

Educational Research and Innovations

2012 CEDER Yearbook

Editors

Evan Ortlieb

Randall Bowden

Assistant Editor

Alissa Inman

Copyright © 2012 Consortium for Educational Development,
Evaluation, and Research; Texas A&M University–Corpus Christi
College of Education

Photocopy/Reprint Permission Statement

Permission is hereby granted to professors and teachers to reprint or photocopy any article in the yearbook for use in their classes, provided each copy made shows the copyright notice. Such copies may not be sold, and further distribution is expressly prohibited. Except as authorized above, prior written permission must be obtained from the Consortium for Educational Development, Evaluation and Research (CEDER) to reproduce or transmit this work or portions thereof in any other form or by another electronic or mechanical means, including any information storage or retrieval system, unless expressly permitted by federal copyright law.

Contact:

*Consortium for Educational Development, Evaluation and Research
6300 Ocean Drive, Unit 5834
Corpus Christi, TX 78412-5834*

ISBN 987-0-9718442-6-1

Published by CEDER, Texas A&M University-Corpus Christi

Contents

Editorial advisory panel	v
Contributors	vi
Foreword	xi

Part I: K–12 education

1	Exploring the cultural relevance of developmentally appropriate practices from the point of view of preschool teachers in Beijing <i>Bi Ying Hu</i>	1
2	Open versus closed questions: What constitutes a good question? <i>Roberta Simmacher Pate</i>	29
3	Promoting reading engagement and comprehension for students with learning disabilities <i>Lane Roy Gauthier & Emma M. Schorzman</i>	41
4	Uncovering the many misconceptions of dyslexia <i>Deborah Culbertson</i>	51
5	Lessons from the field: The need to incorporate caring organizational practices that enhance success (COPES) <i>Karen D. Paciotti & Denise Hill</i>	67
6	Not “if,” but “why” and “how:” What already-motivated black female readers can teach us about adolescent literacy instruction <i>Susan L. Groenke, Ann Bennett, & Stephanie Hill</i>	77

- 7** The early college experience: Identity, community, and academic discourse – South Texas student stories 101
Corinne Valadez, F. D. McDowell, Douglas J. Loveless, & Christine DeLaGarza

Part II: Higher education

- 8** Capturing curreres: A hermeneutic phenomenological examination of teacher candidates' engagement in an urban field placement 119
Laurel Kristine Chehayl
- 9** Facebook and remedial reading: Blurring borders of self, others, and multimodal texts 141
Douglas J. Loveless & Bryant Griffith
- 10** Texting fluency: The new measurement of literacy proficiency? 157
Evan Ortlieb
- 11** The DNA of mixed methods: Navigating the proposal and dissertation 177
Nancy J. Smith & Douglas R. Stoves
- 12** Texas Senate Bill 174: Improving transparency in higher education 189
Randa Faseler Schell
- 13** Low performance on teacher certification exams: A hidden consequence of English language learners' underdeveloped first language? 201
Martin J. Ward & Frank Lucido

Editorial advisory panel

At least two members of the editorial advisory panel reviewed every manuscript submitted to the yearbook editors.

We deeply appreciate their efforts.

Dr. Faye Bruun

Texas A&M University–
Corpus Christi, TX

Dr. Julie Carbajal

Flour Bluff Schools, TX

Valerie Meiners Comeaux

Louisiana State University, LA

Dr. Gina Doepker

Valdosta State University, GA

Robin Ellis

Texas A&M University–
Corpus Christi, TX

Dr. Susan Elwood

Texas A&M University–
Corpus Christi, TX

Dr. Sherrye Garrett

Texas A&M University–
Corpus Christi, TX

Dr. Bryant Griffith

Texas A&M University–
Corpus Christi, TX

Dr. Lucia Lu

Valdosta State University, GA

Dr. Pamela Mason

Harvard University, MA

Kayleigh McCauley

Texas A&M University–
Corpus Christi, TX

Sandra Metoyer

Texas A&M University–
Corpus Christi, TX

Dr. Bob Rickelman

University of North Carolina at
Charlotte, NC

Wally Thompson

University of Texas at
Brownsville, TX

Dr. Katherine Wiesendanger

Longwood University, VA

Contributors

Ann M. Bennett is a research assistant and doctoral student in English education at the University of Tennessee. Her research interests include the use of young adult literature to critically engage students, the improvement of literacy at the secondary level, and the study of adolescents' motivation to read.

Laurel Kristine Chehayl, Ph.D., is an assistant professor at Monmouth University in West Long Branch, New Jersey. She directs the Master's of Education Program, where she has created a curriculum studies focus. Her research interests include student-centered and democratic pedagogy and the work of John Dewey.

Deborah Culbertson is a doctoral student in curriculum and instruction/reading. Her experience—eight years as assistant to the secondary reading administrator in Cypress-Fairbanks ISD in Houston and five years as dyslexia program consultant at the Education Service Center, Region 2 in Corpus Christi—helps inform her work.

Christine DeLaGarza is a doctoral student at Texas A&M University–Corpus Christi, where she is enrolled in curriculum and instruction/literacy studies. She currently teaches advanced placement English at Corpus Christi ISD.

Lane Roy Gauthier, Ph.D., is an associate professor of curriculum and instruction at the University of Mississippi. He teaches courses in reading/language arts to undergraduate and graduate students. Dr. Gauthier's long-standing research interest is in the area of reading comprehension.

Bryant Griffith, Ph.D., is a professor at Texas A&M University–Corpus Christi. Previously he was professor and director of the School of Education at Acadia University, Canada's first laptop university, and professor and associate dean at the University of Calgary. Dr. Griffith writes and researches about epistemological issues in education.

Susan L. Groenke, Ph.D., is an associate professor of English education at the University of Tennessee. Dr. Groenke teaches courses on young adult literature and reading pedagogy, and conducts research on adolescents' in- and out-of-school reading practices.

Denise Hill, Ed.D., is chair and associate professor of teacher education at Texas A&M University-Corpus Christi. Previously, Hill taught middle school mathematics and science for eight of her 18 years in Texas public schools. Her research areas are program evaluation, middle school transitioning, and mathematics/science integration.

Stephanie Hill, Ph.D., is currently a teacher in the Maya Angelou Academy at the New Beginnings Youth Development Center in Washington, DC. Dr. Hill received her Ph.D. in sports studies from the University of Tennessee in 2010 and employs critical race theory in her ongoing research on youth literacy, juvenile justice, and sports.

Bi Ying Hu, Ph.D., is an assistant professor at Texas Christian University. Her primary research focuses on how to ensure quality preschool education for all children in China, including migrant children, children with disabilities, and orphaned children.

Douglas J. Loveless, Ph.D., is assistant director of the Governor's Academy for Teaching Excellence at Texas A&M University-Corpus Christi. Previously, he was a university liaison with the University Preparatory High School at Flour Bluff ISD and has worked in various on college-readiness and supplementary literacy programs for students of all ages.

Dr. Frank Lucido, Ph.D., is a professor of bilingual education/ESL/multicultural education at Texas A&M University-Corpus Christi. He is also currently director of the Office for Second Language Achievement and is associate dean of the College of Education.

F. D. McDowell, Ph.D., is a reading instructor at Del Mar College, Corpus Christi, Texas. His scholarship focuses on adult and college students that are struggling readers and their learning transitions for workplace and academic success. His doctoral degree is in curriculum and instruction with an emphasis in literacy.

Evan Ortlieb, Ph.D., is an assistant professor of curriculum and instruction at Texas A&M University–Corpus Christi. He teaches both graduate and undergraduate courses in reading education. His areas of expertise include reading clinics, struggling readers, and pre-service teachers.

Karen D. Paciotti, Ed.D., is an assistant professor at Texas A&M University–Corpus Christi. Paciotti is an elementary field-based professor, teaches undergraduate and graduate students, and supervises student teachers. Her research area is effective, caring teacher behaviors within the context of a listening pedagogy and caring behavior management.

Roberta Simmacher Pate is a teaching assistant and doctoral student in curriculum and instruction/literacy studies at Texas A&M University–Corpus Christi.

Randa Faseler Schell is a graduate student in the Educational Leadership Program at Texas A&M University–Corpus Christi. She is also director of the Women’s Center at TAMUCC, where she advocates for women’s issues and provides educational programming for undergraduate students.

Emma Schorzman, Ph.D., teaches courses in literacy instruction, reading diagnostics, and content area reading at the University of Houston. Her research interests include studying comprehension strategies and designing and modifying literacy instruction for striving readers.

Nancy J. Smith, Ed.D., received her doctorate in educational leadership from Texas A&M University–Corpus Christi. She has taught K–12 gifted and talented, technology, and graduate level-courses. She received her B.A. in English from Mesa State College and M.A. in educational technology from Pepperdine University.

Doug Stoves is an Ed.D. student in educational leadership at Texas A&M University–Corpus Christi. He has worked in student affairs for 23 years, most recently at the University of Texas at Brownsville. He received his B.S. in biology from Northland College and M.S.E. in counseling from the University of Wisconsin–Superior.

Martin J. Ward, Ph.D., is a professor in the Department of Teacher Education at Texas A&M University–Corpus Christi. He served as a teacher, counselor and coach at the high school and college levels in Kansas for 21 years prior to joining TAMUCC in 1999.

Corinne Valadez, Ph.D., is an associate professor in the department of Curriculum and Instruction at Texas A&M University–Corpus Christi. She teaches graduate and undergraduate courses in children’s literature, multicultural literacy, and fundamentals of reading instruction. Her scholarship focuses on teachers’ efficacy for literacy instruction, Hispanic children’s literature, and multicultural literacy.

impact

Become a force for positive change
within and beyond the classroom.

Literacy Coach Strand Ed.M. in Language & Literacy

To learn more about this and our other degree programs,
please visit:

www.gse.harvard.edu/admissions



HARVARD
GRADUATE SCHOOL OF EDUCATION

Foreword

Evan Ortlieb

As we inquire, investigate, and problem solve, we become more aware of how much there is to discover about teaching and learning as well as leading educational systems. The dissemination of research findings is also quintessential; otherwise, we continue to have replication instead of enhancement.

Using this philosophy, the Consortium for Educational Development, Evaluation, and Research (CEDER) at Texas A&M University–Corpus Christi issued a call for manuscripts to Colleges of Education throughout the state of Texas and more broadly, the nation. We reviewed 36 manuscripts written by 52 authors. From that group of manuscripts, we selected 13 for publication. Each manuscript considered for inclusion in the 2012 CEDER Yearbook was peer-reviewed by two members of the editorial review board via a double-blind process. The selected set of manuscripts highlights educational research and innovations from acclaimed university scholars throughout the nation.

Manuscripts have been categorized into the two following sections: K–12 Education and Higher Education. Within the K–12 area of study, authors present papers on preschool teachers’ perspectives of cultural relevant practices (Hu), effective questioning techniques to maximize student learning (Pate), difficulties associated with reading instruction of students with disabilities (Gauthier & Schorzman), and the nature of dyslexia, past and present, including how classroom teachers can provide necessary accommodations (Culbertson). Caring Organizational Practices that Enhance Success (COPES) provide teachers with transition tools necessary for their middle school students (Paciotti &

Hill), while we can also learn about adolescent literacy instruction from already motivated black female readers (Groenke, Bennett, & Hill). We also find that early college high school programs can provide a positive experience for students (Valadez, McDowell, Loveless, & DeLaGarza).

Papers within the Higher Education section relate to building teacher preparation programs infused with theory (Chehayl), utilizing technological advances in developmental reading courses (Loveless & Bryant), and combining what we know about oral reading fluency towards understanding electronic texting fluency (Ortlieb). We also investigate the possibilities of using mixed methods in dissertation work (Stoves & Smith), discuss the relative transparency of higher education (Schell), and examine the relationship between English language learners' underdeveloped first language and teacher certification test performance (Ward & Lucido).

*K-12
education*

