

SPECIALIZED LITERACY PROFESSIONALS

A publication of ALER's Specialized Literacy Professionals
Special Interest Group

PRESIDENT'S MESSAGE

Dear SLP members,

The spring semester is over and summer is here! As you take some time to regroup after this recent academic year, I wanted to take this opportunity to make you aware of all the opportunities here within the SLP organization. We have so many great topics in this newsletter. For example, we have information on SLP awards including the Jack Cassidy Award, leadership opportunities, mentoring and mentee collaborations, and more. There are so many things going on here in SLP! The newsletter provides more information in each of these areas. Keep reading, so you don't miss a thing!

Before you read any further, let me begin by saying just how much I appreciate the members on the SLP Board. I want to acknowledge the Board for the wonderful work they engage in for the SLP community. They continually provide insights on the literacy learning and teaching needs at both local and national levels. They demonstrate a true professional commitment to respond to the areas of need within the SLP community. In this newsletter I hope you're able to see the dedication, the responsiveness, and the commitment the Board has to the SLP organization. I feel this is truly evident through the work that they do when leading their committees and the innovative ideas they bring in the areas of research and community projects. As this incredible group continues to work behind the scenes to continue to develop and grow the SLP organization, we need your help too! If you would like to get more involved with SLP, please reach out to a committee member, a committee chair, or run for a board position. We would love to have you join us and work with our leadership through any of these pathways!

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ALER Conference 2022: Incoming President Aimee Morewood (L) and Outgoing President Bethanie Pletcher (R)

PRESIDENT'S MESSAGE CONTINUED

I have some exciting news to share about SLP's involvement in replicating the 2015 national survey research on specialized literacy professionals. Drs. Rita Bean, Ginny Goatley, and Diane Kern reached out to SLP to be a part of this work, and Bethanie Pletcher and I have worked for the past year with this influential group. In the past, this survey impacted the writing and finalized the International Literacy Association's Standards. The survey should be released soon and we added SLP to the distribution list. We want to have as many of our SLP Reading Specialists and PK-12 Literacy Leaders respond to this survey as possible! SLP was a part of this work in the past and we really want our membership's voices and experiences to be a part of this national data set again.

And in other news, I am excited to report that the Board has already begun planning for the fall business meeting that will take place at the annual conference of the Association of Literacy Educators and Researchers. Some of the topics that the Board has discussed are different ways to continue recruiting more SLP members that includes more literacy roles across the educational landscape, how best to highlight SLP accomplishments throughout the year through social media, and how to invest in and support our SLP members by sharing different professional knowledge and experiences at the fall meeting. More information about the ALER conference can be found here, aleronline.org. If you have any ideas, please feel free to contact me so that we can make the fall business meeting a successful experience!

Don't forget to join SLP on Facebook and Twitter! As always, thank you for all the work you do in the field of literacy education.

Aimee Morewood, President, SLP
West Virginia University

YOUR BOARD MEMBERS

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WON'T YOU JOIN US?

ALER Conference 2023
November 9 - 11

Hilton Buffalo Thunder Resort
Santa Fe, NM

for more information:

<https://www.aleronline.org/page/SantaFe2023>



RESEARCH COMMITTEE UPDATE

SUBMITTED BY BETHANIE PLETCHER

The SLP Research Committee is delighted to report that the latest research study, led by Stephanie Grote-Garcia, will be published in the upcoming Association of Literacy Educators and Researchers Yearbook. The article is titled, *How is Dyslexia Being Conceptualized Across State Lines*, and the research team consisted of Stephanie Grote-Garcia, Bethanie Pletcher, Lucinda Juarez, Aimee Morewood, Roberta Raymond, Canyon Lohnas, Inci Trout, Jen Brown, and Catherine Miller.

The committee is just beginning to work on a white paper that describes SLP's stance on the sciences of reading and science of reading instruction. We will send out a draft of this document to all members in late summer or early fall.

AWARDS COMMITTEE UPDATE

SUBMITTED BY PATRICIA DURHAM

The Awards Committee met in the Spring 23 term to organize the Call for Nominations related to the Jack Cassidy Award for Scholarly Contributions. The selected entry will be awarded at the 2023 ALER annual conference in November. Below is the call:

Accepting Nominations for the 2023 Jack Cassidy Award for Scholarly Contributions

In recognition of Dr. Cassidy's service to SLP and his scholarly contributions to the field of literacy through the What's Hot in Literacy survey, SLP annually recognizes the authors of one scholarly publication with the Jack Cassidy Award for Scholarly Contributions. Chosen scholars are recognized for their scholarship of timely (i.e., HOT) topics and the potential impact their scholarship may have on specialized literacy professionals.

Awardees will be recognized at the annual fall meeting of Specialized Literacy Professionals.

Qualifications:

- The recipients must be a member of SLP.
- The recipients' contributions should reflect timely (i.e., published within the awarded year) topics and a potential to impact specialized literacy professionals.

To nominate or self-nominate authors of one scholarly publication, please send an email to Patricia Durham, Chair of the Awards Committee, at pmd006@shsu.edu.

DOCTORAL STUDENT AND NEW FACULTY MENTORING PROGRAM COMMITTEE

SUBMITTED BY AIMEE MOREWOOD AND JOHN HILL

The Mentoring Committee has begun to shape up over the last few years! As a committee we are excited to build on previous mentor/mentee experiences. Please let your graduate students and junior faculty colleagues know that SLP is actively engaged in providing support to it's membership. We want to continue to build the mentor capacity within the organization and see a future where those who receive mentoring will transition to the role of the mentor over time. Below we highlight a few points to get this mentor cycle moving!

Here are a few updates that we would like to share with you so that you are aware of the upcoming plans.

- New members-Please complete the section on mentoring when completing your membership form. This will help the committee pair professionals together based on needs and experiences.
- Membership renewals will also have a space to indicate if you are interested in being a mentor or mentee.
- Soon a mentorship survey will be sent to the entire SLP community. This survey will ask if you are interested in being a mentor or if you would like to be partnered with someone for mentorship. The survey will also ask for some general information around the areas that you would like to work. This information will help us to make matches between mentors and mentees that make sense!

In the past, our mentorship requests have focused mostly on research topics, such as publishing in the field. We want to support this request and state that the mentoring can also be in the areas of teaching within the field, facilitating professional learning for groups of educators, and building professional connections across the field.

We are hopeful that as we can pair more groups together that we will also provide some data back to the SLP organization about how these mentoring partnerships look...Exciting stuff to come!!



MEMBER PUBLICATIONS

Cassidy, J., Grote-Garcia, S., & Ortlieb, E. (2022). What's hot in 2021: Beyond the science of reading. *Literacy Research and Instruction*, 60(1), 1-17.

Consalvo, A. L., Doepker, G. M., Dubre, V., & Neel, J. (2022). Librarian-faculty collaboration for literacy courses: Promoting better learning for preservice teachers. *Language & Literacy*, 24(3), 106-129.
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Dasher, H., & Pilgrim, J. (2022). Paper vs. online assessments: A study of test-taking strategies for STAAR reading tests. *Texas Journal of Literacy Education*, 9(3), 7-19.
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David, A., Grote-Garcia, S., Yilmazli Trout, I., Hall, S., & Harding, L. (2022). Learning to teach writing by becoming a writer: An examination of preservice teachers' engagement with the writing process. *English Education*, 55(1), 27-48.

Dobbs, C. L., Ippolito, J., & Charner-Laird, M. (2022). Bringing disciplinary literacy into STEM classrooms: Findings from a collaborative inquiry-focused professional learning initiative. *Massachusetts Reading Association Primer*, 50(2), 9-25.

Doepker, G. M. (2022). DIZZY – Book Review. *The Social Studies Texan*, 38(3), 54.

Elizondo, A., & Pletcher, B. C. (2022). "Switching Gears": Understanding Small Group Discussions and Strategies in an Undergraduate Reading Course. *Journal of Teacher Action Research*, 9(1). <https://teacheractionresearch.com/index.php/JTAR/article/view/6/2>

Grantham, T. M., Carter, M. D., Randolph, C., & Doepker, G. M. (2022). Predictive values of factors affecting reading comprehension assessment. *Literacy Practice and Research*. 47(4), Article 2. <https://digitalcommons.fiu.edu/lpr/vol47/iss4/2/>

Grote-Garcia, S. & Ortlieb, E. (2022). Trends and issues in literacy: A 25-year analysis of the what's hot in literacy survey. In J. J. Araujo, A. Babino, K. Dixon, & N. Cossa. (Eds.). *Educate to liberate. The 43rd Yearbook of the Association of Literacy Educators and Researchers*, (pp. 81-102). ALER. ISBN 978-1-883604-10-3

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Henk, W. A., Wepner, S. B., & Ali, H. S. (2022). Academic deans' perceptions of factors contributing to longevity in their positions. *The Journal of Higher Education Management*, 37(1), 36-59.

Ippolito, J., & Savitz, R. (2022). Professional learning should blend SEL and equity: SEL coaches can lead the way. *The Learning Professional*.
<https://learningforward.org/journal/coaching-for-change/professional-learning-should-blend-sel-and-equity-online-exclusive/>

Lloyd, Z. D., Daesang, K., Cox, J. T., Doepker G. M., & Downey, S. E. (2022). Using the annotating strategy to improve students' academic achievement in social studies. *Journal of Research in Innovative Teaching & Learning*. DOI
<https://doi.org/10.1108/JRIT-09-2021-0065>

Ortlieb, E., Grote-Garcia, S., Pletcher, B., Hudson, A., Perfetto, A., Durham, P., Anderson, K., Schatz, S., & Kerbs, M. (2023). How teachers do and don't address issues of diversity in literacy instruction. *Reading Psychology*.
<https://doi.org/10.1080/02702711.2023.2179141>

Pilgrim, J. (2022). The science of reading: An analysis of Texas literacy standards for teacher certification. In K. Thomas, S. Landreth, A. Cummins, & C. Maynard (Eds.) (2022). *The Texas Association for Literacy Education Yearbook, vol. 9. TALE Turns Ten: A Decade of Literacy, Service, and Advocacy* (pp. 63-74). Texas Association of Literacy Education.
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MEMBER PUBLICATIONS

Robertson, P., & Pletcher, B. C. (2022). A university-based reading clinic and the pivot to online instruction: Promises, pitfalls, and lessons learned. In Araujo, J., & Araujo, D. (Eds.), *Reconceptualizing preservice teacher preparation in literacy education* (pp. 202-222). IGI global. <https://www.igi-global.com/gateway/book/272680?ct=-8585650263473472275>

Vasinda, S., & Pilgrim, J. (2023). Technology supports in the UDL framework: Removable scaffolds or permanent new literacies? *Reading Research Quarterly*, 58(1), 44-58. <https://doi.org/10.1002/rrq.484>

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Wepner, S.B., & Henk, W. A. (2022). What might we learn from 25 Years of research on education deans? *Journal of Educational Leadership and Policy Studies*, 6(1), 1-21.

Wepner, S.B., Henk, W.A., & Ali, H.S. (2022, October). Factors Chief Academic Officers consider in deciding whether to remain in their positions. *The ACAD Leader*, <https://acad.org/resource/factors-chief-academic-officers-consider-in-deciding-whether-to-remain-in-their-positions>

Membership is available online at:

<http://www.literacyprofessional.org/join.html>

The following options are available:

one year \$10.00

two years \$15.00

four years \$30.00

Please encourage a colleague to join our SIG this year!