

Fall 2014

# READING HALL OF FAME NEWSLETTER



## A Letter From the President

Jane Hansen

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Hello to Everyone!

The Reading Hall of Fame is busy, emails everyday from someone. Earlier this year we elected Rita Bean, as president-elect, to replace me at the end of our 2015 annual meeting in St. Louis and we chose Vicki Risko as our secretary. This is the first year of her 4-year term, so hang in there, Vicki! With the recent passing of Bob Calfee, we have appointed Tim Rasinski as Treasurer and Donald Leu as Historian.

We have a delegation of members who volunteered to create a proposal for a symposium for the European Conference, which is also July 2015. According to our By-Laws one of the purposes of the Hall of Fame is to “further improvement in reading instruction in such ways as presenting co-sponsored meetings at the meetings of related organizations.” This will be our first at the European Conference. Thank you to Renate Valtin for initiating this process.

This year we are starting a new dues collection process, which you’ll hear more about in a separate mailing. Briefly, we are separating our dues from our breakfast/annual meeting payments. We’ll pay our 2015 dues during fall 2014, and pay for our RHF breakfast nearer to July 2015. The new timing for IRA led to this change, as it is a bit late to collect annual dues when half of a year has expired.

I look forward, before long, to starting the process of determining our new members.

I wish you all the best—and thanks to Ray Reutzel and Lesley Morrow for this Newsletter.

Sincerely,  
Jane

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# 2013-2014 Inductee Biographies



**Diane Barone, University of Nevada, Reno**

Diane focuses her research on young children's literacy development and instruction in high poverty schools. She conducted two longitudinal studies of literacy development: a four-year study of children prenatally exposed to crack/cocaine and a seven-year study of children, predominantly English Language Learners, in a high-poverty school. She has had articles published in journals such as *Reading Research Quarterly*, *Journal of Literacy Research*, *Elementary School Journal*, *The Reading Teacher*, *Gifted Childhood Quarterly*, and *Research in the Teaching of English*. She has written several books that include *Resilient Children*, *Research-Based Practices in Early Literacy* and *Children's Literature in the Classroom*. She works in public schools to enhance student learning and received the John Chorlton Manning IRA Award for this work. She served as the Editor of *Reading Research Quarterly* and was a board member of the International Reading Association and the National Reading Conference. She is currently Editor of *The Reading Teacher* with Marla Mallette.

**Jim Baumann, University of Missouri**



Jim received his PhD from the University of Wisconsin in 1980 and served on the faculties of Purdue University, the University of Georgia, and the University of Wyoming. He currently holds the Chancellor's Chair of Excellence in Literacy Education at the University of Missouri. He has published ten books or monographs and over 100 book chapters and articles. His articles have appeared in prestigious journals including the *American Educational Research Journal*, *Educational Researcher*, the *Elementary School Journal*, *Reading Research Quarterly*, *The Reading Teacher*, the *Journal of Adolescent and Adult Literacy*, and the *NRC/LRA Yearbook*. He has served as editor of *The Reading Teacher*, and as Associate Director of the National Reading Research Center, and on the editorial boards of half a dozen reading journals. He has received several substantial IES/Department of Education research grants and has been a member of the Board of Directors of both LRA and IRA.

**Stuart McNaughton, University of Auckland, Director of Woolf Fisher Research Centre**



Stewart has published seven books, 35 chapters, and 75 journal articles. Recently made an Officer of the New Zealand Order of Merit, his many awards for research include the Albert Harris from IRA. On the editorial board of *RRQ*, he is associate editor of both *Journal of Early Childhood Literacy* and *Culture and Psychology*. His research focuses on settings with high levels of poverty and diversity, emphasizing bilingual and biliteracy development. His intervention model substantially raises literacy achievement, particularly for indigenous and other linguistic and cultural minority children. This work is truly international, being taken up in Australia, Canada, Singapore, USA, and Vietnam. He delivered the keynote at last year's IRA World Congress. His contributions to cultural and racial equity in literacy development have been substantial.

**Ludo verHoeven, Radboud University, Nijmegen, Netherlands**

Ludo is professor in the Faculty of Social Sciences, pedagogical sciences, and didactics. verHoeven is a distinguished international scholar focused on learning and learning difficulties with numerous professional books and journal articles. Books include the edited collection, *Literacy and Motivation: Reading Engagement in Individuals and Groups* (Routledge), and *Acquisition of Reading in Dutch*, co-edited with Peter Reitsma. His research has been presented at both



LRA and AERA, and has been published in a range of research journals, including *Scientific Studies in Reading*. His work on reading acquisition and teaching reading to second language learners is amongst the most frequently cited by a European scholar.



# 2013-2014 Inductee Biographies



**Luis C. Moll, The University of Arizona**

Luis is a professor in the Language, Reading, and Culture Program of the Department of Teaching, Learning and Sociocultural Studies. His research focuses on the connection between culture, psychology, and education, especially as it relates to the education of Latino children in the U. S. Professor Moll analyzes the quality of classroom teaching, literacy instruction in English and Spanish, and how learning occurs in the broader social contexts of household and community life. Drawing on this research, he identified pedagogical relationships among teaching, instruction, and students' cultural knowledge and history. Professional Moll's longitudinal research on biliteracy development examines the language ideologies that mediate that development. His co-edited volume, *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (2005), received the 2006 Critics' Choice Award of the American Educational Studies Association. Professor Moll has served on the editorial board of several journals, including serving as associate editor of the *American Educational Research Journal*.

**Hilary Janks, Professor, School of Education, University of Wits, Johannesburg, South Africa**

Hilary publishes about engaging students of all ages in critical literacy as she integrates social theory and classroom practice. Her research addresses multiliteracies and cultural diversity in South Africa, and her innovations in teaching have influenced critical literacy throughout the world. She consults with critical literacy scholars in other countries exploring how her work relates to varied contexts. Her research concerns power relations with a range of oral and written texts through critical discourse. She addresses theoretical and praxis issues internationally in *Literacy and Power* (2009) and provides curriculum ideas and materials for critical inquiry for classroom use in her series *Critical Awareness*. She is committed to equity and social justice for children of poverty. She teaches undergraduate courses for teachers, postgraduate courses in systemic functional linguistics, and critical research methods and supervises doctoral students. She is internationally known for cutting edge publications.



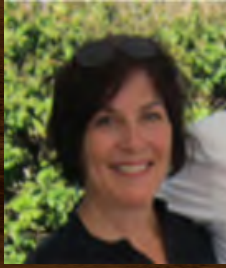
**Eufimia Tafa, University of Crete, Greece**



Eufimia is a well-known researcher in early literacy in Greece. She teaches at the University of Crete and is chair of her department. She has written or edited 10 books, has 31 articles in refereed journals in Europe and in the U.S. She was founder of the Greek Reading Association, and is Vice-President since 1998. She is a member of the IRA International Development in Europe Committee. She was nominated for the Board of Directors of IRA in 2004. She did not win the election but received 4,500 votes. She presents at IRA and all of the European IRA conferences. She is on the Editorial Advisory Board of Reading Research Quarterly and other journals in Greece. She is a leader in her field in Europe, and she has spent time in the United States at several universities.



# Reading Hall of Fame Presentation



**Camille Blachowicz, PhD**

## *Learning with Teachers: A Reflection*

In my Hall of Fame presentation, I shared my reflections on getting started as a reading educator, what I have learned with teachers about their stages of pedagogical development and about classroom vocabulary instruction, and how much my growth in the field depended on the collegiality and help I experienced along the way. My journey reflected the learning I did as a classroom teacher, as a reading specialist, over 30 years of directing the preparation of reading specialists and literacy educators and 15 years of intense formative work with teachers on orchestrating research based vocabulary instruction in the classroom. I use the word “orchestrate” consciously because I believe it well describes both the intellectual, artistic, pedagogical and social funds of knowledge teachers draw upon as they take what researchers do and reality test it for the classroom.

In our professional development work, across sites and with both reading professionals and classroom teachers, we observed these phases of pedagogical development (Blachowicz, Fisher, et al., 1991; Blachowicz, Ogle, et al., 2010):

1. Survival—when the educator is trying to manage working with students at the same time they are learning something new.

2. Developing craft knowledge—Evaluating, challenging, changing the new learning.
3. Attention to student/client impact and differentiation—Examining the impact of what they are doing on the students and making adaptation

We also learned that, apart of from developing strategic proficiency, teachers, prioritized three areas of learning that affected their personal growth:

Understanding of the incremental nature of vocabulary learning; understanding the importance of the environment for word learning and word consciousness;

Understanding of the importance of language and linguistic awareness (Baumann, Blachowicz, et al 2013).

Lastly, I commented on the support and collegiality that allowed me to develop in my profession, from my mother, dad, and sister; from my teachers, Benton Underwood, Gil Krulee, and Laura Lee; from my early professional supports, David Pearson and Becky Barr; from my loving and loved students and colleagues, especially Donna Ogle, Peter Fisher, and Darrell Morris; and from my family, Jim, Jake, and Jesse.





# Robert Chilton Calfee

## January 26, 1933 - October 24, 2014

### Resident of Stanford, California

Robert "Bob" C. Calfee died peacefully at the age of 81 in his Stanford home with family at his side. Bob was born in Lexington, Kentucky. He interrupted his studies at UCLA to serve in the U.S. Air Force from 1953 to 1957. He returned to UCLA, earning a B.S., M.A, PhD (1963).

His distinguished academic career began at the University of Wisconsin, Madison (1964-1969). From 1969 to 1998, Bob held several positions at Stanford University, including Professor of Education and Psychology plus four years as Associate Dean, Research and Development. From 1998 to 2003, Bob served as Dean and Professor of Education at the University of California at Riverside, continuing there as Distinguished Professor of Education until 2005. From then until the time of his death, Bob was Professor of Education Emeritus at the University of California at Riverside and Professor of

Education, Emeritus on Recall, at Stanford University.

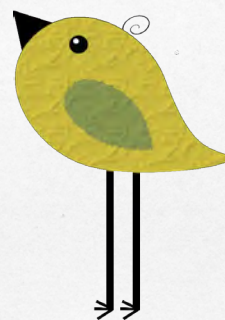
Bob served on numerous national and international boards, was an editor and reviewer for professional journals, and was a prolific writer and dedicated researcher. He authored or co-authored more than 300 articles, plus several books and educational programs.

Outside of academia, Bob enjoyed traveling, gardening, art, classical music, the theatre, cooking, and entertaining in his Stanford home.

He was predeceased by his parents, Robert Klair Calfee and Nancy Bernice Stipp; his son, Robert Allen Calfee; and his brother, James "Jim" Lee Calfee. He is survived by his loving wife, Suzanne (Dumville) Barchers and her children and grandchildren. He is also survived by his children, Adele (Calfee) Woodward of San Dimas, California; Robert W. Calfee of Dublin, California;

and Elise Sachs of Boulder, Colorado. Surviving sisters include Sara (Calfee) Goodno of Pasadena, California; Jean (Calfee) Knapp of Covina, California; and Loretta Calfee of San Diego, California. Also left to cherish his memory are numerous grandchildren, great-grandchildren, nieces, nephews, and countless friends, students that he mentored, and colleagues.

The Celebration of Life for Bob will be held at 1:00 on December 6th at Valley Presbyterian Church, 945 Portola Road, Portola Valley, California. In lieu of flowers, memorial donations can be made to a previously established student fellowship fund by entering "Calfee" at <https://advancementservices.ucr.edu/AdvanceOnlineGiving/search#>





# An Alternative Format Session Presented at the Literacy Research Association Conference *December 2013, Dallas, TX by Reading Hall of Fame Members*

## **Current Professional Development Research that Promote Common Core Standards**

*Lesley M. Morrow and Linda Gambrell*

This alternative format program was presented last year at the LRA conference in Dallas, TX.

### ***Description of the Symposium***

This symposium focuses on research from four different professional development (PD) programs. The studies have their own research questions but all are interested in:

- Promoting the use of strategies for teachers that will help students achieve the Common Core Standards (CCS)
- Recording PD strategies that reached goals that were sustainable

When reviewing research it is found that effective professional development must be job-embedded, relevant to teachers and perceived as needed. The models that motivate sustained change are multi-faceted (Guskey, 2000; Roe, 2004; Yoon, et al., 2007). Partnerships with other districts, experts and universities help guide program designs, but momentum comes from internal sources such as coaches, teachers, and principals (Deussen, Coskie, Robinson, & Autio; 2007; Knapp, 2004). This will help to create a school culture consisting of a community of learners. (Stotnik & Smith, 2008; Talbert & McLaughlin, 2002).

### ***Theoretical Framework***

A Sociocultural theory situates this work and suggests that changes in communities happen in social contexts (Gee, 2003; Lave & Wenger, 1991). According to Vygotsky (1978) learning consists of an individual's internalization of external social models. Learning is a recursive process of transformation that evolves and changes over time when participants are in a community of practice that informs and to reflect (Gavelek & Raphael, 1996; Lave & Wenger, 1999). Adult learning theory (ALT) suggests that teachers need to help set their learning agenda in an environment of structured freedom, learn best by experience, and learn most when they believe the learning is of value to their children (Gallucci, 2008; Richardson, 2001; Langer, 2000).

## **Professional Development in the Initial Year of a Large-Scale Reform Effort** **Rita Bean, Professor Emerita, University of Pittsburgh**

The purpose of this study is to share the results of a Striving Readers Grant awarded to a state by the government for improving literacy learning (Pre-K–12). The notion of the grant is that literacy serves as the bedrock for learning across disciplines (Moje, 2008; Shanahan & Shanahan, 2008); PD is essential as a means of improving students' literacy learning (Darling-Hammond, et al., 2009); and schools are places of learning for both teachers and students for school improvement (DuFour, DuFour, & Eaker, 2008; Leana & Pil 2006). Sub-grants for this, multi-year project were awarded to 56 local educational agencies; Professional Development (PD) began in July 2012 and is ongoing. Research questions include:

- What are the responses of the LEAs to the PD received and what challenges do they face in implementing this project across levels (PreK–12)?
- How does the school culture affect the implementation of the plan?
- What relationships exist between teacher knowledge, school culture, and implementation?

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## Methods

To accomplish the goals for improved literacy, PD was provided. LEAs developed local comprehensive literacy plans involving teachers and administrators (Birth-Grade 12). Teachers, administrators, and coaches attended PD Content Modules (6-hour workshops) that addressed the goals of the grant. Modules focused on the instruction that would implement Common Core Standards (CCS); and (3) LEAs developed follow-up approaches to the workshops to support teachers in applying what they learned. Evaluators with the state designed surveys to assess perceived degree of implementation; site visits were made three times per year. The Data Source consists of surveys of teachers, facilitators, and principals from the three site visits to these 56 LEAs during this initial year.

## Results

Data collection is ongoing, but preliminary results indicate that schools varied significantly in the degree to which they implemented the Striving Readers goals. Factors affecting implementation included (1) extent of focus by the central administration and (2) numbers of teachers involved.

## Professional Development for One-on-One Tutoring in After School Programs Lesley M. Morrow and Susan Dougherty

**Rationale** Professional Development (PD) The collaboration of school districts with universities for PD is encouraged. Programs for before and after school are being investigated to make them worthwhile in achieving Common Core Standards (CCS).

The purpose of the study was to design after school one-on-one tutoring sessions to meet the needs of children who are struggling but not classified. Questions posed were:

1. What administrative activities had to happen before carrying out the program?
2. What was the PD plan for the teachers?
3. What did the after school tutoring sessions look like?

4. Did the children progress in literacy skills?

## Methods

The project's goal was to establish literacy clinics embedded into schools in collaboration with a University. If successful the PD plan can be shared with other districts with title 1 resources to train and pay teachers to participate.

The PD and program is serving K-4 students reading below grade level by providing expert tutoring in an after school program. Ten children were selected by teachers in one building as the sample. The PD was carried out for teachers in the fall, tutoring began in January, 2013. The proposal was created with the superintendent, district supervisors, principals, and master teachers in collaboration with the university investigators. The children will have sessions twice a week for an hour each over a 12 week period. The program will be supervised by university personnel and a site coordinator hired by the principal investigators.

## Data Sources

The first tutoring sessions were used to gather baseline data determining reading level, fluency, comprehension achievement, knowledge of phonics, phonemic awareness and writing. The tutors used this data plus, the PD sessions, interviews with classroom teacher to tailor the instructional plan for each child. CCS are guiding objectives. The same measures to assess will be used at the end of the intervention. Tutors will keep reflective journal entries about the learning and teaching at each session.

## Results in Progress

A cursory review of project is that teachers are carrying out the program as suggested. The administrators are participating. Children are pleased, working hard and appear to be enjoying themselves. The tutors believe the students are progressing.





## **Constructing a Staircase Curriculum for Evidence-Based Argumentation: Lessons from the READI Teacher Network** Taffy E. Raphael, University of Ill at Chicago

### **Rationale**

This study was to enhance 6-12th grade teachers' pedagogy in teaching complex comprehension in three disciplines (history, science, literature). The (PD) cross site network is a component of the Chicago metropolitan federally supported, five-year Reading for Understanding projects. It is one of the two teacher networks within the project (Chicago area, and Bay area in California). Findings will be situated within the local site of the Chicago area Teacher Network and the broader activities of the overall project.

### **Purpose of the Study**

Our guiding question is: What do teachers need to know and be able to do to help students achieve the Common Core Standards (CCS) in Language Arts?

### **Methods**

This study examines how inquiry network participants drew upon a range of resources from federally-driven initiatives including CCS and processes such as Design-Based Inquiry and formative assessment. Using these resources, we examined participants' construction of conceptual understandings of argumentation, related learning goals from grades 6 through 12 within each discipline. We are informed by multiple disciplinary participants, associated formative assessments, and exemplars of lessons and units that capture the pedagogical practices needed to insure that all students attain high levels of achievement. We juxtapose the construction of the curriculum and supporting assessments and pedagogical tools with the PD grounded in sociocultural approaches to teaching and learning.

### **Data Source**

Using design-based research, we have documented iterative cycles as participants worked within borders and across boundaries of professional roles (e.g., researcher, classroom teacher), disciplinary areas, and roles within the five-year, large-scale project in which this work was embedded. Results of the PD and strategies will be presented to the participants.

## **Training Teachers to Rate Information Text Features and Structures: The Information Text Structure Survey (ITS2)** Ray Reutzel, Utah State University

### **Rationale**

The ability to "close read" informational text has been found to positively affect students' comprehension and composition (Duke & Bennett-Armistead, 2003; Pearson & Duke, 2002; Shanahan et al., 2010). Text Structure, described in the Common Core Standards (CCS) focuses upon text organization features such as clue words, headings, sub-headings, typography, paragraph structure, and graphic displays (NGA & CCSSO, Appendix A, 2010). Based on the CCS our students need to build proficiency in reading more informational text throughout a student's K-12 education. In a large scale analysis of K-3 teachers' reading comprehension instruction primary grade teachers allocated .5% of their reading instructional time to teaching text structure of any kind (Donaldson, 2011).

### **Purpose of the Study**

To determine if teachers of young students know the conventional text structures used in informational texts? Can they reliably recognize conventional text structures in children's books to provide text structure instruction for young children? If not, what can be done to help them reliably identify text structures in informational texts?

### **Methods**

To help primary grade teachers learn about and identify information text structures in books, we developed the Information Text Structure Survey (ITS2): A Teachers' Tool for Rating Information Text Features and Structures. PD was developed to teach teachers how to use the protocol.

### **Results in Progress**

Data suggest that it requires about 21 teacher raters to achieve .70 reliability for identifying text structures in exemplar information texts. After training using the ITS2, three primary grade teachers can achieve .70 reliability.



# SUPPORTING YOUNG SCHOLARS

The Reading Hall of Fame's mentoring program, Supporting Young Scholars (SYS), is poised to begin its second year. The goal of the program is to support for four years the literacy research efforts of a small number of young scholars who are entering or completing the first year of their first academic position. For this second year of the program, we received a total of 24 applications—a substantial increase from the 15 received in the first year.

The Committee is now in the midst of the three-step review process. First, the Committee reviews applications and agrees upon a small group of finalists—again proving to be a very difficult selection given the high quality of the applications. Next, it identifies Hall of Fame members whose research interests are closely aligned to those of the selected candidates, and invites each to serve as a mentor.

Finally, upon confirmation of a mentor-mentee match, the list of finalists and mentors is presented to the Hall of Fame president, Jane Hansen, for approval. We expect to complete this process in accordance with the August 31 deadline. After contacting each of the recipients, we will post the names of the scholars and their mentors on the SYS website (<http://www.readinghalloffame.org/supporting-young-scholars-mentoring-program>).



## Supporting Young Scholars

A mentoring program of Reading Hall of Fame

### For New Faculty Members or Graduate Students Completing their Doctoral Studies

*Are you interested in partnering with a Reading Hall of  
Fame Member?*

Applications due by: **June 1, 2014**  
Acceptances made by: **August 30, 2014**

SYS Mentoring Program provides support to young scholars entering or completing the first year of their first academic position

#### Possible Activities:

- Reviewing manuscripts
- Offering information about grant-getting and publishing venues
- Supporting initial efforts to balance work/life in the academy

For more detailed information about the program and an application form, go to [www.readinghalloffame.org](http://www.readinghalloffame.org) or contact Dr. Rita Bean, Chair, SYS Reading Hall of Fame Mentoring Program ([ritabean@pitt.edu](mailto:ritabean@pitt.edu))

Reading  Hall of Fame

Please visit the website for more information about SYS and, after August 31, to find out the names of the recipients for 2014! The Committee continues to be interested in maintaining a list of RHF members who are willing to serve as mentors. Please send an email to Jeanne Paratore ([jparator@bu.edu](mailto:jparator@bu.edu)) if you are willing to add your name to this list. Please indicate your current research interests.

The application period for 2015 will open on January 1, 2015 and close on June 1, 2015. Application materials will be updated and posted on the website.

#### *Committee Members (2014-2015)*

- James Baumann, University of Minnesota
- Camille Blachowicz, National Louis University
- Jill Fitzgerald, University of North Carolina-Chapel Hill
- Colin Harrison, University of Nottingham
- Jim Hoffman, University of Texas-Austin
- Jeanne Paratore, Boston University



The Virtual Reading Hall of Fame Advisory Committee was approved by RHF members at the 2014 breakfast meeting. Ken and Yetta Goodman, cohistorians, chair the committee with members Camille Blachowicz, James Hoffman, Donald Leu, Gay Su Pinnell, and David Pearson. We continue to accept new committee members if any one else expresses an interest. If you indicated you were interested and your name isn't in the members' list or need more information about the Virtual Hall, contact Yetta Goodman (ygoodman@u.arizona.edu) or Ken Goodman (kgoodman@u.arizona.edu).

The committee charges include: 1) Informing incoming members of the need to establish their page and assisting them in doing so; 2) Assisting current members to establish and maintain their pages; 3) Working with RHF members, history of reading professors and their students, and History of Reading Sig members to develop biographies for deceased members. The committee will be contacting members without bios and work on writing entries for deceased members.

We urge RHF members, who have not done so, to write a bio for their site including titles, employment history and university affiliations, contact information, links to other sites with additional professional information and year of RHF induction. Check out the bios of other RHF members to use as models if needed. Members who already have bios in place should check and update their entries. Any members who need help setting up their bios should contact RHF's web master Neil Liwanag (readinghalloffame.org) who is very accommodating in helping with all entries and ways to access the website.

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