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 Alabama Higher Education  
**Science of Reading**  
**S Y M P O S I U M**

HOSTED BY  
University of NORTH ALABAMA

# Welcome

## WE'RE GLAD YOU ARE HERE!

Dear Colleagues,

We extend the warmest of welcomes to you as we engage in our second annual Alabama Higher Education Science of Reading Symposium. When we launched this event last year, we hoped it would offer an important space in which we could collaborate across the state, exchanging ideas, sharing experiences and growing in our practice. We were delighted by the impact of this Symposium and thrilled to see the collective conversation continue.

This year, we are excited to offer a fantastic list of concurrent sessions covering a wide range of topics, including field-based experiences, special education, reading disorders and innovative science-based literacy instruction. We are so thankful to our colleagues across the state for presenting these sessions.

We are also so pleased that Bonnie Short, Director of the Alabama Reading Initiative, and Rebecca Hughes of the 95 Percent Group are offering our keynote presentations this year. We look forward to learning from them! We are also delighted to offer a new luncheon session this year, the Science of Reading Forum, featuring Bonnie Short, Vickie Chappelle, Amy Jones, and William Milledge from ARI and Alethea Hampton from ALSDE. Each forum member will share news from their respective area and answer any questions you might have.

We extend our sincerest gratitude to our Symposium sponsors and vendors. We are so grateful that you are willing to invest in this important work, and we could not offer this wonderful collaborative experience without you. Thank you for supporting our endeavors to provide the highest quality science-based instruction to our pre-service teachers. The result of your support will be felt for years to come as these teachers enter the field and powerfully impact student learning.

Thank you to our UNA community who has worked so hard to bring this Symposium to life, to our Alabama legislators and Governor Kay Ivey for making reading a priority in our state, and most of all, thank you to each of you for not only joining us today but for the work you do every day to encourage, nurture and inspire our future teachers. We know the countless hours and passionate service you pour into these young lives; you are making a difference that will impact generations to come.

We invite each of you to enjoy an honest, sincere collective conversation over these next two days as we share, learn, grow, encourage and inspire each other.

Lisa Clayton and Lorie Johnson  
Symposium Co-Chairs

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**Day 1**

*at-a-glance*

**THURSDAY, JANUARY 25, 2024**

**8:00**

**Registration and Continental Breakfast**

*Location—Performance Center at Guillot University Center*

**9:00**

**Welcome**

**Dr. Matt Green, Interim Dean, College of Education and Human Sciences**  
*University of North Alabama*

**Dr. Lisa Clayton, Program Coordinator, Elementary Education**  
*University of North Alabama*

**Keynote Speaker:**

**Ms. Bonnie Short, Director, Alabama Reading Initiative**  
*Alabama State Department of Education*

**10:00**

**Session 1 (Choice of 2 Presentations)**

**Learning and Teaching Phonics: Exploring the Use of UFLI Foundations**  
*Location—Performance Center at Guillot University Center*

**The Literacy Act, Dyslexia, and Collaborative Teacher Preparation**  
*Location—The Loft at Guillot University Center*

**11:00**

**LUNCH**

*Location—Performance Center at Guillot University Center*

**Welcome and Introduction of the Keynote**

**Dr. Katie Kinney, Interim Provost and Vice President for Academic Affairs**  
*University of North Alabama*

**Keynote: Skill and Thrill: Demystifying Effective Phonics Lessons**  
**Rebecca Hughes, Regional Account Executive**  
*95 Percent Group*

**12:15**

**Session 2 (Choice of 3 Presentations)**

**Using Tools from the Regional Educational Laboratory (REL) Southeast in Teacher Preparation Programs**  
*Location—Performance Center at Guillot University Center*

**Let's Talk About the Artful Teaching of the Science of Reading**  
*Location—The Loft at Guillot University Center*

**Reading Fellows: An Initiative with Samford University and I3 Academy**  
*Location—Room 200 at Guillot University Center*

**Day 1**

*at-a-glance*

**THURSDAY, JANUARY 25, 2024**

**1:10**

**Session 3 (Choice of 3 Presentations)**

**Let's Talk Field-Based Preparation: Considering 25+ years of Teaching in the Field**

*Location—Performance Center at Guillot University Center*

**Vocabulary Development through Play in the Early Childhood Classroom**

*Location—Room 200 at Guillot University Center*

**All Strands Inform Early Childhood Education Practices**

*Location—The Loft at Guillot University Center*

**2:05**

**Session 4 (Choice of 2 Presentations)**

**Developing a Four-Phase Model of Morphology Content and Pedagogical Knowledge for Preservice Teachers**

*Location—Performance Center at Guillot University Center*

**Implementing the Science of Reading in Higher Education: The Development of New State Standards to Support Preservice Teachers**

*Location—The Loft at Guillot University Center*

**3:00**

**Join us for Popcorn and a Movie**

**The Right to Read Documentary**

*Location—Performance Center at Guillot University Center*

**Day 2**  
*at-a-glance*

**FRIDAY, JANUARY 26, 2024**

**8:30**

**Continental Breakfast**

*Location—Kilby Laboratory School*

**9:00**

**Welcome**

**Dr. Lorie Johnson, Associate Professor, Elementary Education**  
*University of North Alabama*

**Presentation and Tour of Kilby Laboratory School**

**Dr. Eric Kirkman, Director**  
*Kilby Laboratory School*

**Dr. Angel Tomlinson, Local Reading Specialist**  
*Kilby Laboratory School*

*General Session in the gymnasium followed by classroom visits/SOR demonstrations*

**10:45**

**Session 1 (Choice of 3 Presentations)**

**Supporting SOR Aligned Lesson Plan Development for Preservice Teachers**  
*Location—Performance Center at Guillot University Center*

**Evidence-Based Reading Resources to Support Teacher Preparation in Collaborative Special Education**  
*Location—The Loft at Guillot University Center*

**Powerful Partnerships That Foster Support in the Science of Reading for Elementary Teachers: 2.0**  
*Location—Room 200 at Guillot University Center*

**11:30**

**LUNCH**

*Location—Performance Center at Guillot University Center*

**SOR Forum**

**Mrs. Bonnie Short, Director, Alabama Reading Initiative**

**Mrs. Vickie Chappelle, Administrator, Alabama Reading Initiative**

**Dr. Amy Jones, Regional Literacy Leadership Specialist, Alabama Reading Initiative**

**Dr. William Milledge, Regional Leadership Literacy Specialist, Alabama Reading Initiative**

**Dr. Alethea Hampton, Administrator, Educator Preparation, ALSDE**

**Day 2**  
*at-a-glance*

**FRIDAY, JANUARY 26, 2024**

**12:45**

**Session 2 (Choice of 4 Presentations)**

**A Model for Teaching the Science of Reading to Pre-service Teachers**

*Location—Performance Center at Guillot University Center*

**Vocabulary Around the Room: An Invigorating Experience**

*Location—The Loft at Guillot University Center*

**Enhancing Teacher Preparation: Leveraging Effective Tools for Literacy Education and Certification Exam Success**

*Location—SGA Chambers/Room 163 at Guillot University Center*

**Self-Regulation Strategy Development for Literacy Instruction in Special Education**

*Location—Room 200 at Guillot University Center*

**1:40**

**Session 3 (Choice of 4 Presentations)**

**Using PBS Learning Media Resources to Support Literacy Teaching and Learning**

*Location—Performance Center at Guillot University Center*

**A Shared Literacy Experience: Promoting Growth Through Higher Education Partnerships in Special Education**

*Location—The Loft at Guillot University Center*

**Stepping up Your Writing Instruction from Simple to Spectacular**

*Location—SGA Chambers/Room 163 at Guillot University Center*

**You Want Me to Know What?!? What Schools Really Want**

*Location—Room 200 at Guillot University Center*

**2:30**

**Closing General Session**

*Location—Performance Center at Guillot University Center*

*Please use the QR code below to provide valuable feedback for this symposium. We appreciate your attendance!*



Day 1

# SESSION

## Descriptions



### Learning and Teaching Phonics: Exploring the Use of UFLI Foundations

**Presented By:**

*Dr. Cailin Kerch, Assistant Clinical Professor - The University of Alabama*

*Dr. Carol Donovan, Professor of Literacy Education - The University of Alabama*

*Dr. Julianne Coleman, Professor of Literacy Education - The University of Alabama*

**Time: 10:00 am** Location—Performance Center at Guillot University Center

Calling all Educator Preparation Programs certifying students Special Education, Elementary Education, and/or ECE. We know that strong Science of Reading (SoR) literacy coursework is essential for developing pre-service teachers' abilities to teach young children to read. We also know that the combination of early literacy coursework and field-based experiences is essential to prepare pre-service teachers (PSTs) to work with young children (P-3). Our presentation describes how The University of Alabama has used the UFLI Foundations program (University of Florida's Literacy Institute) as one piece of early literacy coursework across programs and in different combinations of class and field-based work. Join our session to learn more about the benefits, challenges, and outcomes we have experienced through the inclusion of this new tool.

### The Literacy Act, Dyslexia, and Collaborative Teacher Preparation

**Presented By:**

*Dr. Rebecca Hopkins, Assistant Professor of Special Education - University of North Alabama*

*Dr. Tamar Riley, Associate Professor of Special Education - Alabama A&M University*

**Time: 10:00 am** Location—The Loft at Guillot University Center

This Roundtable discussion will focus on the connections between the Alabama Literacy Act, Dyslexia, and Collaborative teacher preparation programs. Presenters will lead discussions on topics relevant to the expectations of collaborative faculty to integrate the science of reading and the AL Literacy Act into Collaborative special education programs. A highlight will be reflecting on faculty knowledge of dyslexia and the Alabama Dyslexia Guide through discussion of collaborative faculty expertise and responsibilities, special education teacher roles, and the integration of the science of reading instruction and services for students with disabilities. Presenters will have a handout with some guiding questions and thoughts and encourage participants to engage in deeper thinking and develop possible action steps.

### Skill and Thrill: Demystifying Effective Phonics Lessons

**Keynote Speaker:**

*Rebecca Hughes, Regional Account Executive, 95 Percent Group*

**Time: 11:00 am** Location—Performance Center at Guillot University Center

Not all phonics lessons are created equal. Even though many educators know that effective phonics lessons should be explicit and systematic, exactly what does that look like? In this session, we will highlight scientific research insights about phonics instruction and then demonstrate what each component of the lesson looks like. The lesson will incorporate teaching the phonics pattern with manipulatives, developing the student's understanding with word sorting and reading, incorporating encoding with sound-spelling mapping and word chains, providing fluency practice at the word and phrase level, and supporting students applying their newly acquired skill in passage reading with a transfer-to-text process. Let's bring the "thrill to the skill" as we explore effective phonics teaching!



# Day 1 SESSION Descriptions

## Using Tools from the Regional Educational Laboratory (REL) Southeast in Teacher Preparation Programs

**Presented By:**

*Dr. Laurie Lee, Senior Research Associate - Regional Educational Laboratory (REL) Southeast at Florida State University*

*Dr. Carol Donovan, Ph.D., Professor, Literacy Education - The University of Alabama*

*Time: 12:15 pm Location—Performance Center at Guillot University Center*

*This session will provide participants with an overview of free evidence-based tools and resources developed by the US Department of Education's Regional Educational Laboratory (REL) Southeast that address foundational reading skills and early literacy. Examples of how these tools have been used in Alabama teacher preparation programs will be shared. Participants will engage in activities included in the tools and will have the opportunity to interact with presenters and one another during the session.*

## Let's Talk About the Artful Teaching of the Science of Reading

**Presented By:**

*Dr. Lourdes H. Smith, Assistant Professor of Elementary Education - Athens State University*

*Dr. Michele Wallace, Assistant Professor - Athens State University*

*Time: 12:15 pm Location—The Loft at Guillot University Center*

*In this session, we present the importance of embracing the teacher's role as an active meaning and decision-maker in the Science of Reading (SoR) classroom through the use of authentic, engaging, and creative strategies in the areas of fluency, vocabulary, and comprehension. Using active and motivating practices highlighted in *Artfully Teaching the Science of Reading (2023)*, we will showcase ideas that highlight the need for collaborative, thoughtful, and reflective decisions that preservice teachers could incorporate in the SoR classroom, as they meld the art and science of teaching reading into one endeavor.*

## Reading Fellows: An Initiative with Samford University and I3 Academy

**Presented By:**

*Dr. Kate Scarborough, Assistant Professor of Teacher Education - Samford University*

*Dr. Tarsha Shepard, Associate Professor of Teacher Education - Samford University*

*Dr. TaShara King, Principal, I3 Academy - Birmingham, AL*

*Time: 12:15 pm Location—Room 200 at Guillot University Center*

*The role of the paraprofessional has been illuminated as schools strive to implement the Science of Reading instruction in their classrooms. Paraprofessionals offer an additional resource to support teaching, however, many paraprofessionals feel unprepared to support students in their literacy development without adequate preparation. Reading Fellows respond to this need by bringing high quality, explicit instruction in the teaching of reading to the paraprofessionals in their school. This approach equips paraprofessionals with the knowledge and skills to support children in their reading journey. This presentation will describe the development and implementation of a partnership between higher education and a charter school.*

Day 1

# SESSION

## Descriptions



### Let's Talk Field-Based Preparation: Considering 25+ years of Teaching in the Field

*Presented By:*

*Dr. Carol Donovan, Professor of Literacy Education - The University of Alabama*

*Dr. Liza Wilson, Professor and Interim Dean - The University of Alabama*

*Dr. Julianne Coleman, Professor - The University of Alabama*

*Dr. Cailin Kerch, Assistant Clinical Professor - The University of Alabama*

*Dr. Cortney Dilgard, Assistant Clinical Professor - The University of Alabama*

*Time: 1:10 pm Location—Performance Center at Guillot University Center*

*This roundtable invites discussion of ways faculty at UA have provided field-based courses in our preservice preparation for K-12 literacy teacher education. We want to hear how you and your institutions have provided similar experiences so we can think together about the pros and cons of varying degrees of embedded field placement. From professional development school models, classrooms based in schools, taking classes out to teach a few lessons, to a variety of models in between, let's talk about making the most of school partnerships to leverage the hours available to best equip preservice teachers.*

### Vocabulary Development through Play in the Early Childhood Classroom

*Presented By:*

*Blake Hargett, Instructor of Early Childhood Education - Athens State University*

*Dr. Elizabeth Pruett, Associate Professor of Early Childhood Education - Athens State University*

*Time: 1:10 pm Location—Room 200 at Guillot University Center*

*Play-based curricula provide young learners with the experiences needed to form vital connections with their environment. Structured and unstructured play allows young children to develop vital personal and interpersonal attributes. Vocabulary knowledge, for young children, is built through thoughtfully planned play experiences in literacy-rich environments. An essential component of Scarborough's Reading Rope, vocabulary (word) knowledge is essential in developing true comprehension. Without vocabulary knowledge, true comprehension is unattainable.*

*Field experiences for teacher candidates often encompass various aspects of reading instruction, including phonics or reading comprehension. For early childhood education teacher candidates, a play-based approach to the guiding principles of the Science of Reading is often overlooked. We aim to define what this approach should look, feel, and sound like in an early childhood classroom. Personal experiences, implementation tips, and theoretical principles serve as the foundation for this ongoing discussion.*

### All Strands Inform Early Childhood Education Practices

*Presented By:*

*Dr. Mary Jane McIlwain, Associate Professor, Reading Education & Early Childhood Education - Auburn University*

*Time: 1:10 pm Location—The Loft at Guillot University Center*

*The Alabama Literacy Act extends a message of urgency demanding support for teachers and teacher educators to ensure every child becomes a proficient reader. This presentation will overlay emergent literacy and Scarborough's Reading Rope (Scarborough, 2001) to address the Science of Reading for preschool through first grade. Connections between each strand of the rope and developmentally appropriate, age appropriate, and culturally relevant practices will be discussed using a progressive lens consisting of evidence-based practices and equity—a pedagogy cultivated and sustained within unique family, classroom, and school communities. An interactive, gradual release format will be used to guide participants in considering ways to include content in their college classroom, professional development, and school partnership venues.*

# Day 1 SESSION Descriptions

## Developing a Four-Phase Model of Morphology Content and Pedagogical Knowledge for Preservice Teachers

*Presented By:*

*Dr. Cortney Dilgard, Clinical Assistant Professor - The University of Alabama*

*Dr. Julianne Coleman, Professor of Literacy Education - The University of Alabama*

*Dr. Carol Donovan, Professor of Literacy Education - The University of Alabama*

*Dr. Brittany Adams, Assistant Professor of Literacy Education - The University of Alabama*

*Time: 2:05 pm Location—Performance Center at Guillot University Center*

*This presentation shares recent research results related to preservice and inservice teacher morphology knowledge and presents a plan for pre-service teacher education. Presenters will share a four-phase model of morphology content and pedagogical knowledge for pre-service teachers. From morphology dimensionality to morpheme types, strategic instructional strategies, and assessment, pre-service teachers can enter the field at any grade level prepared to support students' morphology and literacy skills. As students enter upper elementary grades, the need for morphology knowledge increases as students encounter greater demands for discipline-specific vocabulary. Giving pre-service teachers the education and confidence to make these connections can have a lasting impact on students' literacy and academic success. This session will highlight the knowledge and skills needed for early elementary versus upper elementary and offer recommendations for embedding a four-phase model of knowledge into a literacy three-course sequence for higher education.*

## Implementing the Science of Reading in Higher Education: The Development of New State Standards to Support Preservice Teachers

*Presented By:*

*Dr. Vicky Cardullo, Professor and Program Coordinator of Elementary Education - Auburn University*

*Dr. Lisa Clayton, Professor and Program Coordinator of Elementary Education - University of North Alabama*

*Time: 2:05 pm Location—The Loft at Guillot University Center*

*In this presentation, the presenters will discuss Alabama's newly developed literacy standards and indicators for Institutions of Higher Education. The standards, based on research and evidence-based practices in the science of reading, will support literacy instruction for early childhood, elementary education and special education teacher candidates. The presenters will discuss the development of the standards and indicators, supporting materials, and facilitate discussion about implementation.*



# Day 2 SESSION Descriptions



## Supporting SOR Aligned Lesson Plan Development for Preservice Teachers

*Presented By:*

*Dr. Faith Kelley, Assistant Professor of Early Childhood Education - University of North Alabama*

*Ms. Chelsea Scott, Lecturer of Elementary Education - University of North Alabama*

*Time: 10:45 am Location—Performance Center at Guillot University Center*

*This presentation will focus on strategies and resources that support pre-service teachers as they develop lesson plans that align with the Science of Reading in the K-3 classroom. Strong lesson plan development leads to more successful initial literacy-based field experiences. Structured literacy-based field experiences lead to higher content knowledge and self-efficacy in teacher candidates. The focus areas for lesson plans are phonological awareness, phonics, comprehension, vocabulary, and fluency. Attendees will explore the instructor's role in providing critical reflection and feedback opportunities to teacher candidates in the development of SOR inspired lesson plans. This presentation will include references to instructional videos, textbooks, and web resources that can benefit pre-service teachers.*

## Evidence-Based Reading Resources to Support Teacher Preparation in Collaborative Special Education

*Presented By:*

*Dr. Tamar Riley, Associate Professor of Special Education - Alabama A&M University*

*Dr. Rebecca Hopkins, Assistant Professor of Special Education - University of North Alabama*

*Time: 10:45 am Location—The Loft at Guillot University Center*

*Participants will have opportunities to share reading resources and be provided with a comprehensive guide to evidence-based resources available for free. The intent is to collaborate on how programs are supporting and aligning with reading course content to ensure special education candidates can provide quality reading instruction, intervention and assessment for the students they serve.*

## Powerful Partnerships That Foster Support in the Science of Reading for Elementary Teachers: 2.0

*Presented By:*

*Dr. Deanna Hollimon, Director - University of North Alabama Regional Inservice Center*

*Ms. Jennifer Warhurst, Curriculum Director, Franklin County Schools*

*Ms. Molly King, Principal - Tharptown Elementary School*

*Time: 10:45 am Location—Room 200 at Guillot University Center*

*This presentation will share the journey of how the University of North Alabama College of Education and Human Sciences (UNA COEHS), the Alabama Reading Initiative, and the University of North Alabama Regional Research and Inservice Center collaborated to form a cohort among local elementary teachers to provide ongoing support for recent COEHS graduates as they embark on their quest to complete LETRS training. This session will include updates on what we have learned upon completing our first year with our cohort and how we have moved forward. The session will also highlight the Franklin County School District and one of its elementary schools, Tharptown Elementary School. You will hear how teachers and leaders have benefitted from the support of the cohort and how student learning has been impacted.*

# Day 2 SESSION Descriptions

## A Model for Teaching the Science of Reading to Pre-service Teachers

**Presented By:**

**Katie Forster, Clinical Lecturer - Auburn University**

**Dr. Vicky Cardullo, Professor and Program Coordinator of Elementary Education - Auburn University**

**Time: 12:45 pm Location—Performance Center at Guillot University Center**

Faculty in teacher education programs are in the process of revamping course content to address emerging and current research in support of the Science of Reading. Preservice teachers often demonstrate missing foundational knowledge, such as an understanding of vowels, syllable types, and spelling rules. This lack of explicit knowledge impacts their ability to apply the newly learned structured literacy concepts. This presentation highlights one method for course delivery that weaves Structured Literacy pedagogy while building foundational content knowledge of English language structure and supporting field experience practice. This presentation will be interactive and informative and will leave participants with a framework, an instructional sequence, and activities for how to teach and support preservice teachers as learners of foundational content and SOR content.

## Vocabulary Around the Room: An Invigorating Experience

**Presented By:**

**Anastasia Lastinger, Clinical Assistant Professor - The University of Alabama in Huntsville**

**Dana Skelley, Assistant Professor - The University of Alabama in Huntsville**

**Time: 12:45 pm Location—The Loft at Guillot University Center**

Participants will have an invigorating experience as they rotate around the room exploring evidence-based vocabulary strategies. Hands-on vocabulary activities selected from *The Reading Comprehension Blueprint* by Nancy Lewis Hennessy will anchor the session as participants discuss the foundations of vocabulary instruction as it fits into Scarborough's Reading Rope. Participants will also have an opportunity to share tried and true strategies from their own practice in an open discussion forum. All strategy materials and presentation slides will be provided for participants to embed into their own undergraduate courses.

## Enhancing Teacher Preparation: Leveraging Effective Tools for Literacy Education and Certification Exam Success

**Presented By:**

**Dr. Traci Kell, Assistant Professor - Auburn University at Montgomery**

**Dr. Teri Prim, Assistant Professor - Tuskegee University**

**Time: 12:45 pm Location—SGA Chambers/Room 163 at Guillot University Center**

This presentation will focus on the Science of Reading (SoR) and its significance in higher education, specifically in educator preparation programs (EPPs). We will explore the critical relationship between SoR principles and teacher certification exams. The presentation will be structured as a round table discussion, where two EPPs will share their experiences and insights on using three key tools: Rise Literacy Workshop, 240 Tutoring, and the FOR 190 website. These tools are integral in aiding preservice teacher candidates in mastering the Science of Reading (SoR) and preparing for their required teacher certification exams. Attendees are encouraged to participate and share their resources, fostering a collaborative environment to better equip future educators.

Day 2

# SESSION

## Descriptions



### Self-Regulation Strategy Development for Literacy Instruction in Special Education

*Presented By:*

*Dr. Joseph Johnson, Department Chair, Teacher Education - Troy University*

*Dr. Julia-Kate Rabitaille, Assistant Professor, Elementary Education - Troy University*

*Time: 12:45 pm Location—Room 200 at Guillot University Center*

*Students with special needs exhibiting reading comprehension deficits often require evidence-based interventions to improve their literacy skills. The Self-Regulated Strategy Development (SRSD) approach to teaching literacy skills is an evidence-based practice that shows great promise for students with special needs. This session will focus on the steps of the SRSD approach, and include walking through how to teach a mnemonic literacy strategy using SRSD.*

### Using PBS Learning Media Resources to Support Literacy Teaching and Learning

*Presented By:*

*Cornelia Beckett, Alabama Public Television*

*Time: 1:40 pm Location—The Loft at Guillot University Center Center*

*Explore standards-aligned resources to support high-quality early literacy instruction and enrichment with PBS LearningMedia, presented by Alabama Public Television.*

### You Want Me to Know What?!? What Schools Really Want

*Presented By:*

*Wes Gordon, Assistant Superintendent, Auburn City Schools*

*President, Alabama Literacy Association*

*Time: 1:40 pm Location—Room 200 at Guillot University Center*

*More than ever, the expectations on preservice teachers and new teachers to know all the things about all the things related to literacy are high. This session will highlight some of the practical expectations administrators and schools have of new teachers, especially in the areas of literacy content knowledge and delivery of instruction. The communication of practical expectations can alleviate the anxiety of starting a new career. Teaching is scary and pressure-filled and wonderful and exhilarating and worth all the things.*

# Day 2 SESSION *Descriptions*

## **A Shared Literacy Experience: Promoting Growth Through Higher Education Partnerships in Special Education**

*Presented By:*

*Dr. Hannah Kennedy, Assistant Professor in Teacher Education - Samford University*

*Ali Grace Williams, Teacher Education Student, Orlean Beeson School of Education - Samford University*

*Megan Cruise, Teacher Education Student, Orlean Beeson School of Education - Samford University*

*Time: 1:40 pm Location—The Loft at Guillot University Center*

*In this interactive session, the presenter will share research, practice, and implications regarding the impact of book study activities through higher education and special education partnerships. At Samford University, students enrolled in the Issues & Trends in Special Education course participate in a partnership with the Turning Points Program. Turning Points, which is housed on Samford's campus, serves secondary students in Special Education from local public schools. This program provides transition services through job training, teaching, and functional life skills. Through this partnership, pre-service teachers participate in activities and lead book studies with the students at Turning Points. This course component provides pre-service teachers with the opportunity to practice building skills related to literacy instruction, while also increasing their confidence in serving students with disabilities. Not only does this partnership promote literacy-based instruction for pre-service teachers, but it also benefits the students at Turning Points by targeting critical literacy skills.*

## **Stepping up Your Writing Instruction from Simple to Spectacular**

*Presented By:*

*Dr. Brenda Fortson, Assistant Professor of Elementary Education - University of West Alabama*

*Dr. Amanda Pendergrass, Assoc. Professor of Elementary Education and Dept. Chair of Teaching and Learning - University of West Alabama*

*Time: 1:40 pm Location—SGA Chambers/Room 163 at Guillot University Center*

*Various studies demonstrate the reciprocal processes of reading and writing, and many changes are taking place in Ed Prep Programs to ensure that teacher candidates learn necessary practices that will equip them for teaching their future students. However, instruction for teacher candidates in the area of how to teach writing has fallen behind. Writing, like reading, is a lifelong skill essential for learning, communicating, and gaining employment.*





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Rebecca Hughes, Regional Account Executive  
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