Elected Member
Inaugural Presentations

ANNUAL MEETING OF THE LITERACY RESEARCH ASSOCIATION
INDIAN WELLS, CALIFORNIA, USA
NOVEMBER 30, 2018
Title: Facilitating school-wide improvement in literacy learning and teaching – using practice analysis.

Of course we wanted to improve our children’s learning and achievement – this is our moral purpose and the school’s reason for being. We know that doing the same things will have the same outcome, so something different had to happen. To make effective change required that we reflected on our professional pedagogical practices in an open, professional manner and made changes in light of our findings.

This is a sharing of our school’s journey to create a professional, reflective learning culture that supported our development of practice analysis to promote effective learning for our children and teachers. Our journey encompassed a de-privatizing of classroom practice, followed by opportunities to deepen our professional learning and development.
through input, practice and reflection. These opportunities included intensive school-wide professional learning; modeling of effective practice; developing and practicing learning conversations with feedback and feed forward; regular, systematic observation of teaching programs in action; and the application of additional programs that facilitated parent participation and engagement in learning about learning.

Dr. Donna Scanlon, Elected 2017

Title: Contributions and Failures Related to Understanding, Preventing, and Remediating Reading Difficulties

Children who experience literacy-learning difficulties have been the focus of my research career. In this talk, I will share some of the major findings of that research which suggests that it is possible to accelerate the development of reading skills among children who experience difficulties and that, if efforts begin early enough, most reading difficulties can be prevented/overcome. This feels like an important contribution.

The failure is that the research that my colleagues and I have done has influenced the thinking of a very active group that advocates particular perspectives on the identification and treatment of reading difficulties. This group references our work in support of their positions in ways with which I disagree.
Title: Historical or Ahistorical: The Literacy Profession’s Strained Relationship with Its Past

A field only becomes a profession when its membership is fully cognizant of its past and is able to critically evaluate its present and its possible futures based on the foundation afforded by a knowledge of theories and research about its past. The question is raised and then explored as to what is the responsibility of the professoriate in leading the field away from an ahistorical culture to one that fully embraces and participates in the creation of new knowledge and understandings of our past.
Title: Finding Educational Equity for English Learners through the SIOP Model

The Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt, & Short, 2017) has been used by educators in the U.S. and internationally for over 20 years to teach content and academic language concurrently and systematically to students whose first language differs from the language of instruction. In U.S. classrooms with SIOP trained teachers, English learners and native English speakers alike have outperformed similar students in non-SIOP classrooms on standardized measures of English language development and content knowledge.

Examples of educational equity for English learners with SIOP include: frequent opportunities for collaborative interaction during lessons, among students and between students and teacher; increased academic language production that is authentic and directly related to academic content; flexible grouping for instruction, practice, and application of content and language concepts; and appropriately adapted materials and instruction based on students’ English proficiency and academic needs. At present, SIOP is the only empirically validated model of instruction that exists for teaching academic content and language to English learners.