



Wednesday, May 09, 2007

Keynote Address

Issue: Adolescent Literacy

Title: “Intervening When Older Youth Struggle with Reading: What the Research Tells Us”

Speaker: **Kathleen Hinchman, Ph.D.**, Syracuse University



Abstract: *This presentation reviews the literature on literacy interventions targeted for older youth, including youth’s identity construction, assessment tools, instructional models conducive to situated learning, using multimedia texts, and instructional strategies. Subsequent discussions use insights from two decades of clinical work to focus on designing instructional interventions situated to the constraints of middle and high school scheduling, subject-area study, and youth’s life aspirations.*

Kathleen A. Hinchman is a professor and Chair of the Reading and Language Arts Center at Syracuse University. Once a middle school teacher, she teaches undergraduate and graduate classes in childhood and adolescent literacy. Her research explores youths’ and teachers’ perspectives toward literacy instruction. She has published in such journals as *The Reading Teacher*, *Language Arts*, *Reading Research Quarterly*, and *Journal of Literacy Research*, and has coauthored or co-edited such texts as *Reconceptualizing the Literacies in Adolescents’ Lives*, *Principled Practices for a Literate America*, *Teaching Adolescents Who Struggle With Reading*, and *Tutoring Adolescent Literacy Learners*. She has served as President of the Central New York Reading Council and the New York State Reading Association, and as a member of the Board of Directors of the National Reading Conference, which she will serve as president in 2009.

Wednesday May 9, 2007 (cont.)



Keynote Address

Issue: *Adolescent Literacy*
Title: “Literacies and Identities: Stories of Boys in Diverse Literacy Classrooms”
Speaker: **Josephine Marsh, Ph.D.**, Arizona State University

Josephine Peyton Marsh is Associate Professor of Literacy Education and the Executive Director of the Doctorate of Education Program in Curriculum and Instruction, at the Mary Lou Fulton College of Education, Arizona State University (ASU). She earned her Ph.D. in Reading Education at the University of Georgia in 1998. Prior to attending graduate school, she was a reading teacher at an alternative high school and held various other teaching positions in the public and private sectors. Josephine Marsh’s research interests include adolescent literacy, critical literacy, gender, identities, and literacy, and content literacy.

Keynote Address

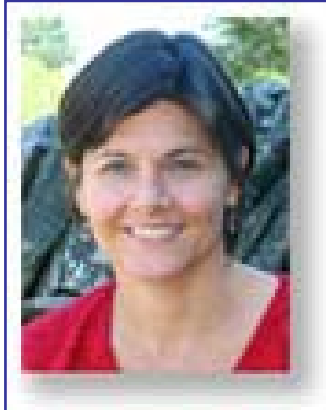
Issue: *Struggling Readers*
Title: “Teaching Struggling Readers: Lessons Learned”
Speaker: **Barbara J. Walker, Ed.D.**, Oklahoma State University



Barbara J. Walker, a reading education professor at Oklahoma State University in Stillwater, is vice president of the International Reading Association and will become president in May 2008. Walker, who has been actively involved in IRA for more than 25 years, served on IRA’s Board of Directors from 1994–1997. She also served on a number of IRA committees and commissions and on the board of directors for state reading associations in both Oklahoma and Montana. From 2003–2005, Walker wrote the Struggling Readers column for *The Reading Teacher*.

Barbara J. Walker received her Ed.D. in reading education and BS and MA in elementary education at Oklahoma State University. Walker began her career as a reading specialist at the elementary level, taught reading improvement at a junior college, and coordinated the instructional program for physically challenged children in Bolivia. She is author and co-author

of numerous books and chapters, including *Diagnostic Teaching of Reading* (5th ed.), *Techniques for Reading Assessment and Instruction*, *Supporting Struggling Readers* (2nd ed.), *What Research Says to the Teacher: Remedial Reading, the Reading Team series*, *Collaboration for Diverse Learners*, *Handbook of Literacy and Technology*, and *Tutoring Programs for Struggling Readers*. Her coauthored articles have appeared in *The Reading Teacher*, *Elementary School Journal*, and *Journal of Teacher Education*.



Keynote Address

Issue: *Struggling Readers*
Title: “The NRP’s Five Pillars and Equity Pedagogy: Can Teachers Do Both?”
Speaker: **Ellen McIntyre**, University of Louisville

Abstract: *This colloquium will focus on a design-based research study of an instructional intervention in which the National Reading Panel’s five components of reading are taught through equity pedagogy. The need for the study, background for it, and future studies/projects extending from it will be discussed.*

Ellen McIntyre is a professor of literacy education and a university scholar at the University of Louisville where she has taught for 17 years. She studies literacy acquisition and development, classroom instruction for students of poverty, family involvement, and teacher learning. At present, her interest is how teachers manage current policy demands of literacy instruction while attending to the diverse academic needs of their students. Ellen will take a position as professor and department head of elementary education at North Carolina State University beginning July 1, 2007.

Thursday May 10, 2007

Keynote Address

Issue: Comprehension
Topic: “Understanding in a Digital Literacies Space:
Changing the Relationship Amongst Reader,
Text, and Activity to Improve Diverse Learners’
Literacy Achievement”
Speaker: **Bridget Dalton, Ed.D.**, Center for Applied
Special Technology (CAST)



***Abstract:** Digital text and tools are inherently flexible, offering the promise of customized literacy environments for diverse students and for their teachers, who face the challenge of differentiating instruction and teaching rigorous academic content. I will present a scaffolded digital literacies framework that integrates universal design for learning (Rose & Meyer, 2002) and digital literacies perspectives. Results from several research projects investigating the role of technology in supporting students’ reading, vocabulary and multimedia composition will be presented. This research has focused on struggling readers, including students with special needs and students who are English language learners. Links to academic standards and recommendations for classroom practice will be offered.*

Bridget Dalton is Chief Literacy and Technology Officer at CAST (www.cast.org), a nonprofit research and development organization working to expand learning opportunities for all individuals. Dr. Dalton’s research focuses on the design and study of digital literacy environments to improve diverse students’ learning, engagement, and self-efficacy. She is currently co-principal investigator of two IES-funded research studies investigating scaffolded digital reading of narrative and informational texts. Dr. Dalton is the author of many articles and book chapters and served as co-editor of the International Reading Association’s peer-reviewed electronic journal, *Reading Online*. She is co-author of the Codie award-winning software program, *Thinking Reader*, published by Tom Snyder Productions, Scholastic. Prior to joining CAST, Dr. Dalton was an associate professor at the University of Guam, where she directed the graduate program in Language and Literacy and the Literacy Center. She earned her doctorate in reading, language and learning disabilities at the Harvard Graduate School of Education.

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Keynote Address

Issue: Comprehension
Topic: “What’s Love Got to Do with It? The Influence of Motivation and Affect in Literacy Development”
Speaker: **Patricia Alexander, Ph.D.**, University of Maryland

Abstract: Typically, struggling readers are defined as those who lag behind in one of the five pillars of emergent literacy development, such as phonemic awareness and fluency. However, the paths toward success or struggle in reading are quite varied and involve human motivations as significant contributors to literacy development that is stimulated or stifled. In this presentation, diverse profiles of successful and struggling readers will be discussed—profiles that take into account the “skill,” “will,” and “thrill” of literacy. Implications of those profiles and the associated cognitive and motivational/affective factors for instructional practice, such as personal interest and self-efficacy, will be considered.

Patricia Alexander is Professor and Distinguished Scholar-Teacher in the Department of Human Development at the University of Maryland. She has served as President of Division 15 (Educational Psychology) of the American Psychological Association, and as Vice-President of Division C (Learning and Instruction) of the American Educational Research Association. A former middle-school teacher, Dr. Alexander received her reading specialist degree from James Madison University (1979) and her Ph.D. in reading from the University of Maryland (1981). Since receiving her Ph.D., Dr. Alexander has published over 190 articles, books, or chapters in the area of learning and instruction. She has also presented over 160 papers or invited addresses at national and international conferences. Currently, she serves as the editor of *Contemporary Educational Psychology*, Associate Editor of *American Educational Research Journal-Teaching, Learning, and Human Development*, and on 12 editorial boards including those for *Reading Research Quarterly*, *Journal of Literacy Research*, *Educational Psychologist*, and the *Journal of Educational Psychology*.

Among her many honors and awards, Dr. Alexander is a Fellow of the American Psychological Association, and was a Spencer Fellow of the National Academy of Education. Recently, she was named one of the 10 most productive scholars in Educational Psychology, and was the 2001 recipient of the Oscar S. Causey Award for outstanding contributions to literacy research from the National Reading Conference. She is also the 2006 recipient of the E. L. Thorndike Award for Career Achievement in Educational Psychology from APA Division 15 and the 2007 recipient of the Sylvia Scribner Award from AERA Division C. In addition, she has received various national, university, and college awards for teaching.