

**10:15AM - 11:45AM**  
**ALTERNATIVE FORMAT**

**APACHE**

*Transformative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders*

**Chair:** Theresa Deeney, *University of Rhode Island*

**Discussant:** Cheryl Dozier, *University at Albany, State University of New York*

This alternative session will engage participants in exploring the relationship of reading clinic/literacy lab instruction to literacy leadership in schools. Through case studies of literacy leaders, discussion of key clinic practices literacy leaders identified as essential in their leadership development, and collaborative exchange of ideas through break-out sessions, participants and presenters will come to better understand multiple paths to leadership.

1. **Introduction and Leadership Vignettes**  
Theresa Deeney, *University of Rhode Island*  
Cheryl Dozier, *University at Albany, State University of New York*
2. **Case Studies of Literacy Leaders**  
Theresa Deeney, *University of Rhode Island*  
Dolores Gaunt-Porter, *Vanguard University*  
Debra Gurvitz, *National-Louis University*  
Barbara Laster, *Towson University*  
Stephanie McAndrews, *Southern Illinois University Edwardsville*  
Lillian Benavente-McEnery, *University of Houston - Clear Lake*  
Tammy Milby, *Virginia Commonwealth University*
3. **Transformative Clinical Practices**  
Jeanne B. Cobb, *Coastal Carolina University*  
Theresa Deeney, *University of Rhode Island*  
Lee Dubert, *Boise State University*  
Meagan Eeg, *Northeastern State University*  
Charlene Huntley, *Oral Roberts University*  
Aimee Morewood, *West Virginia University*  
Chitlada Patchen, *University of North Texas*  
Stephan Sargent, *Northeastern State University*  
Judith Wilson, *The University of Texas of the Permian Basin*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**COCHITI**

*Comprehension Strategies*

**Chair:** Dennis S. Davis, *Vanderbilt University*

1. **Explicit Instruction in Reading Comprehension Strategies in Elementary Classrooms: Teacher Use of and Attitudes Towards Reading Comprehension Instruction**  
Molly Ness, *Fordham University*
2. **Comprehension Strategies Instruction for Upper Elementary and Middle School Students: A Systematic Review and Critique**  
Dennis S. Davis, *Vanderbilt University*
3. **The Effects of Differentiated Tasks on Learning from Expository Text**  
Linda L. Kucan, *University of Pittsburgh*  
Melissa Brydon, *University of Pittsburgh*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**ISLETA**

*Uses of Information and Communication Technologies*

**Chair:** Elizabeth Y. Stevens, *Syracuse University*

1. **Results From a National Survey on Teachers' Uses of ICT in Literacy Classrooms**  
Amy Carter Hutchison, *Iowa State University*  
David Reinking, *Clemson University*
2. **A Critical Evaluation: How Graduate Literacy Students Construct Meaning about the Holocaust and Its Teaching While Building Proficiency in Teaching with Technology**  
Elizabeth Y. Stevens, *Syracuse University*  
Rachel F. Brown, *Syracuse University*
3. **Shifts in Positioning, Trajectories in Thought Communities, and "Wobbly" Identities in Computer-Mediated Classroom Discussions**  
Diane L. Schallert, *The University of Texas at Austin*  
Kwang-ok Song, *The University of Texas at Austin*  
The D-Team, *The University of Texas at Austin*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**JEMEZ**

*Teaching Culturally and Linguistically Diverse Students*

**Chair:** Cristina Alfaro, *San Diego State University*

1. **Instructional Rehearsal as a Means to Prepare Pre-Service Teachers of English Language Learners**  
Brian C. Rose, *Vanderbilt University*  
Robert T. Jiménez, *Vanderbilt University*  
Lisa Pray, *Vanderbilt University*
2. **A Cross-Cultural Literacy Practicum Experience in a Literacy Teacher Education Course**  
Melissa Mosley, *The University of Texas at Austin*  
Melody Zoch, *The University of Texas at Austin*
3. **Identifying the Experiences that Facilitate Learning to Teach: An Analysis of the Literacy Performance Assessment for California Teachers (PACT)**  
Cristina Alfaro, *San Diego State University*

**10:15AM - 11:45AM**  
**PAPER SESSION**

**LA CIENEGA**

*Discourses of Language, Masculinity, and Power*

**Chair:** Linda S. Bausch, *Dowling College*

1. **A Space for Boys and Books: Guys Read Book Clubs**  
Kristen Nichols-Besel, *University of Minnesota*  
Cassandra Scharber, *University of Minnesota*  
David G. O'Brien, *University of Minnesota*  
Deborah R. Dillon, *University of Minnesota*
2. **"Let's Hear It From The Boys": The Negotiation of Male Voice and Identity in Multiple Classroom Literacy Contexts**  
Linda S. Bausch, *Dowling College*
3. **Three Days at Norwood School: Language as Mediator of Identities and Power**  
Lindsay N. Laurich, *The University of Iowa*

## REVISION OF PROGRAM INFO FOR PROPOSAL #407

Transformative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders

Chair: Theresa Deeney, University of Rhode Island

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Cheryl Dozier, University at Albany, State University of New York

### 2. Case Studies of Literacy Leaders

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Dolores Gaunty-Porter, Vanguard University

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Barbara Laster, Towson University

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Tammy Milby, Virginia Commonwealth University

### 3. Transformative Clinical Practices

Jeanne B. Cobb, Coastal Carolina University

Theresa Deeney, University of Rhode Island

Lee Dubert, Boise State University

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Charlene Huntley, Oral Roberts University

Aimee Morewood, West Virginia University

Chitlada Patchen, University of North Texas

Stephan Sargent, Northeastern State University

Judith Wilson, The University of Texas of the Permian Basin

### 4. Concluding Discussion

Cheryl Dozier, University at Albany



*Transformative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders*

*Purpose:*

This alternative session explores ways in which teachers take on literacy leadership roles in schools, and how a supervised reading clinic/literacy lab experience supports literacy leadership. Through a collaborative exchange of ideas in this alternative session, participants and presenters will come to better understand multiple paths to leadership.

*Theoretical rationale:*

Hoffman and Pearson (2000) make clear the need for *teaching* rather than *training* teachers of reading, maintaining that solely *training* teachers (“enhanc[ing] a learner’s ability to do something fluently and efficiently” [p.32]) is insufficient in preparing teachers to “confront the complexities and contradictions of teaching” (p.36). Teaching, “the intentional action[s] to promote personal control over and responsibility for learning within those who are taught” (p.32), is necessary to prepare teachers to negotiate the complex and multifaceted world of teaching. Research on pre-service teacher education (Risko, Roller, Bean, Collins Block, Anders, & Flood, 2008) suggests that guided practice opportunities help prospective teachers develop this personal control, reflective dispositions (Kasten & Padak, 1997; Roskos, Vukelich, & Risko, 2001), pedagogical knowledge, and an understanding of diverse learning needs (Mallette, Kile, Smith, McKinney, & Readance, 2000). Many teacher preparation programs across the country provide teachers practical experience through a reading clinic or literacy lab. Supervised reading clinics/literacy lab instruction allows teachers the opportunity to focus intensively on individual learners and their instructional needs. As in Hoffman and Pearson’s concept of teaching, this intensive one-on-one work is grounded in the notion that teachers are responsible for their students’ growth, and that having this detailed knowledge of one student builds the expectations of constructing such knowledge for all students (Author b, 2006). Through supervised tutorial programs, teachers gain in-depth understanding of struggling readers, increase their expectations of readers, develop a larger repertoire of instructional strategies, and gain understanding of the individualization necessary for instruction that leads to student progress (Author a, 1999; Broadus & Bloodgood, 1999).

It is the belief of clinic instructors that clinic *teaching* through the supervised one-on-one experience and other learning opportunities provided within the clinical setting helps teachers develop critical skills necessary for improving literacy teaching and learning in schools—that teachers can transfer knowledge and beliefs gained in clinic/lab experiences to classroom contexts. Research confirms that teachers do transfer instructional practices and theoretical foundations from clinic/lab contexts to classrooms (Authors, 2005; Author c, 2001, 2004; Author b, 2005/06; Lyons & Beaver, 1995; Roskos & Rosemary, 2001; Roskos & Freppon, 1997), and that one-on-one tutorials prepare literacy specialists for their future careers (McKenna & Walpole, 2007). However, some researchers (see Bean, 1997; Massey, 2006) cite that the knowledge and beliefs teachers gain through supervised methods and practicum experiences are difficult to maintain in less supportive contexts. Clinic/lab program graduates do acknowledge the tremendous pressures to conform to state, district, and school mandates as significant barriers to implementing the student-centered instructional techniques honed in the clinic/lab setting both at the classroom level and at the school and district levels (Authors, 2005, 2007). Yet, many clinic/lab program graduates navigate challenging contexts to not only transfer clinic/lab practices, but become literacy leaders within their schools (Authors, 2007).

With the national emphasis on improved student achievement in literacy, and a call for more fully qualified literacy professionals (Anders, Hoffman, & Duffy, 2000; Risko, et al., 2008), literacy leadership, collaboration, and coaching have risen to the forefront (Toll, 2005; Walpole & McKenna, 2004). Just as we need to understand teacher preparation practices that lead to effective literacy teaching (Risko, et al., 2008), we need to understand teacher preparation practices that lead to effective literacy leadership. This alternative session will engage participants in exploring the relationship of literacy clinic/reading lab instruction to literacy leadership in schools through an overview of case studies of literacy professionals who have become successful leaders in their schools, a discussion of key clinic teaching methods literacy leaders identified as essential in their leadership development, and participation in break-out sessions to further explore successful clinic practices.

### *Research Methodology:*

**Building on Prior Research.** This alternative session and the current study follow a series of previous studies (Authors, 2005, 2006, 2007) in which eleven university reading clinic instructors from across the United States sought to understand the transfer of clinic practices to classrooms and schools. These studies move sequentially from broad views of practices to our current in-depth study of practices nested within contexts. We first developed and conducted a national survey (Authors, 2005) asking graduates (n=108) to report on the areas of practice we identified as common to all clinic programs (assessment, instruction, coaching/leadership, technology) with respect to how these had been taught in the clinic/lab setting, how teachers took these up and embedded them within their own teaching, impediments to transferring practice, and aspects of clinic instruction that helped graduates develop as literacy leaders. We then conducted in-depth interviews (Authors, 2006, 2007) with clinic program graduates (n=28 elementary, middle, and high school teachers, reading specialists, and literacy coaches) to delve more deeply into how the ideological stances and pedagogical practices of clinic/lab instruction transferred to classroom teaching and leadership.

Background for this alternative session includes our analysis of the leadership portion of the national survey and interview data, where we investigated (1) clinical practices graduates identified as critical to their leadership development, and (2) how graduates were transferring clinical practices and developing as literacy leaders, particularly with respect to mandates and accountability. To answer these questions, we conducted qualitative analysis following the recommendations of Miles and Huberman (1994), including developing codes, recoding, analyzing patterns, creating and testing categories, and selecting explanatory examples. Through our coding, we identified four clinical practices graduates cited as strongly influencing their transfer and leadership skills: *Student-centered, differentiated instruction; assessment practices; collaboration; and coaching/leadership opportunities*. We also identified four stances graduates adopted in dealing with the pressures of mandates and accountability. Some teachers were less able to transfer practices given their current school contexts. These teachers adopted two distinct stances. “Yes” teachers, strictly followed required manuals or otherwise fully complied with administrative directives without question; “Yes, but” teachers, expressed specific concern that mandates did not meet the needs of all learners, but did not describe their own teaching as extending beyond mandates. However, the majority of teachers transferred practices, even within restrictive contexts. These teachers adopted “Yes, yet” and “Yes, and” stances. “Yes, yet” teachers adapted and supplemented the mandates, constantly searching for ways to

## Clinic/Lab Literacy Leaders

ensure that the literacy needs of all students were met. “Yes, and” teachers emerged as literacy leaders within their schools by engaging in instructional practices that moved beyond/extended federal policies or procedures, and taught others to balance the demands of educational mandates and still engage in productive instructional practices.

**Current Study:** To refine our own clinical practices to ensure that we provide instruction that nurtures and assists *all* teachers in transferring practice and becoming leaders within their school contexts, we sought to better understand transfer of practice and transformation to literacy leader. We conducted case studies (Merriam, 1998) of three graduates whom we formerly identified as successful in working in restrictive contexts (the “Yes, yet” and “Yes, and” teachers). We chose graduates who represented a variety of roles (teacher, literacy coach, reading specialist). We interviewed graduates to focus specifically on leadership, and shadowed these leaders throughout what they considered a typical school day.

### *Overview of the Alternative Session:* Overview (5 minutes)

**Part 1: Introductions and vignettes (10 minutes).** In the introduction to this alternative session, the chairs will frame a range of current issues in assuming literacy leadership through vignettes of clinic/lab graduates who, on one extreme, developed leadership with the help and support of school administration and, on the other, developed leadership despite restrictive mandates and other external pressures.

**Part 2: Case studies (15 minutes).** In the second part of this alternative session, clinic instructors will present three case studies involving literacy leaders who work in a variety of roles (teacher, reading specialist, literacy coach), and in settings that provide different challenges, supports, and conditions for leadership. After presenting each individual case, the instructors will present results of a cross-case analysis of common threads and disjunctures.

**Part 3: Transformative clinical practices (40 minutes).** The third part of this alternative session focuses on clinic practices literacy leaders identified as transforming their way of thinking/teaching and allowing them to develop leadership skills. We will first present our analysis of data where we identified four clinical practices cited by clinic/lab graduates as strongly supportive of them developing leadership skills after the clinical experience. After the overview, we will break into four groups, each focused on one transformative practice. Session participants will choose to attend two of these four groups (20 minutes each). In each group, three clinic instructors will present the practices they use in their clinical settings and engage participants in a collaborative exchange of ideas to showcase the variety of ways clinic instructors have teachers engage in each leadership practice. The practices identified as promoting leadership are:

#### Student-centered instruction/differentiated instruction

Clinic/lab instructors in this break-out session will describe ways in which they promote student-centered instruction. They will share with participants learning opportunities they have created that help teachers keep their focus on the learner, and how this focus on the learner helps graduates develop as literacy leaders.

## Clinic/Lab Literacy Leaders

### Assessment practices

In this break-out session, clinic/lab instructors highlight how they help teachers use and evaluate assessments, and how this knowledge assists these future leaders in making informed decisions, in navigating conflicts between assessment for instruction and assessment for accountability, and in communicating assessment information to multiple stakeholders.

### Collaboration

Like classroom teaching, one-on-one tutorial work can be isolating. In this break-out session, clinic/lab instructors discuss ways in which they promote collaboration within the clinic and from clinic to classroom. Practices to develop literacy leadership include collaborative analysis of data, team teaching, and communicating with classrooms teachers.

### Coaching and leadership opportunities

Clinic/lab instructors in this break-out session will describe practices they use to help teachers develop coaching and leadership skills, including video viewing and conferences, observing colleagues and providing feedback, and working with teachers and parents.

**Part 4: Conclusion (10 minutes).** This alternative session will conclude with a summary of questions, comments, insights, and additional instructional practices generated during the collaborative exchange of ideas to promote multiple pathways for literacy leadership.

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- Author c (2001)
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