.N.E. Project
   Jack Vevea, University of California - Santa Cruz
   Merrit Hoover, University of California - Santa Cruz

6. Assessing Spanish/English Bilingual Students’ Knowledge of Cognates of Varying Levels of Transparency
   Shira Lubliner, California State University - East Bay
   Dana L. Grisham, California State University - East Bay

7. Vocabulary Assessment and the New NAEP Framework
   Margaret McKeown, University of Pittsburgh
   Michael W. Kibby, University of Buffalo

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Be sure to look for this symbol throughout the program. Whenever you see this icon by a ROUNDTABLE session, it signifies that the session has been split into two parts.
### BIG BEND A

**What Do They Do All Day?: Literacy Coaching Practices and Outcomes**

**Chair:** Elizabeth G. Sturtevant, George Mason University

1. **What Coaches Do and Why They Do It: A Diary Study**
   - Rita M. Bean, University of Pittsburgh
   - Kellee Jenkins, University of Pittsburgh
   - Beth Belcastro, University of Pittsburgh
   - Reece Wilson, Clarion University of Pennsylvania
   - Greg Turner, University of Pittsburgh
   - Naomi Zigmond, University of Pittsburgh

2. **Does Literacy Coaching Make a Difference? The Effects of Literacy Coaching on Reading Achievement in Grades K-3 in a Reading First District**
   - Laurie A. Elish-Piper, Northern Illinois University
   - Susan K. L’Allier, Northern Illinois University

### BIG BEND B

**Teacher Professional Development**

**Chair:** Lynn Masterson, University of Texas at Austin

1. **Metacognitive Inquiry for Science, Reading, and Professional Development: Measuring Complex Teaching and Learning**
   - Cynthia L. Greenleaf, Strategic Literacy Initiative, WestEd
   - Cindy Litman, Strategic Literacy Initiative, WestEd

2. **Accelerating Student Growth with the Targeted Reading Intervention: A Dual-Level Professional Development Intervention for K-1 Struggling Learners**
   - Marnie C. Ginsberg, University of North Carolina - Chapel Hill
   - Steve Amendu, University of North Carolina - Chapel Hill

3. **The Evolution of Literacy and Pedagogical Practices in Novice Special Education Teachers in a Literacy Methods Course**
   - Rebecca K. Shankland, Michigan State University
   - Carol Sue Englert, Michigan State University

### BIG BEND C

**Informational Text**

**Chair:** Denise Duncan, University of Texas at Austin

1. **Explanatory Passages and Teachers’ Higher Level Reasoning in a Science Trade Book Read Aloud**
   - Laura B. Smolkin, University of Virginia
   - Carol A. Donovan, University of Alabama

2. **Dealing with Informational Text in the Primary Grades: Instructional Strategies that Improve Young Children’s Comprehension**
   - Kendra M. Hall, Brigham Young University

3. **Mediating Text Features in Science Text: Reading, Interpreting and Evaluating Information in Figures and Tables**
   - Ellen L. Pesko, Appalachian State University

### BIG BEND D

**The Role of Technology in New Literacies**

**Chair:** Chinwe H. Ikleweze, St. John Fisher College

1. **Secondary English Teachers’ Perspectives on Incorporating New Literacies into Their Pedagogy**
   - Elizabeth Lewis, Syracuse University
   - Kelly Chandler-Olcott, Syracuse University

2. **New Literacies in the Classroom: Teachers’ Understandings, Proficiencies, and Needs**
   - Julia Kara-Soteriou, Central Connecticut State University
   - Catherine Kurkjian, Central Connecticut State University

3. **“New wine in new bottles”: Does Anyone Know What That Means?**
   - Elizabeth Petroelje Stolle, Grand Valley State University

### BIG BEND E

**Young Adult Literature: Perspectives Outside and Inside the Books**

**Chair:** Wanda Brooks, Temple University

1. **Multicultural Literature in Secondary Schools: Policy, Practice, and Perspectives**
   - Allison Skerrett, Boston College

2. **“Spinning Themselves into Poetry”: Images of Urban Adolescent Writers in Young Adult Novels**
   - Kelly K. Wissman, University at Albany - SUNY

3. **Exploring the Risks in “Smack”: Risky Stories in Young Adult Literature**
   - Susan Bickerstaff, University of Pennsylvania

### FOOTHILLS I

**Examining Writing: Perspectives, Methods, and Identities**

**Chair:** Shelley Stagg Peterson, University of Toronto

1. **North of the 49th Parallel: A Canadian Study of the Teaching of Writing**
   - Jill McClay, University of Alberta
   - Shelley Stagg Peterson, Ontario Institute for Studies in Education of the University of Toronto
   - Joyce L. Purdy, University of Alberta
   - Kristin Main, Ontario Institute for Studies in Education of the University of Toronto
   - Karen Vavra, University of Alberta

2. **Navigating an English-Only Classroom: Multiple Identities in a Primary Writer’s Workshop**
   - Sally A. Brown, Charleston Southern University

3. **Student Talk During the Writing Process from Sixth Graders’ Perspectives**
   - Karen K. Yoder, University of San Francisco
FOOTHILLS II

1:15 P.M.–1:55 P.M.

I. Poetic Informational Texts in Contemporary Children’s Literature: An Investigation of Literary and Linguistic Features
Linda L. Kucan, University of Pittsburgh

II. Teaching Poetry: Beliefs and Practices of Teachers in a Rural, Southern Elementary School
Diane Carver Sekeres, University of Alabama

III. Struggling Middle-Level Readers, Cultural Difference, and the Social Aspect of Reading: Students’ Perceptions About Participating in Literature Circles
Xiufang Chen, Rowan University
Holly A. Johnson, University of Cincinnati
Kathy A. Ganske, Rowan University

IV. Electronic Literacy Environments for Informing Learning and Practice
Beth M. Christian, Tennessee State University

V. Reggio Emilia, Walter Benjamin, and Social Studies: a Case Study of a Middle and High School Reading Program
Margaret Sheehy, University at Albany
DiVanaz Hushmendy, University at Albany

VI. Developing an Observational Instrument for Capturing Critical Teacher Behaviors During Read Alouds
Jessica Lynn Hoffman, University of Illinois at Chicago

VII. Effective Vocabulary Instruction for English Language Learners: A Review of Research
Mijin Won, Texas Tech University

HILL COUNTRY A

1:15 P.M.–2:45 P.M.

Preparing Preservice Teachers for Diversity
Chair: Althier M. Lazar, Saint Joseph’s University

1. Reproducing and Interrupting Subtractive Schooling in Reading Teacher Education
Jesse S. Gainer, Texas State University - San Marcos

2. Learning From Preservice Teachers’ Stories: Understanding the Evolution of Culturally Responsive Dispositions and Literacy Teaching Practices
Julie K. Kidd, George Mason University
Sylvia Y. Sanchez, George Mason University
Eva K. Thorp, George Mason University

3. Teaching Diversity in a Predominantly White Classroom: An (Auto)Ethnographic Case Study of an African-American Instructor
Valerie Nicole Nyberg, University of Iowa

HILL COUNTRY B

1:15 P.M.–2:45 P.M.

Writing and ESL Students with Special Needs
Chair: Mary McVee, SUNY - Buffalo

1. Using the Singing/Technology Connection: Investigation of an Intervention for Elementary ELL Struggling Readers
Susan Homan, University of South Florida
Marie Biggs, University of South Florida
James R. King, University of South Florida
Susan Bennett, University of South Florida
Elaine Croteau, University of South Florida

2. Hidden Barriers: Memory, Trauma and English Language Literacy
Heather Bobrow Finn, New York University

3. Metalinguistic Knowledge Building as one Component of Writing Instruction for Deaf Adolescents
Kimberly Wolbers, Michigan State University

HILL COUNTRY C

1:15 P.M.–2:45 P.M.

Beyond DIBELS: Measuring Decoding, Spelling, Strategy and Fluency
Chair: Anthony V. Manzo, University of Missouri - Kansas City

1. Assessment and Identification of Students at Risk: Correlating the Dynamic Indicators of Basic Early Literacy Skills and An Observation Survey of Early Literacy Achievement
Mary Anne Doyle, University of Connecticut
Sharan Gibson, San Diego State University
Francisco X. Gomez Bellenge, The Ohio State University
Patricia R. Kelly, San Diego State University
Meiling Tang, Ohio Department of Education

2. The Utility of DIBELS Oral Reading Fluency for Students with Limited Word Knowledge
Timon M. Paleologos, Troy University
Edna D. Brabham, Auburn University

3. Toward the Development of Two Word Recognition Measures, with Comparisons of Decoding and Encoding of Orthographic Features
Kathy A. Ganske, Rowan University
Robin Seeker, Jefferson County Schools
Mian Wang, Rowan University

HILL COUNTRY D

1:15 P.M.–2:45 P.M.

Visual Strategies for Understanding Texts
Chair: Samantha Caughlan, Michigan State University

1. The Role of Imagery in Writing Definitions
Ernest T. Goetz, Texas A&M University
Mark Sadoski, Texas A&M University
Andrew G. Stricker, USAF Air University
Teresa S. White, Texas A&M University
Zhongmiao Wang, Texas A&M University
2. **Drawing as Meaning Maker Among High School Students**  
Pamela J. Young, University of Calgary

3. **Integrating the Visual: Student Strategies for Multiple Text Synthesis**  
Michael Manderino, University of Illinois at Chicago

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**1:15 P.M.–2:45 P.M.  PADRE ISLAND  PAPER SESSION**

**The Role of Motivation on Reading Achievement**

**Chair:** Sandra Goetze, Oklahoma State University

1. **Enjoyment, Social Outcomes, and Learning in Literature Circles**  
Janine L. Certo, Michigan State University  
Kathleen D. Moxley, Michigan State University  
Kelly E. Reffitt, Michigan State University

2. **Effects of Motivational and Cognitive Variables on Reading Comprehension**  
Ana Taboada, George Mason University  
Stephen M. Tonks, Northern Illinois University  
Allan Wigfield, University of Maryland  
John T. Guthrie, University of Maryland

3. **The Role of Teacher Discourse in Reading Motivation and Achievement**  
Angela McRae, University of Maryland  
John T. Guthrie, University of Maryland

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**1:15 P.M.–2:45 P.M.  PALMWOOD-EMBASSY SUITES  ALTERNATIVE FORMAT**

**Invited Session: How Critical Can It Be: School Experience, Personal Development, and Teacher Preparation Viewed in a Larger Sociological Context**

**Chair:** Debbie East, Indiana University

This session will examine culturally and linguistically diverse students’ literacy learning in dominant-culture educational contexts. In addition, culturally responsive pedagogy will be considered from a teacher preparation perspective to emphasize what teacher preparation programs need to focus on to prepare teachers to address the learning needs of non-dominant culture students.

1. **Presenters:**  
Kathryn H. Au, University of Hawaii  
Debbie East, Indiana University  
Wen Ma, Le Moyne College  
M. Kristiina Montero, Syracuse University  
Doris Walker-Dalhouse, Minnesota State University

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**1:15 P.M.–2:45 P.M.  TEXAS 2  ALTERNATIVE FORMAT**

**Traversing the Social, Cultural and Political Influences on Literacy Instruction for African-American Learners in Rural, Suburban and Urban Settings**

**Chair:** Charline J. Barnes, Andrews University  
**Discussant:** Gwendolyn McMillon, Assistant Professor

In this alternative session, four researchers present narratives on the impact of social, cultural and political influences as they affect literacy teaching and learning in three diverse elementary school contexts. The audience will have opportunity to engage in small group discussions on other research-based solutions found to recognize and capitalize on African-American students’ literacy learning.

1. **Narrative #1: Multicultural Literacy Moments in Our Teaching Lives**  
Charline J. Barnes, Andrews University

2. **Narrative #2: Literacy Education for Sale: A Tale on Improving Reading Skills in a Southern Urban School District**  
Margaret-Mary Sulentic Dowell, Louisiana State University

3. **Narrative #3: A Suburban Site: The Impact of Mandates for Reading Instruction**  
Barbara Laster, Professor  
Stephen G. Mogge, Towson University

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**1:15 P.M.–2:45 P.M.  TEXAS 3  SYMPOSIUM SESSION**

**Beyond Test Scores and Despite Policy: Effective Literacy Practices in Diverse K-12 Contexts**

**Chair:** Jodene Kersten, California State University, Pomona  
**Discussant:** Susan Florio-Ruane, Michigan State University

Four literacy researchers will discuss effective literacy pedagogy and learning in diverse K-12 contexts from the perspectives of the participating students and/or educators. Evidence of the difficulties and successes in acquiring and teaching academic English unites the studies and collectively offers implications for literacy educators and researchers.
1. **Becoming a “Good” English Language Learner in a Midwestern Urban High School**
   Yanan Fan, San Francisco State University

2. **Book Club Supports Students’ Literacy Achievement**
   Laura S. Pardo, Hope College

3. **Teachers’ Negotiation of Language Policies and Standards to Teach Speakers of African American Vernacular English in an Urban Primary School**
   Dara Hill, California State University, Fresno

4. **Young Writers Group: Maximizing Third Graders’ Literacy Engagement and Achievement**
   Jodene Kersten, California State University, Pomona

### SYMPOSIUM SESSION

1:15 P.M.–2:45 P.M. **TEXAS 5**

**Critical Policy Analyses: Discourses that Shape Transactions Across National, State, and Local Educational Contexts**

**Chair & Discussant:** Kathryn Pole, Saint Louis University

This symposium brings together three studies that explore, using tools of critical discourse analysis, how language and literate behaviors shape national, state, and local policy in education and literacy contexts. Additionally, we discuss the intersection of discourses that occur at national, state, and local levels.

1. **Crisis: The Language of a State Takeover**
   Kathryn Pole, Saint Louis University
   Rebecca Rogers, University of Missouri - St. Louis

2. **The Texas Governor’s Business Council: Movers, Shakers, and Policy-Makers**
   Leslie Patterson, University of North Texas
   Anne Simpson, Texas Woman’s University
   Carol Wickstrom, University of North Texas

   Haley Woodside-Jiron, University of Vermont

**1:15 P.M.–2:45 P.M. TEXAS 6**

**The Development of Metalinguistic Awareness in Bilingual Children and Youth**

**Chair:** David B. Yaden, University of Arizona

**Discussant:** Tina Tsai, University of Southern California

The underlying theme of this symposium focuses upon the developmental processes (implicit and explicit) evident among bilingual children and youth related to their understandings of oral and written discourse as an object of reflection and study, processes that are mediated, in turn, by individual, family, classroom and social factors.

1. **Children’s Metalinguistic Knowledge of the Referencing of Oral and Written Sources**
   Rosalind Horowitz, University of Texas at San Antonio

2. **Preschoolers’ Emerging Use of Spanish/English Cognates**
   Amie Beckett, Walden University

3. **Young Preschoolers’ Language Use and Emergent Biliteracy**
   Iliana Reyes, University of Arizona

4. **Developing Awareness of Language as a Social Object**
   Yetta M. Goodman, University of Arizona

### SYMPOSIUM SESSION

1:15 P.M.–2:45 P.M. **TEXAS 7**

**Pre-Kindergarten Writers as Learners**

**Chair:** Jane Hansen, University of Virginia

**Discussant:** Jody Lawrence, University of Northern Colorado - Greeley

Urban, pre-kindergarten children who write every day, in a context where they interact while they compose, learn to write their names to declare ownership. They learn to add content, teach each other how to write their letters, and practice various genres. Ultimately, they intentionally carve their identities as writers.

1. **Children Learn to Honor Their Classmates’ Words**
   Brian Kissel, University of North Carolina - Charlotte

2. **Children Learn to Create Their Own Approach to Writing**
   Holly Conti, Fluvanna Public Schools

### ROUNDTABLE

2:05 P.M.–2:45 P.M. **FOOTHILLS II**

**Chinese Immigrants’ Adaptation of Chinese Folktales in United States**

Shuying Sha, Purdue University

**Word Wall: A Literacy Tool for Supporting Vocabulary Learning in a Middle School Classroom**

Janis M. Harmon, University of Texas - San Antonio
Wanda B. Hedrick, University of North Florida
Karen D. Wood, University of North Carolina - Charlotte

**Assessing the Professional Development Provided by a Writing Project**

Beth Berghoff, Indiana University/Purdue University at Indianapolis
Anne Ociepka, Indiana University/Purdue University at Indianapolis
Susan Adamson, Indiana University/Purdue University at Indianapolis

**Bloggin Through the First Year: Lessons About New Teacher Development from the Edublogosphere**

Rebecca L. Payne, University of Tennessee

**Interaction Patterns of One Principal-Identified Culturally Responsive Fourth-Grade Teacher**

Wilma Kuhlman, University of Nebraska - Omaha

**University Prepared Teachers’ Use of Informational Texts for Teaching Science and Social Studies**

Holly R. Bullard, Lubbock Christian University
Amma Akrofi, Texas Tech University

**Exploring Epistemological Shifts and Trends Associated with Transactional Theory**

Allison D. Martinez-Schaum, Texas A&M University - Corpus Christi
VIII. So You Want To Publish: Meet the Editors of the Journal of Adolescent and Adult Literacy
Thomas W. Bean, University of Nevada – Las Vegas
Helen Harper, University of Nevada – Las Vegas
Jennifer Wimmer, University of Nevada – Las Vegas

3:00 p.m.–4:30 p.m. BIG BEND A PAPER SESSION

Understanding English Language Learners as Writers
Chair: Youb Kim, Vanderbilt University
1. Assessing English Learners’ Writing
Lucy K. Spence, University of South Carolina
2. Cohesion in Young Latino English Language Learners’ English Narrative Written Text
Karren M. Guthrie, University of North Carolina
3. Supporting Struggling Readers: Content-Area Teachers Providing the ‘What,’ Not the ‘How’
Molly K. Ness, Fordham University

3:00 p.m.–4:30 p.m. BIG BEND B PAPER SESSION

Differentiated Literacy Instruction
Chair: Laurie A. Elish-Piper, Northern Illinois University
1. Differentiated Reading Instruction in One Exemplary Teacher’s Classroom: A Case Study
Julie W. Ankrum, University of Pittsburgh at Johnstown
2. Differentiation of Instruction: Response to Intervention Within an Inclusive Classroom
Robyn A. Ziolkowski, Pueblo School District 70
Kimberly D. McDowell, Wichita State University
3. Early Intervention in Reading and the Scarcity of Culturally Responsive Teaching
Elizabeth C. Rightmyer, University of Louisville
Susan C. Cantrell, University of Kentucky
Yolanda Carter, Georgetown College
Sherry W. Powers, Western Kentucky University

3:00 p.m.–4:30 p.m. BIG BEND C PAPER SESSION

Diverse Literacy Issues: Literacy Play, Library Programs, and Critical Media Literacy
Chair: Eli Tucker-Raymond, University of Illinois at Chicago
1. Damsels in Discourse: Transforming Disney Princesses Through Literacy Play
Karen E. Wohlwend, Indiana University
2. The Nature of Literacy in a Quality School Library Program
Anita N. Voelker, Messiah College
Eli Tucker-Raymond, University of Illinois at Chicago
Ellen Damlich, Chicago Public Schools
Keith Dumbleton, Chicago Public Schools
Daisy Torres-Petrovich, Chicago Public Schools

3:00 p.m.–4:30 p.m. BIG BEND D PAPER SESSION

The Role of Technology in Reading Comprehension Online
Chair: Elizabeth (Betsy) A. Baker, University of Missouri
1. Penetration of the New Literacies of Online Reading Comprehension in the Middle Grades: Does a New Digital Divide Epidemic Exist?
Laurie A. Henry, University of Kentucky
2. “This Blog is So Amazing!”: Supporting Adolescent Literacy through Online Discussions
Erica C. Boling, Rutgers University
Jeanine Beatty, Rutgers University
Jessica R. Partin, Rutgers University
3. Exploring Changes to Reading Comprehension on the Internet: Developmental Differences Among Three Diverse Adolescent Online Readers
Julie Coiro, University of Rhode Island

3:00 p.m.–4:30 p.m. BIG BEND E PAPER SESSION

Contextualizing Assessment: Understanding Adolescents, ELLs, and African American Boys
Chair: Danielle V. Dennis, University of South Florida
1. Putting the Horse Before the Cart: Using What Assessment Data Tells Us About Struggling Young Adolescent Readers to Inform Policy and Instruction
Danielle V. Dennis, University of South Florida
2. Retelling Identities: Beyond Comprehension Assessments
Susan V. Piazza, Western Michigan University
3. Adolescent English Language Learners’ Main Idea Retellings of Expository Text
Antony T. Smith, University of Washington, Bothell
Anne M. Reece, University of Washington, Seattle
Sheila W. Valencia, University of Washington, Seattle
Heather W. Newman, University of Washington - Seattle

3:00 p.m.–4:30 p.m. FOOTHILLS I SYMPOSIUM SESSION

Delving Deeper: New Research Findings in Preschool Literacy—Letter/Sound Instruction, Concept of Word, Environmental Print, and Motivation
Chair: Heidi Anne Mesmer, Virginia Polytechnic and State University
Discussant: Darrell Morris, Appalachian State University
The purpose of this research symposium is to report empirical studies related to the impact of letter/sound instruction on motivation, the role of syllable awareness in concept of word, and children’s awareness of different types of environmental print.
1. The Interplay Between Type of Letter Sound Instruction, Motivation, and Literacy Competence
Theresa Roberts, California State University, Sacramento
2. Children’s Knowledge of Different Types of Environmental Print
Sherri Horner, Bowling Green State University
3. Concept of Word: The Role of Syllable Awareness and Syllable-sensitive Instruction  
Heidi Anne Mesmer, Virginia Polytechnic and State University  
Karen Hogan, Oklahoma State University  
Katie Dredger, Virginia Tech  

3:00 P.M.–3:40 P.M.  **FOOTHILLS II**  

**ROUNDTABLE**  

I. A Study of the Effects of an Interactive Staff Development on Teachers and Their Students  
Barbara McClanahan, Texas A&M University - Commerce  

II. Exploring Code Switching in Read-Alouds of English-Language Information Books: Discursive Mediation in a Second-Grade Bilingual Classroom  
Christine C. Pappas, University of Illinois at Chicago  
Maria Varelas, University of Illinois at Chicago  
Sofia Kokkino, University of Illinois at Chicago  
Ibett Ortiz, Ruiz Elementary School  

III. Struggling Readers, Reading First, and Comprehension Strategies: What is a Good Reader?  
Jeanne B. Cobb, Coastal Carolina University  

IV. Preservice Writers’ Self-Efficacy Beliefs and Motivations to Write  
Sherry D. Steen, University of Texas at Austin  

V. Cooperative Inquiry as Professional Development: Learning How to Use Literacy Skills to Enhance Content Learning  
Kendra M. Hall, Brigham Young University  
Leigh K. Smith, Brigham Young University  
Janet L. Losser, Brigham Young University  

VI. Teacher and Text: Their Roles in Preschoolers’ Engagement in Read Alouds  
Kathleen A. Paciga, University of Illinois at Chicago  

VII. Motivating Boys to Read: An Evaluation of a Community Library Book Club Program  
Cassandra Scharber, University of Minnesota  
Kristen Nichols, University of Minnesota  
Brad Biggs, University of Minnesota  
Beth Brendler, University of Minnesota  
Deborah R. Dillon, University of Minnesota  
David G. O’Brien, University of Minnesota  

VIII. Utilizing Endowed Funds to Build Elementary Classroom Libraries: The Story of How One Public University is Partnering with a Public School District in an Economically Challenged City in the United States  
Kristine L. Still, Cleveland State University  

3:00 P.M.–4:30 P.M.  **HILL COUNTRY A**  

**PAPER SESSION**  

The Role of Family in the Development of Early Literacy  
Chair: Rebecca Norman, Michigan State University  
1. Pathways to Literacy: Connections between Family Climate and Preschooler’s Emergent Literacy  
Daniel J. Weigel, University of Nevada, Reno  
Sally S. Martin, University of Nevada, Reno  

2. Mother-Child Decontextualized Talk While Sharing Print and Electronic Versions of Books  
Ji Eun Kim, University of British Columbia  
Jim Anderson, University of British Columbia  

3. Improving Early Childhood Educators’ Knowledge About and Practice of Read Alouds in Home- and Center-Based Settings  
Annie M. Moses, Michigan State University  
Meagan K. Shedd, Michigan State University  
Nell K. Duke, Michigan State University  
Christine Sheffler, Michigan State University  

3:00 P.M.–4:30 P.M.  **HILL COUNTRY B**  

**PAPER SESSION**  

Preservice Teachers and Content Instruction  
Chair: Richard M. Oldrieve, Bowling Green State University  
1. The Influence of Integrating Content Literacy Instruction into a Teaching Methods Course: Prospective Social Studies Teachers’ Perceptions of Reading and Reading Instruction  
Jeffery D. Nokes, Brigham Young University  
Merrell Hansen, Brigham Young University  

2. Professional Discourse Embodiment in the Content Literacy Teacher Preparation Class  
Kelly M. Estrada, Sonoma State University  
Karen Grady, Sonoma State University  
Martha R. Ruddell, Sonoma State University  

3. Exploring Preservice Teachers’ Understandings About the Disciplines  
Kerry McArthur, University of Florida  

3:00 P.M.–4:30 P.M.  **HILL COUNTRY C**  

**PAPER SESSION**  

Literacy Teacher Education  
Chair: Dolores Gaunty-Porter, Vanguard University  
1. Qualities of Expert Literacy Teacher Educators  
Linda S. Wold, Loyola University Chicago  
Janet R. Young, Brigham Young University  
Victoria J. Risko, Vanderbilt University  

Jill Lewis, New Jersey City University  
Lesley Mandel Morrow, Rutgers University  
Vicki Chou, University of Illinois at Chicago  
Louise Wilkinson, Syracuse University  
Cathy Roller, International Reading Association  

3. Contradictions and Binaries: The Discourse and Practices of Student Teachers in Various Settings  
Jim S. Furman, University of Delaware
3:00 P.M.–4:30 P.M.  HILL COUNTRY D
SYMPOTIUM SESSION

Advancing the Literacy of Adolescents
Chair: Catherine E. Snow, Harvard Graduate School of Education
Discussant: Donna E. Alvermann, University of Georgia
A group of literacy scholars, practitioners, and public representatives have served as advisors to a private foundation to engage in a broad spectrum of topics in the field of adolescent literacy. Literacy scholars will present some of their findings that will eventually inform the larger adolescent literacy field.

1. The Impact of Textbooks on the Lives of Adolescents
   Michael L. Kamil, Stanford University
2. A Review of Out-of-school Programs for Adolescent Literacy Development
   Elizabeth Birr Moje, University of Michigan
   Nicole Tysvaer, University of Michigan
3. Disciplinary Literacy in High Schools
   Carol D. Lee, Northwestern University

3:00 P.M.–4:30 P.M.  PADRE ISLAND
PAPER SESSION

Examining Our Profession
Chair: Veronica E. Valdez, University of Texas - San Antonio

1. Institutional Productivity Ratings Based on Publications in Nine Literacy Journals, 1992 - 2005
   Timothy G. Morrison, Brigham Young University
   Brad Wilcox, Brigham Young University
   Russell T. Wilcox, Brigham Young University

2. A Critical Discourse Analysis of Critical Literacy
   Steven M. Hart, California State University, Fresno
   James R. King, University of South Florida
   Deborah Anne Kozdras, University of South Florida

3. Reconsidering the Legacy of a Practitioner: How Donald Murray Trumped Academia and Changed the Way We Teach Writing
   Douglas K. Kaufman, University of Connecticut

3:00 P.M.–4:30 P.M.  TEXAS 5
SYMPOTIUM SESSION

Lessons Learned from Current Intervention Studies in Adult Literacy Instruction
Chair: Bill Muth, Virginia Commonwealth University
Discussant: John Strucker, Harvard University

This symposium brings together four adult literacy studies from a variety of settings--GED program, vocational center, jail and prison--that employ cognitive lenses from related lines of inquiry (writing, spelling, reading processes, reading disabilities). Findings related to writing, spelling, and reading interventions for adult literacy learners will be presented.

1. Examining the Way Adult Literacy Teachers Whose Students are Consistently Selected for Publication in ‘Beginnings’ Teach Writing
   Dianna Baycich, Kent State University
2. Word Study Intervention at the Local Jail
   Donita J. Massengill Shaw, University of Kansas
   Margaret A. Berg, University of Kansas
3. The Role of Naming Speed and Reading Rate in Describing Sub-Groups of Adult Literacy Learners
   Bill Muth, Virginia Commonwealth University
4. Measuring the Effects of Intensive Reading Intervention on the Reading Rate, Accuracy, and Comprehension of Adults with Moderate to Severe Disabilities
   Laura Vanderberg, Tufts University
   Laurel Jensen Disney, Michigan State University

3:00 P.M.–4:30 P.M.  TEXAS 6
ALTERNATIVE FORMAT

Three Disciplines, One Text: The Watsons Go to NRC-2007
Chair: Patricia Enciso, The Ohio State University
Discussant: Monette C. McIver, University of Colorado - Boulder

The scholars proposing this presentation have been engaged in a year-long effort to organize a Handbook of Research on Children’s and Young Adult Literature that would embrace the contributions of education, English, and library science. We will focus on the novel The Watsons Go to Birmingham—1963 and examine how it is transformed within and across different academic traditions of reading and interpreting children’s literature. What “gets accomplished” and what is valued about books and readers from the locations of our three distinct yet overlapping disciplines?

1. English, Education, and Library & Information Science
   Shelby A. Wolf, University of Colorado at Boulder
   Karen Coats, Illinois State University
   Patricia Enciso, The Ohio State University
   Christine Jenkins, University of Illinois at Urbana-Champaign

3:00 P.M.–4:30 P.M.  TEXAS 7
SYMPOTIUM SESSION

The Transformation of Reading First Policy: One State’s Experience
Chair: Marcia A. Invernizzi, University of Virginia
Discussant: Anne McGill-Franzen, University of Tennessee at Knoxville

This symposium will examine one state’s implementation of Reading First policy initiatives by investigating the transformation of policy intentions at various steps along the process of implementation, from inception to evaluation. Speakers will show how reading policy was written, disseminated, undertaken, and evaluated within this state and how linkages between the phases of the project affected its outcomes. Historical data and empirical data will be used for the analyses presented.

1. Transformation of Policy Intentions: Theory
   Walter F. Heineke, University of Virginia

November 28 - December 1, 2007 • 57th National Reading Conference
2. The Federal Administration Level of Reading First  
   Michael C. McKenna, University of Virginia

3. The State Administration Level  
   Mary P. Abouzeid, University of Virginia

4. The Division/School Administration Level  
   Tonya R. Moon, University of Virginia

3:50 P.M.–4:30 P.M.  FOOTHILLS II  
ROUNDTABLE

I. Teacher Knowledge About Text and Its Role in Teaching Elementary Grade Reading  
   Geoffrey C. Phelps, University of Michigan

II. The Analysis of Discourse Markers in Children’s Oral Reading of Authentic Literature and Commercially Published Texts  
   Candice Marie Moench, Wayne State University

III. A Study of the Effectiveness of a Small-group Intervention on the Vocabulary and Narrative Development of At-risk Kindergarten Children  
   Diane C. Nielsen, University of Kansas  
   Lisa R. Dinner, University of Kansas

IV. “It isn’t something extra”: Motivating Teacher Change Across the Curriculum  
   Victoria G. Ridgeway-Gillis, Clemson University  
   Kathy N. Headley, Clemson University

V. The Role of the Literacy Coach Across Grade Levels: The Perspectives of Coaches and Teachers Preparing to be Coaches  
   Elizabeth G. Sturtevant, George Mason University  
   Kristine M. Calo, George Mason University  
   Vanessa Rutherford, Fairfax County Public Schools  
   Tamie Pratt-Fartro, Stafford County Public Schools

VI. Digital Practices and Literacy Identities in an English Education Program  
   Leticia E. Ortega, Penn State University

VII. Effects of a Literacy Coaching Model to Implement Reading/Writing Workshop: A Case Study of One Low-Performing, Low-Socioeconomic Suburban High School  
   Linda Ellis, Sam Houston State University  
   Sandra Harvey, High School Department Chair  
   Gloria Howard, Westfield High School, Houston, TX

4:45 P.M.–6:00 P.M.  TEXAS 1  
PLENARY ADDRESS

Chair: Susan L’Allier, Northern Illinois University

I. Announcements  
   Norman A. Stahl, Northern Illinois University

II. Early Career Achievement Award Presentation  
   Mark Dressman, University of Illinois – Urbana/Champaign

III. Introduction of the Speaker  
   Patricia Anders, University of Arizona

IV. Plenary Address  
   How High-Stakes Testing Inevitably Corrupts Our Indicators and Our Educators  
   David C. Berliner, Arizona State University
**Friday • November 30, 2007**

### Self-Efficacy and Beliefs of Teachers in P-12 Classrooms
**Chair:** Merry L. Boggs, Texas A&M University - Commerce

1. **Content Literacy Implementation in Middle and High School Classrooms:** Portraits of Teacher Efficacy  
   - Susan C. Cantrell, University of Kentucky  
   - Patricia Callaway, University of Kentucky

2. **Influence of the Context on Self-Efficacy Beliefs and Literacy Instruction**  
   - Sunita Singh, University of Illinois at Urbana-Champaign

3. **Examining Kindergarten Teachers’ Beliefs: Children’s Print Literacy Knowledge, Parent Involvement, and Teacher Self-Efficacy**  
   - Jacqueline Lynch, York University

### Reading Interventions
**Chair:** Sherry D. Steen, University of Texas at Austin

1. **CORI-STAR and Guided Reading as Supplementary Instructional Approaches for Struggling Third- and Fourth-Graders: Effects on Comprehension, Metacognitive Awareness, and Motivation**  
   - Janice D. O’Hara, University of Maryland  
   - Mariam Jean Dreher, University of Maryland

2. **The Targeted Reading Intervention: How Early Reading Intervention for Rural Kindergarten and First-Grade Students Affects Teachers’ Ratings of Students’ Literacy Skills**  
   - Steve Amendum, University of North Carolina - Chapel Hill  
   - Marnie C. Ginsberg, University of North Carolina - Chapel Hill

   - Rebecca D. Silverman, University of Maryland  
   - Sara Hines, University of Maryland at College Park

### Bilingual and Biliteracy Development
**Chair:** Michael Wei, University of Missouri - Kansas City

1. **Sentence Repetition and Story Retelling as Indicators of Language and Literacy Proficiency in Young Bilingual Children**  
   - Ken Romeo, Stanford University  
   - Lance Gentile, San Francisco State University  
   - Elizabeth Bernhardt, Stanford University

2. **Spanish-English Developmental Biliteracy: A Critical Synthesis**  
   - Patrick Manyak, University of Wyoming  
   - Mileidis Gort, University of Miami

3. **Independent Biliteracy Through the Wor(l)ds of a Child**  
   - Karen A. Jorgensen, University of Kansas

### Influences on Meaning-Making: Perspectives from Adolescent Literacy
**Chair:** Rebecca K. Shankland, Michigan State University

1. **Personal Epistemology and Multiple Text Comprehension:** Effects of Interactions Between Epistemic Beliefs Concerning the Simplicity and Source of Knowledge on Students’ Deep-level Comprehension of Multiple Texts  
   - Ivar Bråten, University of Oslo  
   - Helge I. Strømsø, University of Oslo

2. **The Influence of Assignment Genre on the Relationship Between Reading Comprehension and Academic Success**  
   - Edward H. Behrman, National University

3. **The Effect of Reading Strategy Instruction on the Metacognitive Awareness and Self-concept of Freshman-level Striving Readers**  
   - Alexandra G. Leavell, University of North Texas  
   - Kyungsim Hong-Nam, Northeastern State University

### Literacy Practices for Social Justice in Diverse Settings
**Chair:** Mary Beth Hines, Indiana University

1. **“Hallelujah!”: Bible-Based Literacy Practices of Children Living in a Homeless Shelter**  
   - Laurie MacGillivray, University of Memphis

2. **Walking the Talk of Social Justice: The Everyday Ethical Literacy Practices of Teachers and Students**  
   - Mary Beth Hines, Indiana University  
   - Janet Johnson, Rhode Island College

3. **In and Out of the Classroom Closet: Narrative Reconstructions of the Lived Experiences of Gay and Lesbian Literacy Educators**  
   - Randal L. Donelson, The Ohio State University - Newark

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**November 28 - December 1, 2007 • 57th National Reading Conference**
3. The Jordan River is Deep and Wide: Cultural Contexts of Community
Gwendolyn Thompson McMillon, Oakland University

SYMPOSIUM SESSION

The TICA Project: Teaching Internet Comprehension to Adolescents Who Are At Risk To Become Dropouts
Chair: David Reinking, Clemson University
Discussant: Julie Coiro, University of Rhode Island

This symposium presents the results from years one and two of a three-year, IES funded, reading comprehension research grant. The project is designed to: (1) identify online reading comprehension skills, strategies, and dispositions and (2) evaluate the effects of online reading comprehension instruction among diverse adolescent youth.

1. Developing Internet Comprehension Strategies Among Adolescent Students at Risk to Become Dropouts: A Three-year IES Research Grant
David Reinking, Clemson University
Jill Castek, University of Connecticut
2. A Closer Look at Measures of Online Reading Achievement and School Engagement with Seventh Graders in Economically Challenged School Districts
Julie Coiro, University of Rhode Island
Jill Castek, University of Connecticut
Laurie A. Henry, University of Kentucky
3. Towards A Taxonomy of Online Reading Comprehension Strategies
Donald J. Leu, University of Connecticut
Jacquelynn Malloy, Clemson University
Amy Carter, Clemson University
Lisa M. Zawilinski, University of Connecticut
4. Conducting a Formative Experiment
David Reinking, Clemson University
Angela Rogers, Clemson University
Kathy Robbins, Clemson University

Book Clubs as Contested Communities for Adult Readers
Chair: Carolyn Colvin, University of Iowa
Discussant: Rebecca Rogers, University of Missouri - St. Louis

Symposium papers address historical and contemporary research on book clubs as sites for understanding adults’ literacy practices. These researchers address theory related to book club participation as framed by issues of economics and dislocation, gender and history, identity and community engagement. Finally, we address what it means to be a community of readers.

Mariah L. Steele, University of Iowa
2. Book Clubs as Communities of Practice for Adult GED Students
Carolyn Colvin, University of Iowa
Lauren Keating, Neighborhood Centers of Johnson County
3. “Whose Town is This?” Teachers, Down-Streeters, and the Antique People Tangle in a Cross-Generational Book Club Throw Down
Mark Jury, SUNY College at Oneonta

An International Perspective on Literacy Policies: Are We All Headed in the Same Direction?
Chair & Discussant: Colin Harrison, University of Nottingham

This symposium examines relationships between literacy policies and practices in Pakistan, England, Malawi, and China. Presentations focus on issues of economic, social, and historical context.
on how national policies influence the selection of instructional content, assessment practices, and instructional models. Discussion will focus on how literacy policies influence educational access and equity for different populations.

1. **Literacy Policies in Pakistan**
   - Lori Czop Assaf, Texas State University - San Marcos
   - Janet C. Richards, University of South Florida

2. **Literacy Policies in England**
   - Roger F. Beard, University of London

3. **Literacy Policies in China**
   - Ran Hu, University of Georgia
   - Jijun Jin, Towson University
   - Jiening Ruan, University of Oklahoma
   - Xiaoming Liu, Penn State University at Harrisburg
   - Wen Ma, Le Moyne College

4. **Literacy Policies in Malawi**
   - Mary Alice Barksdale, Virginia Tech

**8:30 A.M.–10:00 A.M.**

**PADRE ISLAND SYMPOSIUM SESSION**

**Literacy Learning Across Cultural and Linguistic Borders**

**Chair:** Victoria Purcell-Gates, University of British Columbia  
**Discussant:** Erik Jacobson, Montclair State University

These three case studies of literacy practice in different cultural communities examine some of the issues involved in literacy learning within new cultural and linguistic contexts. Each represents one case study within the Cultural Practices of Literacy Study at the University of British Columbia.

1. **Literacy Practices of Nicaraguan Immigrants in Costa Rica**
   - Victoria Purcell-Gates, University of British Columbia

2. **Preparing Teachers to Teach in Culturally Responsive Ways: A Case Study of a Fe y Alegria School in Bolivia**
   - Tracy Gates, University of British Columbia

3. **More Than Translation: Literacy Brokering Among Sudanese Refugees**
   - Kristen H. Perry, University of Kentucky

**8:30 A.M.–10:00 A.M. **

**PALMWOOD-EMBASSY SUITES ALTERNATIVE FORMAT**

**Invited Session: A Critical Analysis of Reading Teacher Education Research: Current Knowledge, Dilemmas, and Promising Directions**

**Chair:** Cathy Roller, International Reading Association  
**Discussants:** Carrice Cummins, Louisiana Tech University  
Rita Bean, University of Pittsburgh  
Cathy Collins Block, Texas Christian University  
Patricia Anders, University of Arizona

In an attempt to update existing reviews of teacher education research, this review provides a comprehensive critical analysis of research published between 1990-2006 that focused explicitly on preparing classroom teachers for reading instruction. Completed by a task force commissioned by the Board of Directors, International Reading Association, this review examined high-quality, peer-reviewed, and published empirical studies based on criteria followed in prior reviews of teacher education (AERA Teacher Education Task Force, 2005; Eisenhart & Towne, 2003) as well as the expansion of their criteria to best ensure that we examined the totality of works that have occurred in the field of reading teacher education.

1. **Presenter:**  
   - Victoria J. Risko, Peabody College, Vanderbilt University

**8:30 A.M.–10:00 A.M.**

**TEXAS 1 SYMPOSIUM SESSION**

**Educative Curriculum Materials: The Frameworks and Evidence Underlying Core Basal Reading Programs**

**Chair:** Elfrieda H. Hiebert, University of California, Berkeley  
**Discussant:** Geoffrey C. Phelps, University of Michigan

Core reading programs are accounting for a lion’s share of instructional time in American classrooms. However, the efficacy of these programs have scarcely been examined. The three papers within this symposium represent lines of research where the teacher’s manuals of reading/language arts programs are examined for their potential in supporting teacher and student learning. The discussant of the symposium is one of the nation’s primary proponents of the need to design teachers’ manuals so that they support teacher learning, especially that of beginning teachers.

1. **If I Follow The Teacher’s Manual, Isn’t That Enough? Analyzing Opportunity to Read Afforded by Three Core Programs**
   - Devon Brenner, Mississippi State University  
   - Renarta Tompkins, Mississippi State University  
   - Robin Miles, Office of Reading, Early Childhood & LA

2. **Open Court Reading Comprehension Instruction in the Context of Kintsch's Model of Comprehension**
   - Helen Maniates, University of California, Berkeley  
   - P. David Pearson, University of California, Berkeley

3. **Morphology in Mind: A Comparison of the Vocabulary in Science and Reading Programs**
   - Susan Ebbers, University of California, Berkeley  
   - Elfrieda H. Hiebert, University of California, Berkeley

**8:30 A.M.–10:00 A.M.**

**TEXAS 2 ALTERNATIVE FORMAT**

**Powerful Teaching, Powerful Visions: Exploring the Roles of Vision & Visioning in Reading Teacher Education**

**Chairs & Discussants:** Jennifer D. Turner, University of Maryland at College Park  
Gerald G. Duffy, University of North Carolina - Greensboro

The purpose of this alternative session is to explore teacher vision and visioning as an essential set of teacher education tools which support preservice reading teachers’ development of powerful conceptions of teaching. The focus of the session is timely, given the substantial scholarly attention that teacher vision and visioning have garnered over the past several years (Feimn-Nemser, 2001; Hammerness, 2003; Kennedy, 2006; Shulman & Shulman, 2004). Throughout this interactive session, we will take up a range of questions/issues related to teacher vision and visioning, including: (a) What is teacher vision? (b) How do teachers’ visions develop in teacher education programs? (c) How do teachers’ visions change as they encounter school contexts as student
teachers and practicing teachers? (d) What is the nature of the relationship between preservice teachers’ visions, their teaching, and reflections on teaching? (e) How might visioning serve as a transformative practice in preparing reading teachers to work effectively in culturally diverse classrooms?

1. Research Talks
Rebecca Mercado, University of Maryland at College Park
Jean Rohr, University of North Carolina - Greensboro
Roya Leiphart, University of North Carolina - Greensboro
Jennifer D. Turner, University of Maryland at College Park
Gerald G. Duffy, University of North Carolina - Greensboro

8:30 A.M.–10:00 A.M. TEXAS 3
SYMPOSIUM SESSION

Talkin’ Bout a Revolution: A Symposium on New Literacies and Pedagogies in Higher Education

Chair: Dana J. Wilber, Montclair State University
Discussant: Julia Davies, University of Sheffield

This symposium presents the results of three empirical research projects into the new literacies of college-age students across a variety of classroom contexts, focusing on their literacy practices and the ways in which their uses of new media are paradigmatically and ontologically new. In addition, we analyze two different university programs that use students’ new literacies as the center of their pedagogical approach. Implications for both research and pedagogy will be presented and analyzed.

1. JumpStart: Integrating New Literacies and Media into a College Pre-freshman Summer Reading Program
Dana J. Wilber, Montclair State University

2. Virtual Worlds and New Literacies = Real Pedagogies: Examining Teaching, Learning and Literacies in Virtual Communities of Practice
Charles K. Kinzer, Teachers College, Columbia University

3. Cultural Models of Students’ New Literacies in the First-year College Classroom
Sarah Lohnes, Teachers College, Columbia University

8:30 A.M.–10:00 A.M. TEXAS 6
SYMPOSIUM SESSION

Health Care, English, and Critical Awareness: Developing the Multiple Literacies of English Language Learners
Beverly Troiano, University of Illinois at Chicago

8:30 A.M.–10:00 A.M. TEXAS 3
SYMPOSIUM SESSION

Enhancing Students’ Text Comprehension: Interventions that Work

Chair: Peggy N. Van Meter, Pennsylvania State University
Discussant: Patricia A. Alexander, University of Maryland

There is no debate surrounding the need to find instructional interventions that promote learning from text. Yet, interventions that affect learning from text are extremely difficult to design and implement. This symposium showcases four instructional strategy interventions that work to foster reading comprehension of narrative, expository, and multimedia texts.

1. Examining the Influence of Contextual and Individual Difference Variables in Discussions about Text
P. Karen Murphy, Pennsylvania State University

2. Does the Worked Example Work When Reading Statistics Texts?
Jonna M. Kulikowich, Pennsylvania State University
Jill A. Zeruth, Pennsylvania State University

3. Promoting Struggling Adolescent Students’ Reading Comprehension of and Writing about Expository Text through Strategy Instruction
Linda H. Mason, Pennsylvania State University
Maeghan N. Edwards, Pennsylvania State University

4. The Effects of Mini Instructional Interventions to Promote Learners’ Knowledge Construction from Expository Texts and Explanative Diagrams
Rayne A. Sperling, Pennsylvania State University

8:30 A.M.–10:00 A.M. TEXAS 7
SYMPOSIUM SESSION

Interventions for Struggling Adolescent Readers: Problems and Promise

Chair: Michael C. McKenna, University of Virginia
Discussant: Elise Harrison, University of Virginia

Every day some 7,000 American students drop out of high school, and intervention programs of many types and at many levels have arisen to address this challenge. This symposium summarizes research into middle school intervention programs, offers a new tool for evaluation, and presents findings related to three such programs.

1. Evaluating Interventions for Struggling Middle School Readers
Douglas Fisher, San Diego State University
Gay Ivey, James Madison University

2. Urban Literacy Reform for Striving Readers: Investing in Youth by Investing in Teachers
William G. Brozo, George Mason University

3. Targeting Both Skill and Will: An Intervention Designed to Motivate Struggling Adolescents while Improving Comprehension Proficiency
Jessica Matthews, University of Virginia
Carrie Nagel, University of Virginia
Michael C. McKenna, University of Virginia
4. Framework for a Multi-Tiered Online Adolescent Literacy Course  
Achariya T. Rezak, University of Georgia  
Christine A. Mallozzi, University of Georgia

10:15 A.M.–11:45 A.M.  
PAPER SESSION

Literacy Instruction in K-12 Classrooms  
Chair: Nance S. Wilson, University of Central Florida  
1. What Affects Instructional Choice? Profiles of K-2 Teachers’ Use of Reading Instructional Strategies and Methods  
Luana Zellner, Texas A&M University  
William H. Rupley, Texas A&M University  
William D. Nichols, University of North Carolina - Charlotte  
2. Teachers’ and Researchers’ Analyses of Equitable Discourse in Literacy Teaching  
Ellen McIntyre, University of Louisville  
Nancy Hulan, University of Louisville  
3. Characteristics of Language Arts and Reading Teachers Assigned to Low-Performing Public High Schools: Implications for Literacy Instruction  
Pamela S. Craig, University of Central Florida

10:15 A.M.–11:45 A.M.  
PAPER SESSION

Literacies & Identities: Perspectives from Adult Literacy  
Chair: Karen Spector, University of Alabama  
1. Living Literacy: A Life History Portrait of an African American Woman in a Rural Southern Community  
Amy S. Johnson, University of South Carolina  
2. Interaction and Identity Development: What Adult Learners in a Computerized Program Come to Understand About Knowledge, Learning, and Literacy  
Christopher Worthman, DePaul University  
3. Navigating Early College Literacies: Latino/a Students, Identity (Re)Constructions, and the University  
Holly Hungerford-Kresser, University of Texas at Austin

10:15 A.M.–11:45 A.M.  
PAPER SESSION

Preservice Teacher Programs  
Chair: Kelly B. Cartwright, Christopher Newport University  
1. Performance Assessment and Licensure Exams: Questions of Validity and Value  
Francesca Pomerantz, Salem State College  
Michelle Pierce, Salem State College  
2. Participatory Research, Representation, and Design in a Study of Preservice Teachers of Literacy  
Melissa Mosley, University of Texas - Austin  
3. Ready, or Not?: A Look at the Literature on Novice Literacy Teachers’ Practice, Support, Confidence, and Retention Across Pre-service Teacher Preparation Programs  
Aimee Morewood, University of Pittsburgh at Johnstown  
Peggy D. Cuevas, University of Miami  
Ana M. Pazos-Rego, University of Miami  
Bette Bergeron, Arizona State University  
Natalie K. Conrad, University of Pittsburgh at Johnstown  
Mary A. Avalos, University of Miami  
Roya Leiphart, University of North Carolina - Greensboro  
Julie W. Ankrum, University of Pittsburgh at Johnstown  
Natalie Heisey, University of Pittsburgh

10:15 A.M.–11:45 A.M.  
SYMPOSIUM SESSION

The Role of Technology in Literacy Communities and Spaces  
Chair: Michelle Commeyras, University of Georgia  
1. Reconceptualizing the “Space” of a Writing Community  
Jackie M. Arnold, University of Dayton  
2. Setting Narratives in the First Space of Home and Community: The Effect of Writing for Peers On-line  
Joshua F. Lawrence, Boston University  
3. Internet Treehouses: Kids Creating Online Literacy Spaces  
Marva J. Solomon, University of Texas at Austin

Friday • November 30, 2007

We know that teachers engage in thoughtfully adaptive actions during literacy instruction. However, we do not know whether such actions have an impact on student performance. Collective case studies explore that question. Ten teachers’ adaptive actions in literacy instruction, and their impact on target students’ comprehension and motivation, are examined.
The Affordances and Limitations of Using Popular Culture and Media as Part of the Regular Literacy Curriculum

Chair: Margaret Albers, Georgia State University
Discussants: Geraldine S. Van de Kleut, Lambton-Kent District, Ontario
Lee Hefferman, Childs Elementary/Indiana University

Critical theorists advocate expanding the English language arts curriculum to include “everyday” literacies. The studies reported in this symposium address both the potential and the problems of using popular media in the classroom, including teacher and student responses to investigations of popular toys, video games, advertisements, and political cartoons.

1. Developing the Language of Critique: Interrogating Popular Toys
   Christine H. Leland, Indiana University/Purdue University at Indianapolis

2. Unpacking Advertisements to Understand and Extend the Everyday Analytical Practices of Children and Teachers
   Jerome C. Harste, Indiana University
   Connie L. White, California State University, Northridge
   Geraldine S. Van de Kleut, Lambton-Kent District, Ontario

3. The Affordances and Constraints of Using Political Cartoons as a Regular Part of the Elementary Literacy Curriculum
   Mitzi Lewison, Indiana University
   Lee Hefferman, Childs Elementary/Indiana University

Assessing Reading Fluency and Concomitant Abilities in Second through Sixth Grade

Chair: Darrell Morris, Appalachian State University
Discussant: Timothy Rasinski, Kent State University

This symposium reports results from a completed four-year longitudinal study of elementary students’ (grades 2-6) reading fluency (oral and silent), word recognition-in-isolation, comprehension, and spelling. Norms for each performance area will be presented in Paper 1. Paper 2 will describe the relationship between automatic word recognition and reading fluency, and Paper 3 will describe the relationship between oral reading rate and phrased reading.
3. **A Critical Discourse Analysis of One Teacher’s Conflicting Literacy Identities**
   Sheila Benson, West Virginia University

10:15 A.M.–11:45 A.M.  HILL COUNTRY D
SYMPOSIUM SESSION

**The Politics of Power in Children’s Literature: Silencing, Misrepresentation, and Control**

Chair: Kathy G. Short, University of Arizona
Discussant: Patricia Enciso, The Ohio State University

This symposium examines the influence of U.S. dominant cultural values on the portrayal of particular cultural groups and in how authors shape their texts for children as audience. The researchers examine the ways in which authors of children’s literature portray “other” cultural groups, including children, who are outside of mainstream U.S. culture.

1. **The Portrayal of Pakistan and Afghanistan in Children’s Literature in the U.S.**
   Seemi Raina, University of Arizona

2. **“Otherness” in Children’s Literature: The Portrayal of Korean Culture**
   Yoo-kyung Sung, University of Arizona

3. **Children’s Literature as Social Control**
   Melissa Wilson, University of Arizona

10:15 A.M.–11:45 A.M.  PADRE ISLAND
PAPER SESSION

**Subject-Specific Literacy**

Chair: Mary C. Newman, College of DuPage

1. **Reading and Solving Word Problems in School Math: The Role of Linguistic and Mathematical Knowledge in the Comprehension Process**
   Jingzi Huang, Monmouth University
   Bruce Normandia, Monmouth University

2. **The Influence of New Literacies and Teacher Creativity in Two Content Area Teachers’ Use of Multiple Texts and Multimedia Resources to Promote Students’ Comprehension**
   Jennifer J. Wimmer, University of Nevada, Las Vegas
   Benita Dillard, University of Nevada, Las Vegas
   Nancy T. Walker, University of La Verne
   Thomas W. Bean, University of Nevada, Las Vegas

3. **Reading Refutational Texts in Physics Class: A Discipline-Specific Literacy Strategy**
   Kathleen D. Stoch, University of Illinois at Chicago

10:15 A.M.–11:45 A.M.  PALMWOOD-EMBASSY SUITES
SYMPOSIUM SESSION

**Language Development and Instruction: Toward Early Childhood Classrooms with Rich Oral Language Learning Opportunities**

Chair: Carol Vukelich, University of Delaware
Discussant: Margaret McKeown, University of Pittsburgh

This symposium’s three papers provide descriptions of ways to create classroom-based language learning opportunities for preschool children and to assess their language learning.

1. **Validity of Real-time Analysis of Children’s Spoken Narrative**
   Laura M. Justice, The Ohio State University
   Khara Pence, University of Virginia
   Carolyn Gosse, University of Virginia

2. **Changing Discourse Patterns in Head Start Classrooms: Challenges and Possible Directions**
   David Dickinson, Vanderbilt University
   Catherine Darro, Vanderbilt University
   Anna Falkner, Vanderbilt University
   Jennifer Frey, Vanderbilt University
   Titilayo Tinubu, Vanderbilt University

3. **Building Vocabulary: The Effects of a Tier 2 Intervention on Head Start Children’s Vocabulary Development**
   Kathy Roskos, John Carroll University
   Carol Vukelich, University of Delaware
   Myae Han, University of Delaware
   Noreen S. Moore, University of Delaware
10:15 A.M.–11:45 A.M.  TEXAS 2
SYMPOSIUM SESSION

Preparing a New Generation of Middle and High School Teachers to Develop Literate Adolescents: Reading and Writing to Learn with Traditional Literacy and the ‘New Literacies’

Chair: Douglas K. Hartman, University of Connecticut
Discussant: Andres Henriquez, Carnegie Corporation of New York

This symposium presents results from a project funded by the Carnegie Corporation’s Adolescent Literacy Preservice Initiative. Papers will present findings from: (a) preservice teachers’ analyses of traditional print literacies and new online literacies; (b) a study to use and adapt reciprocal teaching for online use with preservice teachers; (c) preservice teachers’ application of the new literacies to novel classroom situations; and (d) the design of a new literacies measure for preservice teachers.

1. Investigating Literacies—Preservice Mathematics and Science Teachers’ Analyses of Traditional Print Literacies and New Literacies of the Internet
   Mark R. Olson, University of Connecticut
   Mary P. Truxaw, University of Connecticut
   Donald J. Leu, University of Connecticut

2. Using Reciprocal Teaching with Secondary Mathematics, Science, and English Print Texts…and Adapting it for Use with Digital Internet Resources
   Douglas K. Hartman, University of Connecticut
   Mark R. Olson, University of Connecticut
   Mary P. Truxaw, University of Connecticut

3. How do Preservice Teachers Apply the New Literacies to Novel Classroom Situations?
   Lisa M. Zawilinski, University of Connecticut
   Douglas K. Hartman, University of Connecticut

4. Preservice Teachers’ Knowledge, Skill, Use, and Attitude of the New Literacies
   Douglas K. Hartman, University of Connecticut

10:15 A.M.–11:45 A.M.  TEXAS 3
SYMPOSIUM SESSION

When Interest Meets Opportunity: Preschoolers’ Responses to Writing Activities in the Write Start! Project

Chair: Deborah Wells Rowe, Vanderbilt University
Discussant: David B. Yaden, University of Arizona

This symposium reports ways that personal interests affect 2- to 5-year-olds’ participation in emergent writing activities. The three papers provide a conceptual overview and results from the Write Start! Project—a curriculum development and research project studying preschool children and teachers’ interactions with writing in childcare classrooms.

1. The Impact of Personal Interest on Two-Year-Old’s Early Interactions with Writing
   Carin Neitzel, Vanderbilt University
   Deborah Wells Rowe, Vanderbilt University

2. The Impact of Interest on Children’s Responses to Three Standardized Writing Tasks
   Deborah Wells Rowe, Vanderbilt University
   Carin Neitzel, Vanderbilt University
   Emily Culver Bigelow, Vanderbilt University

3. “I made letters:” Examining the Relationship Between Phonemic Alphabet Knowledge and Children’s Interest Patterns
   Deborah Wells Rowe, Vanderbilt University
   Kirsten S. Suer, Vanderbilt University

10:15 A.M.–11:45 A.M.  TEXAS 5
SYMPOSIUM SESSION

The Fair Go Project: Pathways to Student Engagement in Multiliteracies

Chair: Katina I. Zammit, University of Western Sydney
Discussant: Ernest Morrell, University of California, Los Angeles

The Fair Go Project’s research focuses on student engagement among low SES students in primary (elementary) schools in Sydney’s South West, with each team working with teachers and their classes, around implementing pedagogy, curriculum and assessment to increase student engagement by challenging the discourses of power played out in classrooms. This symposium reports on the three teams who investigated literacy—visual literacy, drama and literacy, and technology and literacy.

1. Introduction: The Fair Go Project
   Katina I. Zammit, University of Western Sydney

2. Visual Literacy: Seeing a Difference
   Jon Callow, University of Western Sydney

3. Using Drama to Improve English Skills and Enhance a Feeling of Engagement in the Process
   Margery I. Hertzberg, University of Western Sydney

4. “School is for us”: Linking Literacy, Technology and Engagement
   Katina I. Zammit, University of Western Sydney

10:15 A.M.–11:45 A.M.  TEXAS 6
SYMPOSIUM SESSION

The Impact of Legitimate Knowledge on Teaching and Learning: Three Cases

Chair: Prisca Martens, Towson University
Discussant: Yetta M. Goodman, University of Arizona

This symposium uses socio-psycholinguistic theory to examine the effects of current educational mandates that specify what counts as “legitimate knowledge” on teaching and learning. Three contexts are examined. One is analyzed by a university researcher, the second by the classroom teacher, and the third by a parent-researcher.

1. The Legitimacy of Whole Class Reading Instruction
   Prisca Martens, Towson University

2. …With Liberty and Justice for All
   Deborah Coughlin, Sebastian School District, Florida

3. The Struggle to Become a Reader: A Case-Study of a Transitional Reader In and Out of School
   Catherine Maderazo, Kansas State University
Exploring Critical Literacy and Critical Pedagogy Through Theatre of the Oppressed: Confronting the Status Quo

Chair: Carol V. Rozansky-Lloyd, University of Nebraska at Omaha
Discussant: Rosary Lalik, Virginia Tech University

Theatre of the Oppressed (TO) (Boal, 1979) provides a means to adopt and communicate a critical stance about teaching and texts. We employed TO in our work with in-service teachers, with third graders, and with eighth graders. We will share examples of their TO and related dialogue.

1. Encouraging and Describing Students’ Critical Literacy through Theatre of the Oppressed
   Carol V. Rozansky-Lloyd, University of Nebraska at Omaha
   Carrie Thorpe, Omaha Public Schools
   Colleen Aagesen, Omaha Public Schools

2. Teachers Constructing Social Class through Theatre of the Oppressed
   Sharon M. Peck, SUNY - Geneseo
   Cheryl A. Kreutter, SUNY - Geneseo

Reading and Writing Miscue Analysis for Chinese Learners

Chair: Rosalind J. Wu, Hong Kong Institute of Education
Discussants: Lian-Ju Lee, University of Tainan
              Rosalind J Wu, Hong Kong Institute of Education
              Yueh-Nu Hung, National Taichung University
              Shaomei Wang, Tufts University
              Wen-Yun Lin, National Taipei University of Education

An adapted version of Goodman’s reading miscue inventory is used to analyze the oral reading of readers in Taiwan, Hong Kong and USA in five presentations. Parallels in developing readers’ transaction with print will be discussed. Implications for the teaching and learning of Chinese reading is also explored.

1. Reading and Writing Miscues of Young Chinese-speaking Children
   Lian-Ju Lee, University of Tainan

2. Reading Miscues of Cantonese Speaking Children
   Rosalind J. Wu, Hong Kong Institute of Education

3. A Miscue Study on Fifth Grade Students: Reading of a Science Text
   Yueh-Nu Hung, National Taichung University

4. Making Sense of L2 Chinese Reading
   Shaomei Wang, Tufts University

5. Chinese Reading Miscue Analysis and Pre-service Teachers: Reflections
   Wen-Yun Lin, National Taipei University of Education

Understanding Reading Development: Decoding, Intervention, and Attitude

Chair: Nancy Flanagan Knapp, University of Georgia

1. What Happens When Children in High-Needs Districts Who Need Early Intervention Do Not Receive It?
   Meiling Tang, Ohio Department of Education
   Deborah G. Litt, Trinity (Washington) University

2. The Reading Attitude Survey: An Initial Validation Study
   Nancy Flanagan Knapp, University of Georgia
   Deborah L. Teitelbaum, University of Georgia

Read Alouds

Chair: Lauren A. Liang, University of Utah

1. The Effects of Parent-Led Read-Alouds of Nonfiction Books on First-Graders’ Vocabulary Acquisition and Motivation to Read
   Rebecca A. Gibson, University of Maryland
   Mariam Jean Dreher, University of Maryland

2. Teacher Read-Alouds at Second Grade, With and Without Student Companion Texts: Unexpected Findings
   Diane H. Tracey, Kean University
   Julie Sobel, Kean University

3. A Comparison of Preschool Teachers’ Read Alouds of Storybooks and Expository Books
   Lisa Hammett Price, University of North Carolina
   Barbara A. Bradley, University of Kansas
   Jana Rea, Pediatric Developmental Therapy

Literature to Inform and Transform

Chair: Julie C. Schultz, Reinhardt College

1. Visions and Voices of Mexican-American Picture Book Illustrators
   Jennifer Battle, Texas State University - San Marcos

2. Celebrating or Subverting Difference: Comparing Gay Characters with Characters that Are “Different” in Children’s Picture Books
   Janine M. Schall, University of Texas - Pan American

3. Developing Intercultural Understandings Through International Childrens Literature
   Kathy G. Short, University of Arizona

Literacy Lessons from Video Games, Comics, and TV

Chair: Stergios G. Botzakis, University of Tennessee

1:15 P.M.—2:45 P.M.  BIG BEND B
1:15 P.M.—2:45 P.M.  BIG BEND C
1:15 P.M.—2:45 P.M.  BIG BEND D
1:15 P.M.—2:45 P.M.  BIG BEND E
1. Literacy Lessons from Videogames - What Counts as Literacy in the 21st Century?
   Kathy J. Sanford, University of Victoria
   Leanna Madill, University of Victoria

   Kristen H. Perry, University of Kentucky
   Annie M. Moses, Michigan State University

3. “I’ve gotten a lot out of reading comics”: Poaching and Lifelong Literacy
   Stergios G. Botzakis, University of Tennessee

1:15 P.M.–2:45 P.M. FOOTHILLS I
ALTERNATIVE FORMAT

To Act or Not to Act: Ethical Behavior in the Highly Charged NCLB Culture

Chair & Discussant: Karen M. Feathers, Wayne State University

In this highly charged culture of NCLB, many NRC members have been faced with dilemmas related to ethical behavior. The purpose of this alternative session is to provide a venue for participants to identify and discuss these ethical issues, share actions taken by various NRC members, and brainstorm possible actions.

1. Overview of the Session
   Karen M. Feathers, Wayne State University
   Kathy Champeau, Muskego-Norway School District
   Mark Conley, Michigan State University
   Dorsey Hammond, Salisbury University
   Richard L. Allington, University of Tennessee at Knoxville
   Peter Johnston, University at Albany

2. Sharing Issues and Actions
   Karen M. Feathers, Wayne State University

1:15 P.M.–2:45 P.M. FOOTHILLS II
SYMPOSIUM SESSION

Multiple Perspectives on Incorporating Alternative Texts and New Literacies into Classroom Instruction

Chair: Martha H. Dillner, University of Houston, Clear Lake
Discussant: Linda D. Labbo, University of Georgia

This symposium describes how technoliteracies and electronic textual forums are used to create new language practices, multimodal and intertextual representations, and hybrid texts. These papers describe how identities are formed and represented online through engaging in digital practices as members of e-communities, as consumers and producers of cybersites, and as users and creators of weblogs.

1. Integrating Everyday Texts with Multiple Modes of Meaning into a Scripted Reading Program
   Shelley Xu, California State University, Long Beach
   Rachel S. Perkins, Delores Elementary School

2. Speaking Out: Adolescents’ Views of Connecting Out-of-School Online Literacies to Their In-School Instruction
   Barbara J. Guzzetti, Arizona State University

3. Teaching with New Literacies in Low-Income Middle Schools
   Margaret C. Hagood, College of Charleston

1:15 P.M.–2:45 P.M. HILL COUNTRY A
ALTERNATIVE FORMAT

Exploring the Intersections of Art and Critical Literacies at “The Source”

Chair: Rosary Lalik, Virginia Tech University
Discussant: Carol V. Rozansky-Lloyd, University of Nebraska at Omaha

This session reveals one attempt to better understand critical literacy pedagogies by examining the practice of one teacher educator who collaborated with adults to create a 14’ X 75’ mosaic at an outreach center. Audience members will vicariously experience the examined project by engaging in a series of artistic experiences (video, art making, readers’ theatre).

1. Exploring the Intersections of Art and Critical Literacies at “The Source”
   Lynn Sanders-Bustle, University of Louisiana at Lafayette
   Rosary Lalik, Virginia Tech University

1:15 P.M.–2:45 P.M. HILL COUNTRY B
SYMPOSIUM SESSION

Navigating Tensions: Becoming Writers in Schools and Communities

Chair: Amy Seely Flint, Georgia State University
Discussant: Julia M. Lopez-Robertson, University of South Carolina

Three research studies examine the nuances of teacher/teacher, teacher/student, and student/student exchanges around writing and how these interactions impact what writing comes to be about and for. Focusing on the interactions among students and teachers, these studies shed new light on the ways in which students and teachers develop and navigate particular literate identities around writing.

1. “It can’t just be all about you:” Joining and Forming Writing Communities
   Tasha Tropp Laman, University of South Carolina

   Katie Van Sluys, DePaul University

3. Learning to Be Writing Teachers: Examining Two Teachers’ Shifts in Identity around Literacy Practices
   Amy Seely Flint, Georgia State University

1:15 P.M.–2:45 P.M. HILL COUNTRY C
SYMPOSIUM SESSION

Texts, Readings, Retellings: Analysis of Children’s Reading of Two Stories

Chair: G. Pat Wilson, University of South Florida
Discussant: Poonam Arya, Wayne State University

The research is an in-depth analysis of the impact of story content and structure on second graders’ comprehending and comprehension of two texts of similar readability and of familiar content. Methodology includes miscue analysis and quantitative and qualitative study of retellings.
1. Text Characteristics, Miscue Patterns, and Retellings of A Letter to Amy
   Poornam Arya, Wayne State University

2. Text Characteristics, Miscue Patterns, and Retellings of See You Tomorrow, Charles
   Lijun Jin, Towson University
   G. Pat Wilson, University of South Florida

3. The Relationship between Retellings, Text Characteristics, and Children’s Readings of Both Texts
   Prisca Martens, Towson University

1:15 P.M.–2:45 P.M.  HILL COUNTRY D
ALTERNATIVE FORMAT

From Clinic to Mandates: The Praxis of Teaching Reading after Reading Clinic/Literacy Lab

Chair: Penny Freppon, University of Cincinnati
Discussant: Barbara Walker, Oklahoma State University

Opportunity for small group interactions on transfer of lab/clinic practices to literacy professionals’ roles in schools. Findings from 10 sites at which university researchers/clinic supervisors conducted in-depth interviews of reading clinic/literacy lab graduates; focus on transfer and the impact of mandates on key areas of practice: assessment, instruction, coaching, leadership & technology.

1. Introduction and Contexts
   Barbara Laster, Towson University

2. Research Reports
   Barbara Laster, Towson University
   Cheryl Dozier, University of Albany
   Jeanne B. Cobb, Coastal Carolina University
   Theresa Deeney, University of Rhode Island
   Stephan Sargent, Northeastern State University
   Lillian Benavente-McEnery, University of Houston, Clear Lake
   Charline J. Barnes, West Virginia University
   Debra Gurvitz, National-Louis University
   Aimee Morewood, West Virginia University
   Stephanie McAndrews, Southern Illinois University, Edwardsville
   Lee Dubert, Boise State University
   Chitlada Patchen, University of North Texas

1:15 P.M.–2:45 P.M.  PADRE ISLAND
PAPER SESSION

Evolving Literacy Theory

Chair: Ruby Sanny, Purdue University

1. Utilizing Multiple Theoretical Perspectives in Literacy and Technology Research: An Eclectic Stance
   Ruby Sanny, Purdue University
   William H. Teale, University of Illinois at Chicago

2. The Embodiment of Literacies: The Bodily Bases of Making and Communicating Meaning
   James R. Gavelek, University of Illinois at Chicago

3. Struggling with Literacy (Instruction): The Two-Year Story of One Teacher, One Professor, and a Classroom of Children in a Culturally and Linguistically Diverse School in the Age of NCLB
   Karla J. Moller, University of Illinois

1:15 P.M.–2:45 P.M.  PALMWOOD-EMBASSY SUITES
SYMPOSIUM

Invited Session: Stories of Poverty in the Literacy Classroom: Supporting Preservice Teachers’ Responses to the Realities of Students’ Lives
Chair: Elizabeth Dutro, University of Colorado at Boulder
Discussants: Donna Alvermann, University of Georgia
              Ernest Morrell, University of California – Los Angeles

Although pedagogical practices and curricula often encourage children and youth to share their lives in literacy classrooms, preservice teachers are not always prepared to respond to the experiences of students living in poverty. Through discussion of researching high-poverty elementary and secondary schools, this session focuses on the experiences related to economic hardship that many students bring to classrooms and the important lessons those stories hold for preservice literacy education.

1. Responding to “Hard Times” in a Mandated Literacy Curriculum: Children’s Stories of Poverty Confront Middle-Class Assumptions
   Elizabeth Dutro, University of Colorado at Boulder

2. Girls, Poverty, and a New Narrative: Neighborhood Stories and Critical Engagement
   Stephanie Jones, University of Georgia

3. Through Students’ Eyes: Urban Youths’ Perceptions of the Supports and Impediments to School Success
   Kristen Marquez-Zenkov, Cleveland State University

1:15 P.M.–2:45 P.M.  TEXAS 1
SYMPOSIUM SESSION

Home Literacies, Multicultural Contexts, and Mainstream Schooling

Chair: Guofang Li, Michigan State University
Discussant: Diane Lapp, San Diego State University

This symposium features research on home literacy practices in multicultural contexts. The papers address several convergent issues: what home literacies are in diverse contexts, their relations to school literacies, and their implications for K-12 and teacher education. This symposium provides new understandings about the importance of home literacy in education.

1. Syncretic Home Literacies: Learning to Read in Two Languages and Three Worlds
   Mariana Souto-Manning, University of Georgia

2. Home Literacies and Living in an Inner City: Case Studies of Low-SES White Families
   Guofang Li, Michigan State University

3. Understanding English Language Learners’ Identities in Home and School Contexts from Three Perspectives
   Sarah J. McCarthey, University of Illinois at Urbana-Champaign
1:15 P.M.–2:45 P.M.  TEXAS 2
ALTERNATIVE FORMAT

Examining Culturally Responsive Teaching Possibilities Using International, Global, and/or Multicultural Children's and Young Adult Literature

Chair: Stephen Phelps, Buffalo State College
Discussant: Cynthia Brock, University of Nevada, Reno

The session features first-hand experiences with print and non-print resources that could be used to teach about diverse world cultures at elementary and secondary levels. After a brief introduction, participants will rotate through three 20-minute discussions led by each of the presenters, followed by comments from the discussant.

1. Resources for Teaching about Islam in Middle and High School
   Stephen Phelps, Buffalo State College

2. An Emic-etic Dialogue about Using International and Global Children's Literature in a Culturally Responsive Manner
   M. Kristiina Montero, Syracuse University
   Heidi Beverine-Curry, Syracuse University

3. Multiple Texts for Multiple Perspectives: Opening Spaces for Adolescents' Conceptual Understandings
   Fenice Boyd, University at Buffalo - SUNY

1:15 P.M.–2:45 P.M.  TEXAS 3
ALTERNATIVE FORMAT

Community-Centered Approaches to Science and Literacy Curriculum and Instruction: Identifying and Exploring Local Practices

Chairs: Georgia Hodges, University of Georgia
        Pam Stratton, Taliaferro County School

Discussants: Amy S. Johnson, University of South Carolina
            Deborah Tippins, University of Georgia

In this session, science and literacy faculty at a large southeastern university and PreK-8th grade teachers at a small rural school explore ways that they have sought to promote students’ literacy learning through inquiry into local science and literacy practices. In this alternative session format, we discuss the anthropological tools that we have used with teachers and students to identify local science and literacy practices.

1. Memory Banking: A Multi-faceted Look at Local Nutritional and Literacy Practices in the Community
   Pam Stratton, Taliaferro County School
   Deborah Tippins, University of Georgia

2. The Photoessay: An Inquiry-based Tool for Understanding Science and Literacy in the Community
   Georgia Hodges, University of Georgia
   Achariya T. Rezak, University of Georgia

3. Local Narratives: Listening to Stories in the Community
   Amy S. Johnson, University of Georgia

1:15 P.M.–2:45 P.M.  TEXAS 5
SYMPOSIUM SESSION

Developing a Credentialing System for Adult Education Teachers

Chair & Discussant: Terry S. Salinger, American Institutes for Research

The development of a credential process for adult educators will be described, from the perspectives of the university faculty who developed it and the researcher who critiqued the work. Credential candidates must complete an action research project and write their reflection on the project. Samples of these reflections, especially related to literacy, will be presented.

1. Background and Review of the Literature
   Terry S. Salinger, American Institutes for Research

2. Developing the Credential Approach
   Emily Miller-Payne, Education Institute
   Ken Stedman, Education Institute

3. Testing the Plan with Teachers
   Ken Stedman, Education Institute
   Michelle Janysek, Education Institute

4. Teacher Reflections on the Practice
   Emily Miller-Payne, Education Institute

1:15 P.M.–2:45 P.M.  TEXAS 6
ALTERNATIVE FORMAT

Teacher Beliefs About Reading Motivation and its Enactment in Urban Classrooms

Chair: Matthew Quirk, California State University, Long Beach
Discussants: Norman Unrau, California State University, Los Angeles
            Robert Rueda, University of Southern California

This session presents an overview of research on the challenges teachers face motivating upper elementary/middle school children to read, followed by a brief description of two studies on this topic, concluding with audience reaction and open discussion of teachers’ beliefs/practices and how they impact students’ motivation for reading.

1. The Challenges of Literacy Motivation in Upper Elementary and Middle Schools
   Norman Unrau, California State University, Los Angeles
   Robert Rueda, University of Southern California
   Alejandra Velasco, University of Southern California

2. Teachers’ Beliefs about Motivation for Reading
   Matthew Quirk, California State University, Long Beach
   Hyo Lim, University of Southern California

3. Understanding Teacher’s Beliefs of Urban Students’ Reading Motivation and the Relationship to Their Instructional Practices
   Gisele Ragusa, University of Southern California
   Erica Bowers, California State University, Fullerton
   Gustavo Lorea, University of Southern California
   Kayoko Honda, University of Southern California
**November 30, 2007**

**TEXAS 7**

**SYMPOSIUM SESSION**

**Contributions of Cognitive Flexibility to Reading Skill from Preschool to High School: Implications for Research and Practice**

**Chair:** Kelly B. Cartwright, Christopher Newport University  
**Discussant:** Cathy Collins Block, Texas Christian University

Contemporary work in cognitive development focuses on cognitive flexibility, the ability to coordinate flexibly multiple mental representations, and offers insight for understanding reading processes. Little work has explored this intersection. This symposium addresses that gap, examining the role of cognitive flexibility in reading across development, from preschool to high school.

1. **Representational Flexibility and the Emergence of Phonological Awareness**  
   Sylvia Ashwell, University of Florida  
   M. Jeffrey Farrar, University of Florida

2. **Effects of a Small-Group Graphophonological-Semantic Flexibility Intervention on Reading Comprehension in Elementary Students**  
   Kelly B. Cartwright, Christopher Newport University  
   Jan Clause, Palmer Elementary School  
   Kenneth Schmidt, Riverside Elementary School

3. **Flexibility in Middle School Students’ Comprehension: Metacognitive Shifting in Strategy Use**  
   Susan E. Israel, University of Dayton

4. **Content Area Reading/Learning: Flexibility in Knowledge Acquisition**  
   Cynthia Hynd-Shanahan, University of Illinois at Chicago

**3:00 P.M.–4:30 P.M.**

**BIG BEND A**

**PAPER SESSION**

**The Influence of Environment and Student Characteristics on Early Reading Development**

**Chair:** Chinwe H. Ikpeze, St. John Fisher College

1. **Exploring the Interplay Between Fifth-Grade Readers’ Knowledge, Interests, and Beliefs and Their Perceptions of the Persuasiveness of Text**  
   Jessica V. Palladino, University of Maryland at College Park

2. **Not Just for Teachers: Teaching and Learning from Students’ Reflections**  
   Chinwe H. Ikpeze, St. John Fisher College

3. **Transactions Among Early Reading Development and Individual and Environmental Conditions: A Case Study**  
   Marnie C. Ginsberg, University of North Carolina - Chapel Hill

**3:00 P.M.–4:30 P.M.**

**BIG BEND B**

**PAPER SESSION**

**Creating Literacy Communities Near and Far**

**Chair:** Kathryn L. Bauserman, Indiana State University

1. **Refining and Applying a Model of Expert Noticing for Literacy Instruction**  
   Pamela Ross, San Diego State University  
   Sharan Gibson, San Diego State University

2. **Two Years Out and Where Are We? Beginning Teacher Literacy Inquiry Communities in New Jersey and Guatemala**  
   Marjorie E. Madden, Rowan University  
   Susan Browne, Rowan University

3. **Creating a Connected and Collaborative Community: Exploring Effective Literacy Pedagogy in and for a Richly Diverse School**  
   Karla J. Moller, University of Illinois

**3:00 P.M.–4:30 P.M.**

**BIG BEND C**

**PAPER SESSION**

**Interpretive and Instructional Demands: Deciphering Genre, Content and Text Forms**

**Chair:** Janelle B. Mathis, University of North Texas

1. **The Accuracy of Scientific Content in Commercial Reading Programs**  
   Linda M. Phillips, University of Alberta  
   Stephen P. Norris, University of Alberta  
   Jeff J. Baker, University of Alberta  
   Andrea C. Weber, University of Alberta

2. **Multimodal History and Content Area Reading Strategies: Textual Analyses of Three Graphic Novels**  
   William R. Boerman-Cornell, University of Illinois at Chicago  
   Michael Manderino, University of Illinois at Chicago

3. **An Investigation of Genre Instruction Across Grades**  
   Beth Maloch, University of Texas at Austin  
   Nancy Roser, University of Texas at Austin  
   Miriam Martinez, University of Texas at San Antonio  
   Janis M. Harmon, University of Texas at San Antonio  
   Denise Duncan, University of Texas at Austin  
   Amy Burke, University of Texas at Austin

**3:00 P.M.–4:30 P.M.**

**BIG BEND D**

**PAPER SESSION**

**Promoting English Language Learners’ Access to Literature and Literacy**

**Chair:** Michael Wei, University of Missouri - Kansas City

1. **Creating Temporary Classroom Libraries: Self-Selecting Literature**  
   Nadjwa E. L. Norton, City College of New York, CUNY

2. **“Members and Aliens”: Opening the Borders of the Public Library**  
   Michelle Honeyford, Indiana University

3. **A Book a Day Keeps the Doctor Away: A Look at the Implementation and Effects of Reach Out and Read, a Pediatric Clinic-Based Early Literacy Promotion Program**  
   Elsa S. Billings, San Diego State University
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3:00 P.M.–4:30 P.M.  BIG BEND E
PAPER SESSION

Writing

Chair: Brian Lawrence, University of Texas at Austin

1. “You always write about what you read”: Children’s Emergent Responses to a Community of Practice Classroom Design (and Why They Matter)
Amy L. Ardell, University of Southern California

2. Composition Renderings: An Interpretive Review of Conceptual and Empirical Research on Writing
Deborah A. Horan, University of Texas at Austin

3. Embedding Process Writing in Classroom Culture
Hongmei Dong, University of Illinois at Chicago

3:00 P.M.–4:30 P.M.  FOOTHILLS I
PAPER SESSION

Diversity in Literacy Instruction

Chair: Lisa Simon, City College of New York

1. Labeling People and Injustices: The Power of Students’ Words to Foster Social Justice and/or Social Inequality in the Elementary Classroom
Jessica Zacher, California State University, Long Beach

2. Critically Reading Texts: What Students Do and How Teachers Can Help
Susan V. Piazza, Western Michigan University
Leigh A. Hall, University of North Carolina - Chapel Hill

3. Two Korean Elementary Students’ Writing in the Mainstream Classrooms
Keonghee T. Han, University of Nevada, Reno

3:00 P.M.–4:30 P.M.  FOOTHILLS II
SYMPOSIUM SESSION

New Directions in the Making of Highly Qualified Teachers of Reading

Chair: Terry S. Salinger, American Institutes for Research
Discussant: Richard L. Allington, University of Tennessee-Knoxville

What does it mean to be a highly qualified teacher (HQT) of reading for the elementary teachers? This session will examine the past, present and future work on the topic and will provide time for an interactive discussion on the current directions of this policy in light of the research.

1. Overview of the Instructional Processes Framework and Instrument Development
Tracy E. Costigan, American Institutes for Research

2. The Study of Teacher Preparation in Early Reading Instruction
Courtney C. Znach, American Institutes for Research

3. Future Directions of the Highly Qualified Teacher Policy
Terry S. Salinger, American Institutes for Research

3:00 P.M.–4:30 P.M.  HILL COUNTRY A
SYMPOSIUM SESSION

Multiple Voices and Researcher Reflexivity in Critical Race Theory: A Symposium Sponsored by the Ethnicity, Race and Multilingualism Committee

Chair: Julie Pennington, University of Nevada, Reno
Discussant: Sherry Marx, Utah State University

The purpose of this symposium is to generate active discussion and participation among and within the NRC research community about alternative perspectives in which to situate critical and analytical research on marginalized groups and on race. It is a call to researchers in the literacy field to join the discourse on using CRT perspectives to critique the role of education in perpetuating or interrupting current hegemonic educational practices.

1. Racial Literacy in Teacher Education: Whiteness Studies and Critical Race Theory
Rebecca Rogers, University of Missouri - St. Louis
Melissa Mosley, University of Texas - Austin

2. Their Eyes Were Watching Test Scores: A LatCrit Perspective on One School's Literacy Test and Practice
Rachel G. Salas, California State University, Sacramento

3. Researcher Reflexivity
Sherry Marx, Utah State University
Julie Pennington, University of Nevada, Reno
Gerald Campano, Indiana University

3:00 P.M.–4:30 P.M.  HILL COUNTRY B
SYMPOSIUM SESSION

Emergent Authorship: Doctoral Students’ Induction into Literacy Research Practices

Chair: Nancy Nelson, Texas A&M University - Corpus Christi
Discussant: Bryant Griffith, Texas A&M University - Corpus Christi

Community members of academic disciplines engage in scholarly activity, seeking to make their own contributions as authors to the discipline’s collective knowledge through their writing. This symposium focuses on the induction of doctoral students into the practices associated with their field, and positions them as emergent authors of their discipline.

1. Authorship, Identity, and Academic Practices
Nancy Nelson, Texas A&M University - Corpus Christi

2. Finding a Niche by Developing “Cultural Intuition” as a Researcher
Margaret A. Lara, Texas A&M University - Corpus Christi

3. Theoretical Shifts: Tracing the Transactional Turn in Reading Research
Allison D. Martinez-Schaum, Texas A&M University - Corpus Christi

4. Collaborative Authorship: A Synthesis of Voice
Kim Skinner, Texas A&M University - Corpus Christi
Estanislado S. Barrera, Texas A&M University - Corpus Christi

5. “As-ifing” Narrative: Commentary on Identity Construction
Bryant Griffith, Texas A&M University - Corpus Christi
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3:00 P.M.–4:30 P.M.  HILL COUNTRY C  ALTERNATIVE FORMAT

Invited Session: Describing Reading Instruction: IRA’s New Status of Reading Instruction Institute

Chair: Alan Farstrup, International Reading Association

In this session, International Reading Association staff members will be joined by its contractor and a member of the Status of Reading Instruction Institute Advisory Board to discuss a newly commissioned descriptive study of classroom reading instruction. They will first situate the study as a repetitive snapshot of reading instruction conducted at three-year intervals by discussing the Association’s interest in advancing effective reading instruction, and the need for and uses of periodic descriptions of reading instruction based on nationally representative samples of classrooms. Next the contractor chosen to conduct the study will address several critical issues related to conducting the study (e.g., instruments used, sampling procedures, etc.). Finally, we will provide an overview of effective practices derived from an extensive literature review and provide examples of the value of classroom observations in characterizing instructional practices.

1. Participants:
   Cathy Roller, International Reading Association
   Karen Douglas, International Reading Association
   Barbara Taylor, University of Minnesota Reading Research Center

3:00 P.M.–4:30 P.M.  HILL COUNTRY D  ALTERNATIVE FORMAT


Chair: M. Trika Smith-Burke, New York University

In this open-forum session, members of an NRC sub-committee and invited guests will briefly present their perspectives on issues of academic publishing in a digital age: corporate ownership of publications, journal costs, public access to research, open-source publishing, fair use restrictions, tenure review related to journal status, etc., and then invite participants to share their perspectives on these issues.

1. Participants:
   Richard Beach, University of Minnesota
   Amy Carter, Clemson University
   Debbie East, Indiana University
   Renee Hobbs, Temple University
   Peter Johnston, State University of New York - Albany
   David Reinking, Clemson University
   M. Trika Smith-Burke, New York University
   Naomi Silverman, Taylor and Francis Publishers
   Norman A. Stahl, Northern Illinois University

3:00 P.M.–4:30 P.M.  PALMWOOD – EMBASSY SUITES  ALTERNATIVE

Invited Session: Chatting About the Future of Literacy Technologies

Chairs: Rick Ferdig, University of Florida
       Ruby Sanny, Purdue University

A fireside chat with junior and senior faculty continues the conversation on the future of literacy technologies in P-16 settings and out of school contexts. In an informal setting, meet, greet, and discuss ideas about the future of research and teaching as they intersect with Information Communication Technologies.

1. Presenters:
   Elizabeth A. Baker, University of Missouri
   Erica C. Boling, Rutgers University
   David M. Lund, Southern Utah University
   Charles K. Kinzer, Teachers College, Columbia University
   Ruby Sanny, Purdue University

3:00 P.M.–4:30 P.M.  TEXAS 5  SYMPOSIUM SESSION

Adult Literacy Research: Where Does It Appear, What Methodologies Are Used, What Is It Saying, and Where Should It Go?

Chair: Larry J. Mikulecky, IUPUI

Discussants: Larry J. Mikulecky, IUPUI
             M. Trika Smith-Burke, New York University
             Alisa Belzer, Rutgers University
             Rima Rudd, Harvard School of Public Health

In 2006, nearly 100 adult literacy research studies were published. Less than 20% appeared in traditional literacy publications like JLR, RRQ, Adult Basic Education, and JAAL. This symposium reviews widespread adult literacy research in 2006 in terms of publication outlets, research methodologies employed, and themes addressed.

1. Where Did Adult Literacy Research Appear in 2006, Who Published It and What Topics and Methodologies Appear in Which Journals?
   Larry J. Mikulecky, IUPUI

2. What Have We Learned about Adult Literacy Learners and Their Contexts in 2006?
   M. Trika Smith-Burke, New York University

3. What Have We Learned about Adult Literacy Programs and Instruction in 2006?
   Alisa Belzer, Rutgers University

4. What Have We Learned about Adult Literacy and Health in 2006?
   Rima Rudd, Harvard School of Public Health
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3:00 P.M.–4:30 P.M. TEXAS 6
SYMPOSIUM SESSION

Strength-based Instruction for Linguistically and Culturally Diverse Students
Chair: Pamela A. Mason, Harvard Graduate School of Education
Discussant: Kathryn H. Au, SchoolRise

While the idea of building upon diverse students’ strengths seems straightforward, it is not quite clear what it looks like in classrooms. With these in mind, our symposium is intended to demonstrate examples from successful teachers and classrooms in order to explain strength-based instruction for linguistically and culturally diverse students.

1. Strength-based Instruction for Elementary ESL Students
   Youb Kim, Vanderbilt University

2. Seeing Strength, Seeing Success: Lessons Learned from Visionary Literacy Teachers of African American Students
   Jennifer D. Turner, University of Maryland at College Park

3. Supporting African American Adolescents’ Reading Achievement
   Alfred W. Tatum, Northern Illinois University

3:00 P.M.–4:30 P.M. TEXAS 7
SYMPOSIUM SESSION

Scientific Realism in Studies of Reading
Chair: Yetta M. Goodman, University of Arizona
Discussant: Debra Goodman, Hofstra University

This symposium discusses original reading research through a scientific realism lens, a perspective that highlights data-driven and theory-driven understandings of reading that result from observing the reading process with a variety of tools, methods, disciplines and conceptual frameworks. Miscue, eye-movement, and reading flow analyses are focused upon.

1. Principles of Scientific Realism in Reading Research
   Kenneth S. Goodman, University of Arizona

2. Eye-Movement Miscue Analysis
   Eric J. Paulson, University of Cincinnati

3. Oral Reading Fluency as “Reading Flow”
   Alan D. Flurkey, Hofstra University

4:45 P.M.–6:00 P.M. TEXAS 1
PLENARY ADDRESS

Chair: Donald Richgels, Northern Illinois University

I. Announcements
   Norman A. Stahl, Northern Illinois University

II. Edward B. Fry Book Award Presentation
   Anne McGill-Franzen, University of Tennessee at Knoxville

III. Introduction of the Speaker
   James R. King, University of South Florida

IV. Plenary Address
   Mobile Texts and Migrant Audiences: Rethinking Literacy in a New Media Age
   Glynda Hull, University of California - Berkeley
8:30 A.M.–10:00 A.M.  BIG BEND A  PAPER SESSION

**Literacy Instruction for Students with Special Needs**

**Chair:** Holly Hungerford-Kresser, University of Texas at Austin

1.  *The Effects of Scaffolded Writing Upon Deaf Children’s Acquisition of Written Language Concepts: Three Case Studies*
   Bridget Scott-Weich, Los Angeles Unified School District  
   David B. Yaden, University of Arizona

2.  *Instruction in a Strategy for Compare-Contrast Writing with Students with Learning Disabilities*
   Charles A. MacArthur, University of Delaware  
   Zoi Philippakos, University of Delaware

3.  *Persistence in the Face of Minimal Progress: A Longitudinal Case Study of a Severely Disabled Reader*
   Randal L. Donelson, The Ohio State University - Newark

8:30 A.M.–10:00 A.M.  BIG BEND B  PAPER SESSION

**Urban Students’ Talk: Literacy Experiences and Enacted Orientations**

**Chair:** Elizabeth Dutro, University of Colorado at Boulder

1.  *Enacted Orientations: How Students’ Conceptions of Reading Are Manifest in Upper-Elementary Classrooms*
   Dennis S. Davis, Vanderbilt University  
   Carin Neitzel, Vanderbilt University

2.  *Using Literature and Discussion to Enhance Identity Development: Book Clubs with Urban Adolescent Females*
   Jody N. Polleck, New York University

3.  *Urban Students Testifying to Their Own Stories: Talking Back to Deficit Perspectives*
   Elizabeth Dutro, University of Colorado at Boulder  
   Kristien Marquez-Zenkov, Cleveland State University

8:30 A.M.–10:00 A.M.  BIG BEND C  PAPER SESSION

**New and Critical Literacies for Adolescent and Adult Learners**

**Chair:** Achariya T. Rezak, University of Georgia

1.  *Words and Pictures All At Once: Identifying Skills Used by Successful Graphic Novel Readers*
   William R. Boerman-Cornell, University of Illinois at Chicago

2.  *Using Blogs to Foster Critical Thinking for Underprepared College Readers*
   Jennifer Battle, Texas State University - San Marcos  
   David C. Caverly, Texas State University -San Marcos  
   Sheila Nicholson, Texas State University - San Marcos

3.  *Critical Literacy and the Reading Identities of “At Risk” High School Students Engaged in a Literacy Project*
   Mellinee K. Lesley, Texas Tech University  
   Pamela Halsey, Texas Tech University

8:30 A.M.–10:00 A.M.  BIG BEND D  PAPER SESSION

**Classroom Talk**

**Chair:** Beth Maloch, University of Texas at Austin

1.  *An Exploration of How Teacher Language Scaffolds the Development of Strategic Processing in Emergent Readers*
   Polly Lee, Vigo County Community School Corporation  
   Maribeth Cassidy Schmitt, Purdue University

2.  *The Discursive Development of Agency in a First Grade Classroom*
   Peter Johnston, SUNY - Albany  
   Elizabeth Yanoff, University at Albany  
   Pegeen Jensen, Saddlewood School

3.  *Word of Mouth: Investigating the Impact of One Classroom’s Interactions Surrounding Words*
   Laura A. May, University of Texas at Austin

8:30 A.M.–10:00 A.M.  BIG BEND E  PAPER SESSION

**Teacher Learning and Identity**

**Chair:** Kristin N. Rainville, Manhattanville College

1.  *Changing Locations: The Shifting Identity of an Established Teacher*
   Anne S. Ticknor, University of Iowa

2.  *“Now I Know How My Kids Feel”: Creating a Community of Writers in an Online Graduate Course for Teachers*
   Kathy N. Headley, Clemson University  
   Amy Carter, Clemson University  
   Heather Brooker, Clemson University  
   Jacquelynn Malloy, Clemson University  
   Kelly N. Tracy, Greenville County School District

3.  *“Trying to change my practice is like going through menopause!”: A Study of Teacher Learning While Implementing the Science Writing Heuristic Approach*
   Lori A. Norton-Meier, Iowa State University  
   Brian Hand, University of Iowa  
   Sara Nelson, Iowa State University

8:30 A.M.–10:00 A.M.  FOOThILLS II SYMPOSIUM SESSION

**Intertextual Connections, Multimodal Texts and Classroom Discourse: Expanding Young Readers’ Interpretive Repertoires**

**Chair:** Carole S. Rhodes, Queens College, CUNY  
**Discussant:** Lawrence R. Sipe, University of Pennsylvania

Developing readers’ interpretive repertoires requires teachers to support transactions with texts that move beyond the literal level to interpretation and critique. Investigating the role of multimodal/multigenre texts, intertextual connections, and literary discussions, this symposium will address the instructional practices that serve to develop readers’ interpretive repertoires and reading abilities.
1. Border Literacies: Mestizaje and Positionality
   Nancy Nelson, Texas A&M University - Corpus Christi

2. Intertextual Connections: The Role of Epitextual Materials in the Interpretive Process
   Sophie Ladd, University of Nevada, Las Vegas

3. Critical Junctures and Interpretive Merit: Analyzing Literary Discourse
   Frank Serafini, University of Nevada, Las Vegas

8:30 A.M.–10:00 A.M. HILL COUNTRY A

SYMPOSIUM SESSION

Online Adaptations of the ABCs of Cultural Understanding and Communication
Chair: Patricia R. Schmidt, Le Moyne College
Discussant: Dana L. Grisham, California State University - East Bay

The purpose of this symposium is to present research on the development of intercultural understanding through the use of online adaptations of the ABCs of Cultural Understanding and Communication. The first paper relates Third Space Theory to adaptations of the ABCs Model for the implementation of online studies presented in the second and third papers. Empirical evidence from these online adaptations has implications for literacy development across the curriculum as well as for intercultural communications across the planet.

1. Constructing Third Space: The Principles of Reciprocity and Cooperation
   Claudia Finkbeiner, Kassel University

2. The ABC's Online: Using Voice Chats in a Transnational Foreign Language Teacher Exchange
   Eva Wilden, Kassel University

3. The ABC’s as a Starting Point and Goal: The Online Intercultural Exchange Project (ICE)
   Markus Knierim, Kassel University

8:30 A.M.–10:00 A.M. HILL COUNTRY B

SYMPOSIUM SESSION

Border Discourse: Literacies Across Lines, Spaces, and Places
Chair: Angelica M. Fuentes, University of Texas at Brownsville
Discussant: Emmanuel S. Atangana, University of Texas at San Antonio

The border/frontera has become a major focus of current discourse research as attention goes to the dynamism of languages, literacies, and identities at points of cultural contact. This symposium, which addresses border issues with a particular focus on Tejana/o culture, includes three papers: (1) a discussion of the dialectic between mestizaje and positionality that characterizes discourse studies, (2) a report of a study of linguistic and identity shifts that young people experience as they cross borders, and (3) an analysis of a hybrid counter-discourse associated with youth culture that has crossed borders of many types in the Americas.

1. Border Literacies: Mestizaje and Positionality
   Nancy Nelson, Texas A&M University - Corpus Christi

2. Living on the Border: How Physical Space Contributes to Adolescent Discourses
   Rosalind Horowitz, University of Texas at San Antonio

3. Giving Voice to the Margins: Counter-Discourse, Reggaeton, and Critical Literacy
   Estanislado S. Barrera, Texas A&M University - Corpus Christi
   Kim Skinner, Texas A&M University - Corpus Christi

8:30 A.M.–10:00 A.M. HILL COUNTRY C

SYMPOSIUM SESSION

Learning about Literacy and the Teaching of Reading: A State-Wide Examination of Literacy Teacher Preparation
Chair: Joyce E. Many, Georgia State University
Discussants: Faith Wallace, Kennesaw State University
Joyce E. Many, Georgia State University

In 2006, members of a state-wide reading consortium explored the way preservice teachers are prepared to teach reading or other literacy processes or to integrate attention to reading in the content areas. This symposium will provide an overview of that work and discuss the results of the studies.

1. An Introduction to the Project: How a State-wide Research Agenda Was Established
   Joyce E. Many, Georgia State University

2. Coordinated Inquiries: Three Research Studies - Parallel Methodologies
   Joyce E. Many, Georgia State University

3. How Are Teachers in Georgia Prepared to Teach Reading in Grades P-5?
   Ada P. Burnette, Valdosta State University
   Cathleen Doheny, University of West Georgia
   Shannon Howrey, Georgia State University
   Beth Pendergraft, Augusta State University
   John Ponder, University of West Georgia
   Meg Walworth, Armstrong Atlantic State University

4. How Are Teachers in Georgia Prepared to Teach Reading and/or Address Reading in the Content Areas in Grades 4-8?
   Brenda P. Dixey, Valdosta State University
   Cecilia Myrick, Fort Valley State University
   Sharry M. Sackor, Albany State University
   Barbara Stanley, Valdosta State University
   Gertrude Tinker-Sachs, Georgia State University
   Ewa McGrail, Georgia State University

5. How Are Teachers in Georgia Prepared to Address Reading in Content Area Classrooms at the Secondary Level?
   Eades Aoulou, Georgia State University
   Carol Christy, Georgia College and State University
   Jacquelyn M. Culpepper, Mercer University
   Frances Howard, Georgia State University
   Jaqueline Tobias, Augusta State University

6. What Can We Learn From State-wide Collaborative Research on Literacy Teacher Preparation?
   Faith Wallace, Kennesaw State University
   Joyce E. Many, Georgia State University
**HILL COUNTRY D**

**SYMPOSIUM SESSION**

**The Impact of Literacy Collaborative on Teacher Development and Student Achievement: A Quasi-Experimental, Longitudinal Study**

**Chair:** Irene Fountas, Lesley University  
**Discussant:** Anthony S. Bryk, Stanford University

States and districts invest heavily in literacy coaching, yet scanty empirical evidence exists about coaching’s efficacy. This symposium explores the effectiveness of coaching by following change in both teacher practice and student achievement in Literacy Collaborative schools over the first two years of a three-year longitudinal, quasi-experimental study.

1. **Measuring Change in Teacher Practice over Time with an Observational Tool**
   - Gay Su Pinnell, The Ohio State University
   - Irene Fountas, Lesley University
   - Patricia Scharer, The Ohio State University
   - Lisa Walker, University of Chicago

2. **Creating a Longitudinal Metric for Early Literacy Development: A Rasch Analysis of DIBELS and Terra Nova in Grades K-3**
   - Gina Biancarosa, Stanford University
   - David W. Kerbow, University of Chicago
   - Stuart Luppescu, University of Chicago
   - Anthony S. Bryk, Stanford University

3. **Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning**
   - David W. Kerbow, University of Chicago
   - Lisa Walker, University of Chicago
   - Gina Biancarosa, Stanford University
   - Irene Fountas, Lesley University
   - Patricia Scharer, The Ohio State University
   - Gay Su Pinnell, The Ohio State University

4. **Exploring the Linkage of Changes in Teacher Practice to Improved Student Learning**
   - Anthony S. Bryk, Stanford University
   - David W. Kerbow, University of Chicago
   - Gina Biancarosa, Stanford University
   - Gay Su Pinnell, The Ohio State University
   - Patricia Scharer, The Ohio State University
   - Lisa Walker, University of Chicago

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**TEXAS 1**

**SYMPOSIUM SESSION**

**Digital Forms and Forums: Advancing Identity Through Intertextuality**

**Chair:** Terry S. Salinger, American Institutes for Research  
**Discussant:** Donna E. Alvermann, University of Georgia

This symposium describes how technoliteracies and electronic textual forums are used to create new language practices, multimodal representations, and hybrid texts. These papers demonstrate how identities are formed and represented online through digital practices as members of e-communities, as consumers and producers of cybersites, and as users and creators of weblogs.
## Appendix I: NRC Leadership and Honorees

### 2007 Board of Directors

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>University</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Patricia A. Edwards</td>
<td>Michigan State University</td>
<td><a href="mailto:edwards6@msu.edu">edwards6@msu.edu</a></td>
</tr>
<tr>
<td>Past President</td>
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### Board Members

- **Mark Conley (2006-2008)**
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- **Mark Condon**
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    - Vanderbilt University
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- **Kevin Leander**
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- **Victoria Risko**
  - Vanderbilt University
  - victoria.j.risko@vanderbilt.edu
## 2007 NRC Committees & ICG Chairs

- **Albert J. Kingston Award Committee**  
  Chair: Laura Smolkin (2004-2007)  
  University of Virginia  
  lbs5Z@virginia.edu

- **Distinguished Scholar Lifetime Achievement Award Committee**  
  Chair: Margaret Finders (2005-2008)  
  University of Wisconsin LaCrosse  
  finders.marg@uwlax.edu

- **Early Career Achievement Award Committee**  
  Chair: Mark Dressman (2006-2009)  
  University of Illinois - Urbana-Champaign  
  mdressma@uiuc.edu

- **Edward B. Fry Book Award Committee**  
  University of Tennessee  
  amcgillf@utk.edu

- **Ethnicity, Race & Multilingualism Committee**  
  Co-Chair: Karla Moller (2006-2009)  
  University of Illinois  
  kjmoller@uiuc.edu

- **Policy & Legislative Committee**  
  Chair: Colleen P. Gilrane (2005-2008)  
  University of Tennessee  
  cgilrane@utk.edu

- **Student Outstanding Research Award Committee**  
  Chair: Bridget Dalton (2006-2009)  
  Vanderbilt University  
  bridget.dalton@vanderbilt.edu

## NRC Award Recipients

- **Albert J. Kingston Award**  
  - Harry Singer (1985)
  - Irene Athey (1986)
  - Frank Greene (1987)
  - Michael L. Kamil (1989)
  - M. Trika Smith-Burke (1990)
  - Edward B. Fry (1991)
  - Patricia L. Anders (1992)
  - Jerry Harste (1993)
  - Jerome A. Niles (1994)
  - Richard Robinson (1996)
  - Donna E. Alverman (1997)
  - Ronald P. Carver (1998)
  - Lea M. McGee (1999)
  - Lee Gunderson (2000)
  - Linda B. Gambrell (2001)
  - James V. Hoffman (2002)
  - Peter Mosenthal (2004)
  - Colin Harrison (2005)
  - Michael McKenna (2006)

- **Distinguished Scholar Lifetime Achievement Award**  
  - Louise Rosenblatt (2002)
  - Courtney B. Cazden (2004)

- **Early Career Achievement Award**  
  - Cynthia Brock (1999)
  - Joyce Many (1999)
  - Elizabeth Birr Moje (2000)
  - Lawrence R. Sipe (2001)
  - George Kamberelis (2002)
  - Rebecca Rogers (2004)
  - Melanie R. Kuhn (2005)
  - Beth Maloch (2006)

- **Edward B. Fry Book Award**  
  - Elizabeth Bernhardt (1995)
  - Sarah Warshauer Freedman (1996)
  - David Reinking (1999)
  - Michael McKenna (1999)
  - Linda D. Labbo (1999)
  - Ronald Kieffer (1999)
  - Sara Warshauer Freedman (2000)
  - Elizabeth Radin Simons (2000)
  - Julie Shallhope Kalnin (2000)
  - Alex Casareno (2000)
  - The M-Class Team (2000)
  - Susan Florio-Ruane (2001)
  - Cynthia Lewis (2002)
  - Dennis J. Sumara (2003)
  - Rebecca Rogers (2003)
  - Rebecca Barr (2004)
  - Elaine Richardson (2005)
  - Loukia K. Sarroub (2005)
  - Guofang Li (2006)

- **J. Michael Parker Award**  
  - Robin Waterman (2006)

- **Oscar S. Causey Award**  
  - Arthur S. McDonald (1967)
  - Albert J. Kingston (1968)
  - George D. Spache (1969)
  - George B. Schick (1970)
  - Homer L. J. Carter (1971)
  - Al Lowe (1975)
  - Paul C. Berg (1978)
  - Earl F. Rankin (1979)
  - Edward B. Fry (1980)

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**Appendix I: NRC Leadership and Honorees (continued)**
Appendix I: NRC Leadership and Honorees (continued)

George R. Klare (1981)  
J. Jaap Tuinman (1982)  
Joanna P. Williams (1983)  
Harry Singer (1984)  
S. Jay Samuels (1985)  
Philip Gough (1986)  
Richard C. Anderson (1987)  
Monte Penney (Citation of Merit 1987)  
Isabel Beck (1988)  
P. David Pearson (1989)  
Ronald P. Carver (1990)  
Linnea C. Ehri (1991)  
John T. Guthrie (1992)  
Kenneth S. Goodman (1993)  
Shirley Brice Heath (1994)  
Robert Ruddell (1995)  
Keith E. Stanovich (1996)  
Donna E. Alvermann (1997)  
Kathryn H. Au (1998)  
Rebecca Barr (1999)  
Michael Pressley (2000)  
Patricia Ann Alexander (2001)  
Robert Calfee (2003)  
Victoria Purcell-Gates (2004)  
Steven Stahl (2004)  
Annemarie Sullivan Palincsar (2005)  
Michael L. Kamil (2006)  

Kim Bobola (2002)  
Yoon-Hee Na (2003)  
Rebecca Deffes Silverman (2004)  
Megan Madigan Peercy (2005)  

NRC Past Presidents

Oscar S. Causey (1952-59)  
William Eller (1960-61)  
George Spache (1962-64)  
Albert J. Kingston (1964-65)  
Paul Berg (1967-68)  
Alton Raygor (1969-70)  
Wendell Weaver (1971-72)  
Earl Rankin (1972-74)  
Edward B. Fry (1974-76)  
Jaap Tuinman (1976-78)  
Harry Singer (1978-80)  
Frank Green (1980-82)  
Irene Athey (1982-84)  
Lenore H. Ringler (1984-85)  
P. David Pearson (1985-86)  
Jerry Harste (1986-87)  
M. Trika Smith-Burke (1987-88)  
James Hoffman (1988-89)  
Gerry Duffy (1989-90)  
Robert J. Tierney (1990-91)  
Donna E. Alvermann (1991-92)  
Rebecca Barr (1992-93)  
James Flood (1993-94)  
Jane Hansen (1994-95)  
Richard Allington (1995-96)  
Kathryn H. Au (1996-97)  
Martha R. Ruddell (1997-98)  
Linda B. Gambrell (1998-99)  
Peter B. Mosenthal (2000-01)  
Donald J. Leu (2004-2005)  
Victoria Purcell-Gates (2006)  

For a complete list of committee members, go online at nrconline.org
Appendix II: NRC 2007 Area Chairs

General Program Chair: Norman A. Stahl, Northern Illinois University
Assistant Chair: Kathleen Hinchman, Syracuse University

Area 1: Pre-Service Teacher Education in Literacy
Elizabeth Dutro, University of Colorado-Boulder
Althier Lazar, Saint Joseph’s University
Julie Pennington, University of Nevada-Reno

Area 2: In-Service Teacher Education/Professional Development in Literacy
Theresa A. Deeney, University of Rhode Island
Dolores Gaunt Porter, Vanguard University
Linda Wold, Loyola University-Chicago

Area 3: Literacy Instruction and Literacy Learning
Laurie Elish-Piper, Northern Illinois University
Beth Maloch, University of Texas at Austin

Area 4: Literacy Assessment, Evaluation, and Public Policy
Pamela Dunston, Clemson University
Sharon Walpole, University of Delaware

Area 5: Early and Elementary Literacy Processes
Andrea DeBruin-Parecki, Old Dominion University
Lori Helman, University of Minnesota
Heidi Mesmer, Oklahoma State University

Area 6: Adolescent, College and Adult Literacy Processes
Leigh Hall, University of North Carolina-Chapel Hill
Amy Johnson, University of Georgia
Theresa Rogers, University of British Columbia
Alfred Tatum, Northern Illinois University

Area 7: Social, Cultural, and Political Issues of Literacy Practices In and Out of School
M. Kristiina Montero, Syracuse University
Debbie East, Indiana University Bloomington
Wen Ma, LeMoyne University

Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings
Guofang Li, Michigan State University
Mary McVee, SUNY-Buffalo
Jennifer D. Turner, University of Maryland-College Park

Area 9: Text Analysis/Children’s, Young Adult and Adult Literature
Wanda Brooks, Temple University
Susan Browne, Rowan University
Janelle Mathis, University of North Texas

Area 10: Literacy, Technology, and Media
KaiLonnie Dunsmore-Englesman, Calvin College
Rick Ferdig, University of Florida
Ruby Sanny, Illinois State University

Area 11: Study Groups
Susan Cantrell, University of Kentucky
Julie Ciro, University of Rhode Island
Margaret Hagood, College of Charleston
Catherine Kurkjian, Central Connecticut State University

Area 12: All Other Areas
Nancy Flanagan Knapp, University of Georgia
Rachael G. Salas, University of North Carolina-Greensboro
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Map of Hotel

FIRST FLOOR

SECOND FLOOR

SEVENTEENTH FLOOR

FOOTHILLS BALLROOMS

ALL MEETING SPACE, RESTROOMS, AND PHONES ARE WHEELCHAIR ACCESSIBLE