

**AABRI International Conference
Proposal for presentation of research in progress
Savannah 2015**

PROPOSAL OUTLINE:

I. TITLE : *Lessons Learned from Teacher Education Literacy Courses Held in a Middle School*

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III. ABSTRACT

Meeting in a Middle School, instead of on campus, led to positive experiences for teacher candidates enrolled in an undergraduate literacy instruction methods course and for their university instructor and the 6th-8th grade students, teachers, and literacy coach they worked with. Guided by the International Reading Association Standards for Reading Professionals and the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC), this presentation of research-in-progress describes these experiences, reviews learning outcomes from multiple perspectives, and offers suggestions to others interested in the potential of teaching teacher education courses “in the trenches” with support from an online learning management system. Its goal is to extend constructivist theoretical understanding of teacher preparation of elementary and secondary educators and to inform best practice applications in higher education for teaching and learning in authentic settings.

IV. GOALS AND OBJECTIVES

Goals of Presentation

To extend constructivist theoretical understanding of teacher preparation of elementary and secondary educators and to inform best practice applications in higher education for teaching and learning in authentic settings.

Objectives of Presentation

1. Describe key elements in the planning, implementation, and assessment results for a teacher education literacy instruction methods course held in a middle school during the past four semesters.
2. Discuss the outcomes of this experience from multiple perspectives: teacher candidates; middle school faculty, literacy coach, and students; university school of education faculty and administration.
3. Consider the potential of holding courses in PreK-12 schools to enhance teacher preparation of literacy educators in the light of IRA’s Professional Standards for Reading Professionals and the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC).
4. Invite feedback to inform ongoing research in this area.