

**RESEARCH ADVISORY**

# Literacy Teacher Preparation

International Literacy Association & National Council of Teachers of English  
2017

**T**op-down educational policies of the past two decades have challenged the effectiveness of and the need for teacher preparation programs, leading to a proliferation of recommendations, regulations, and alternative pathways to teaching (e.g., National Council on Teacher Quality, use of value-added methods to measure teacher effectiveness, Teach for America, and Relay Graduate School of Education). When based on evidence-based practices and principles, innovation can support and has supported beneficial change, but many of the educational policies and alternative pathways in recent years have had little research to support them. Yet their impact on the public understanding of teaching and learning has been significant, driving continuous discussions about improving teacher education. One constant message has been that teachers and teacher quality matter. It follows that the programs that prepare teachers also matter.

Concerned in particular about the misconceptions regarding literacy teacher preparation and recognizing the importance of educating teachers entering the profession, the International Literacy Association (ILA) and the National Council of Teachers of English (NCTE) brought together a task force charged to review and analyze the research on teacher preparation for literacy instruction. This effort arose from frustration and disappointment with frequently repeated mistaken claims about literacy teacher education—what Zeichner and Conklin (2016) called the “echo chamber” effect.

Our extensive review and analysis of research in literacy teacher education counters the narrowness and repetition of political discourses about teacher education. It provides a set of defining, evidence-based characteristics of teacher education practices that are associated with advancing prospective teachers’ learning and classroom performance and have implications for teacher education programs and public policy.

There is substantial evidence documenting the impact of teacher preparation courses and field-based experiences for advancing prospective teachers’ learning and teaching capabilities, despite a lack of funding for large-scale longitudinal studies that follow prospective teachers across their course work and into their initial teaching years. Yet public discussions and policies that dismiss the power and impact of teacher preparation course work leading to initial teacher certification largely

---

***There is substantial evidence documenting the impact of teacher preparation courses and field-based experiences.***

---

---

***The practices we have identified have a history of demonstrated effectiveness across course work and programs.***

---

fail to reference this evidence. This body of evidence stands in contrast to examinations of alternate and truncated/fast track teacher education programs where, despite years of research, there is no consistent evidence of effectiveness for teacher preparation (Darling-Hammond, 2006).

From our analysis, we have identified a convergence of evidence that supports our conclusions. This convergence is based on (a) evidence across numerous studies that are course based and/or field based, are activity specific, and document teacher learning and practices and (b) evidence taken from systematic analyses of effective literacy teacher preparation programs. The advantage of deliberate examination of convergence is to build a systematic body of evidence (Cochran-Smith & Zeichner, 2005) and to link preparatory practices to outcomes of teacher learning and teacher practice. Noting a much smaller set of studies that investigates impact on students' literacy achievement, we also have identified practices implemented by beginning teachers that are associated with student gains.

Evidence shows that the practices we have identified have a history of demonstrated effectiveness across course work and programs and hold promise to be sustainable and support teacher learning beyond short-term testing of impact. To this last point, for example, longitudinal studies have indicated that by the second and third years of teaching, teachers are drawing on their professional knowledge from their preparation programs to guide their teaching practices, whereas this knowledge in practice may not be observed during the first year of teaching when teachers are trying to reconcile new routines with previous expectations (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009).

Our research has identified the following four critical quality indicators for prospective teachers' learning and new teachers' performance.

## **Knowledge Development**

Several features of literacy teacher preparation contribute to prospective teachers' knowledge development and are associated with important outcomes for classroom instruction.

## **Depth and Breadth of Knowledge**

An emphasis on depth and breadth of a well-defined knowledge base is a key indicator of quality preparation. Deep conceptual understanding of both content and pedagogical knowledge offers a framework for prospective literacy teachers' instructional and curricular decision making that is required for effective teaching, increased confidence in their role as teachers, and understandings of more complex forms of instruction (Darling-Hammond, 2006).

The content emphasis includes the following:

- Knowledge development in foundational content in the study of multiple literacies, literacy learning, and language development
- Curriculum content and goals that include a study of text demands, including print, multimedia, and multimodal texts
- Child and adolescent development
- Theories of teaching and learning within social contexts, including developing the capacity to teach diverse learners
- Subject matter content and pedagogy that is applied to practice

## **Coherence Across Course Work**

Added to the emphasis on building depth and breadth of knowledge is the impact of coherence. Highly effective literacy teacher education provides coherence across purpose, goals, and program philosophy; across course work and field experiences; and across theory, research, and practice. Grisham (2000) identified coherence of vision across the literacy teacher education program as the most powerful influence on teachers' acquisition and application of pedagogical knowledge. Conversely, a lack of coherence, in which students are forced to draw connections between disparate and unconnected content or a lack of connections across course work and field placements, can inhibit abilities to apply what was learned (Sampson, Linek, Raine, & Szabo, 2013).

## **Literacies of Culturally and Linguistically Diverse Communities**

An indicator of quality preparation for literacy instruction that holds its power for new teachers into their first two years of teaching is their preparation to teach diverse students (Boyd

---

*An indicator of quality preparation...that holds its power for new teachers into their first two years of teaching is their preparation to teach diverse students.*

---

et al., 2009). Course work addresses issues such as race, class, gender, culture, language, educational equity, and teaching for social justice. It enables new teachers to draw on students' cultural and linguistic knowledge to support instruction, to teach in a culturally responsive manner, and to teach English learners.

Such preparation changes new teachers' perspectives from deficit views of students to views that acknowledge differences as assets (Gross, Fitts, Goodson-Espy, & Clark, 2010). It enables teachers to identify the multiple factors of student difference that shape literacy learning and helps them provide instruction that is responsive to students' diversity and histories.

## Application of Knowledge Within Authentic Contexts

Prospective teachers increase their competence by applying content and pedagogical knowledge within authentic teaching contexts that include prolonged engagement and explicit guidance and mentoring; field experiences that support prospective teachers' differentiated instruction, including opportunities for one-to-one instruction (tutorial settings); and engagement with culturally and linguistically diverse students and families.

Given such supports, prospective teachers use what they have learned during their literacy teacher preparation course work when teaching in pre-K–12 field placements, and later in their own classrooms, and they teach with competence.

---

***With supported mentoring and prolonged engagement in field settings, beginning teachers more likely will teach with and maintain evidence-based literacy instruction.***

---

### **Prolonged Engagement and Explicit Guidance and Mentoring**

Prolonged engagement and explicit guidance and mentoring are two features of literacy teacher education that facilitate prospective teachers' application of literacy content and practical knowledge to their assessment and teaching practices. That guidance must include explicit explanations, use of examples and demonstrations, focused and specific feedback, frequent practice, and applications in multiple settings (Risko et al., 2008). With supported mentoring and prolonged engagement in field settings, beginning teachers more likely will teach with and maintain evidence-based literacy instruction and they will stay in the profession (Ronfeldt, Schwartz, & Jacob, 2014).

## **Focused Field Experiences**

Highly effective teacher preparation provides varied field experiences with tutoring, small-group and whole-class instruction, and community- and family-based programs. Field experiences prepare prospective teachers to observe student performance and engagement, administer and interpret multiple formative and summative assessments, and use data to plan instruction that is appropriate for and supportive of individual differences. Field experiences provide an increased understanding of students' knowledge and experiences and how these impact literacy development (Clift & Brady, 2005).

Engagement in extended opportunities for teaching, along with mentoring, is instrumental in facilitating prospective teachers' ability to set clear goals and generate evidence of students' success and responsiveness to instruction. Both contribute to prospective teachers' increased comfort and confidence and long-term applications. Maloch and colleagues (2003), for example, found that first-year teachers who graduated from highly effective literacy teacher education programs maintained a focus on assessing and implementing literacy instruction that met their students' needs. Similarly, Hoffman and colleagues (2005) followed graduates two and three years into their teaching and reported sustained abilities to provide high-quality instruction that was engaging and responsive to student differences.

Additionally, numerous studies have reported on the value of tutoring experiences as part of the process of learning to teach. Tutoring is associated with increased teacher ability to individualize instruction generally and to provide appropriate instruction for students who are experiencing literacy difficulties. Tutoring also produces increased feelings of competence, confidence in teaching abilities, and a change from views of low expectations to increased acknowledgment that students can succeed when the learning environment and instruction are appropriate.

## **Engagement With Culturally and Linguistically Diverse Students and Families**

Highly effective teacher education programs provide prospective teachers opportunities for sustained engagement with students and families whose histories, experiences, culture, and

---

*Numerous studies have reported on the value of tutoring experiences as part of the process of learning to teach.*

---

languages may be different from their own with the goal of preparing teachers to understand differences as a resource for students' learning and effective teaching and to capitalize on students' individual differences. Research has indicated repeatedly that highly effective teacher preparation programs prepare teachers who hold dispositions, knowledge, and strategies for enacting culturally responsive curriculum and pedagogies and working toward social justice in schools and communities (Akiba, 2011).

## Ongoing Teacher Development

The most effective teacher preparation programs equip prospective teachers to engage in self-critique and analytical thinking and inspire them to seek continuous professional learning. Methods courses that couple teaching opportunities with these features are associated with prospective literacy teachers having confidence in their teaching decisions and classroom instruction and in their development of assessments that are flexible and responsive to multiple factors that affect the lives of children in and out of school. These outcomes are associated with applications of knowledge in the first years of teaching (i.e., noted as a second-year teaching outcome) and student gains (Boyd et al., 2009).

---

***Prospective literacy teachers need carefully planned and mentored opportunities...for “debriefing” and reconciling prior beliefs with new knowledge and theories about pedagogy.***

---

### **Guided Self-Critique**

Prospective literacy teachers need carefully planned and mentored opportunities during preparation for “debriefing” and reconciling prior beliefs with new knowledge and theories about pedagogy. With such guidance, prospective teachers develop pedagogically sound knowledge, skills, and dispositions that respond to and change with curriculum, students, and classrooms in order to create an environment that supports literacy learning for all students regardless of race, ethnicity, class, gender, sexuality, and/or ability.

### **Analysis of Social Justice Issues**

Highly effective literacy teacher preparation supports prospective teachers' continuous identification and reflection on social injustices in the school curriculum, including in their own enactment of the curriculum and their revision of curriculum and teaching to improve the educational experiences

---

**Participation in communities of professional practice enriches reflection, collaboration, and the exchange of constructive feedback.**

---

and achievement of their students. Furthermore, some highly effective teacher preparation programs maintain these learning supports for teacher candidates into their induction years of teaching.

Fecho and colleagues (2004) and Smagorinsky and colleagues (2002) followed prospective teachers from their university course work into their student teaching semesters and first-year teaching positions, finding evidence of the new teachers' drawing from their university education to resist restrictive curricula at their schools. Anderson and Stillman (2010) also reported on prospective teachers' growing ability to adapt the standardized curriculum to meet the expectations of the school and its teachers while also infusing principles, practices, and goals about teaching diverse learners they had learned and come to value in their teacher preparation.

### **Engagement in Professional Learning Communities**

Participation in communities of professional practice enriches reflection, collaboration, and the exchange of constructive feedback among teachers, preparing them to offer and receive critical feedback. Numerous studies have established that reflection as a practice, when focused and mentored by knowledgeable others, can advance teachers' work. Furthermore, sustained participation in collegial and collaborative communities of professional practice reinforces continued professional learning among teachers and has a positive impact on student achievement (Goddard, Goddard, & Tschannen-Moran, 2007).

Learning communities that are situated within and engage reflection on the teaching of diverse populations have been shown to drive positive gains in literacy teachers' knowledge development and their stances toward social justice in society and in schools (Akiba, 2011).

### **Ongoing Assessments**

Conducting ongoing assessments is central to continuous improvement in the preparation of individual teachers and the development of effective programs. There is compelling evidence from the findings of the International Reading Association's (IRA; now ILA) Commission for Excellence in Teacher Preparation in Reading (2001) to support four critical



---

**[Evidence supports]  
four critical assessment  
points that are prominent  
across programs of  
excellence: program  
admission, progress  
monitoring, benchmarking  
accomplishments, and  
tracking success.**

---

assessment points that are prominent across programs of excellence: program admission, progress monitoring, benchmarking accomplishments, and tracking success.

Multiple measures are used to both assess candidates' readiness for entry into the program and plan for adaptations to the program to meet individual needs. Flexibility informed by ongoing assessments is the key to optimal assessment practices. This outcome has support in Lacina and Block's (2011) study of distinguished literacy teacher preparation programs, where they found that distinguished programs offer "an ongoing assessment process that employs multiple instruments" (p. 333) to inform a variety of audiences in making instructional and programmatic decisions.

Assessment in teacher education is something to be embraced as a tool for learning and growing. The blunt instruments used to rank and rate programs (e.g., the analysis of course syllabi content by Greenberg and Walsh [2012] and value-added assessments of student learning as proposed by the U.S. federal government) too often interfere with the shared goal of all audiences to improve practices. A better balance must be employed that supports all audiences in their uses of assessment to fulfill their needs and respect the work of others.

## **Program Admission**

Assessment tools and practices associated with the admission of students into a preparation program can address both screening and diagnostic purposes. In the case of the IRA (now ILA) study of excellent programs, a number of the programs required students to complete a personal application for admission that describes goals and preparation. These applications were often complemented by screening/admission interviews that were used not only to make admission decisions but also to begin to shape the program to meet the students' interests and needs, building on dimensions of teachers' lives (e.g., motivation) that are not tied to skill performance and background knowledge. There has also been recent and promising work around the use of "situational judgment tests" that attempt to assess potential teacher education candidates in reference to "non-cognitive attributes—interpersonal skills, motivational tendencies, and personality traits" (Klassen, Durksen, Rowett, & Patterson, 2014, p. 107). These are attributes that have been

shown to be important in teachers and teaching but that are not typically assessed as part of program entry.

### **Progress Monitoring**

Assessment within programs tends to rely on two data sources. Assessments within organized, graded courses are often used to monitor a student's progress through a program. Assessments within practicum-based programs (e.g., internships and student teaching) often follow a model of moving from formative to summative evaluations by facilitators, supervisors, and cooperating teachers. The formative assessments are used to provide feedback and support to students. The summative evaluations are used to determine satisfactory completion of the program. Typically, there are options for students who have not passed to repeat experiences with the goal of raising performance standards.

### **Benchmarking Accomplishments**

Programs of excellence in the IRA study tended to support students as they built a teaching portfolio that represented their developing teacher identity and practices. Portfolios are used as an assessment tool both within and across program experiences to encourage reflection and growth. However, they can be difficult to use effectively. Recent work with electronic portfolios to promote reflection and the development of teacher identity in a learning community has shown considerable promise (Strudler & Wetzel, 2011).

### **Tracking Success**

One of the findings from the IRA study of programs of excellence was the attention within programs to gather data on their past graduates to inform program revisions. The American Psychological Association (APA; Worrell et al., 2014) issued a fairly comprehensive report and set of recommendations for assessment in teacher preparation programs. The report recommends a multifaceted approach to assessment that includes both assessment strategies within programs and following up on graduates in their teaching. This report cautions users against attempts to rely on one measure or one approach to program assessment and evaluation.

---

***The [APA] report recommends a multifaceted approach to assessment that includes both assessment strategies within programs and following up on graduates in their teaching.***

---

## REFERENCES

- Akiba, M. (2011). Identifying program characteristics for preparing pre-service teachers for diversity. *Teachers College Record*, 113(3), 658–697.
- Anderson, L., & Stillman, J. (2010). Opportunities to teach and learn in high-needs schools: Student teachers' experiences in urban contexts. *Urban Education*, 45(2), 109–141.
- Boyd, D., Grossman, P.L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis*, 31(4), 416–440.
- Clift, R.T., & Brady, P. (2005). Research on methods courses and field experiences. In M. Cochran-Smith & K. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 309–424). Mahwah, NJ: Erlbaum.
- Cochran-Smith, M., & Zeichner, K. (Eds.). (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, NJ: Erlbaum.
- Darling-Hammond, L. (2006). Constructing 21st century teacher education. *Journal of Teacher Education*, 57(3), 300–314.
- Fecho, B., Price, K., & Read, C. (2004). From Tununak to Beaufort: Taking a critical inquiry stance as a first year teacher. *English Education*, 36(4), 263–288.
- Goddard, Y.L., Goddard, R.D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877–896.
- Greenberg, J., & Walsh, K. (2012). *What teacher preparation programs teach about K–12 assessment: A review*. New York, NY: National Council on Teacher Quality. Retrieved from [www.nctq.org/dmsView/What\\_Teacher\\_Prep\\_Programs\\_Teach\\_K-12\\_Assessment\\_NCTQ\\_Report](http://www.nctq.org/dmsView/What_Teacher_Prep_Programs_Teach_K-12_Assessment_NCTQ_Report)
- Grisham, D.L. (2000). Connecting theoretical conceptions of reading to practice: A longitudinal study of elementary school teachers. *Reading Psychology*, 21(2), 145–170.
- Gross, L.A., Fitts, S., Goodson-Espy, T., & Clark, A.M. (2010). Self as teacher: Preliminary role identification of the potential teaching candidate. *Australian Journal of Teacher Education*, 35(2), 1–19.
- Hoffman, J.V., Roller, C., Maloch, B., Sailors, M., Duffy, G., & Beretvas, S.N. (2005). Teachers' preparation to teach reading and their experiences and practices in the first three years of teaching. *The Elementary School Journal*, 105(3), 267–287.
- International Reading Association. (2001). *Report of the IRA Commission for Excellence in Teacher Preparation in Reading*. Newark, DE: Author.
- Klassen, R.M., Durksen, T.L., Rowett, E., & Patterson, F. (2014). Applicant reactions to a situational judgment test used for selection into initial teacher training. *International Journal of Educational Psychology*, 3(2), 104–124.
- Lacina, J., & Block, C.C. (2011). What matters most in distinguished literacy teacher education programs? *Journal of Literacy Research*, 43(4), 319–351.
- Maloch, B., Flint, A.S., Eldridge, D., Harmon, J., Loven, R., Fine, J.,...Martinez, M. (2003). Understandings, beliefs, and reported decision making of first-year teachers from different reading teacher preparation programs. *Elementary School Journal*, 103(5), 431–457.
- Risko, V.J., Roller, C., Cummins, C., Bean, R., Block, C.C., Anders, P., & Flood, J. (2008). A critical analysis of research on reading teacher education. *Reading Research Quarterly*, 43(3), 252–288.
- Ronfeldt, M., Schwartz, N., & Jacob, B. (2014). Does pre-service preparation matter? Examining an old question in new ways. *Teachers College Record*, 116(10), 1–46.
- Sampson, M.B., Linek, W.M., Raine, I.L., & Szabo, S. (2013). The influence of prior knowledge, university coursework, and field experience on primary preservice teachers' use of reading comprehension strategies in a year-long, field-based teacher education program. *Literacy Research and Instruction*, 52(4), 281–311.
- Smagorinsky, P., Lakly, A., & Johnson, T.S. (2002). Acquiescence, accommodation, and resistance in learning to teach within a prescribed curriculum. *English Education*, 34(3), 187–213.
- Strudler, N., & Wetzel, K. (2011). Electronic portfolios in teacher education: Forging a middle ground. *Journal of Research on Technology in Education*, 44(2), 162–173.

Worrell, F., Brabeck, M., Dwyer, C., Geisinger, K., Marx, R., Noell, G., & Pianta, R. (2014). *Assessing and evaluating teacher preparation programs*. Washington, DC: American Psychological Association. Retrieved from [www.apa.org/ed/schools/cpse/teacher-preparation-programs.pdf](http://www.apa.org/ed/schools/cpse/teacher-preparation-programs.pdf)

Zeichner, K., & Conklin, H.G. (2016). Beyond knowledge ventriloquism and echo chambers: Raising the quality of the debate in teacher education. *Teachers College Record*, 118(12), 1–38.

## ADDITIONAL RESOURCES

### Knowledge Development

Anders, P., Hoffman, J., & Duffy, G. (2000). Teaching teachers to teach reading: Paradigm shifts, persistent problems, and challenges. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 719–742). Mahwah, NJ: Erlbaum.

Cervetti, G., Damico, J., & Pearson, P.D. (2006). Multiple literacies, new literacies, and teacher education. *Theory Into Practice*, 45(4), 378–386.

Cheatham, G.A., Jimenez-Silva, M., Wodrich, D.L., & Kasai, M. (2014). Disclosure of information about English proficiency: Preservice teachers' presumptions about English language learners. *Journal of Teacher Education*, 65(1), 53–62.

Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. *The Reading Teacher*, 56(5), 458–464.

Council for the Accreditation of Educator Preparation. (2013). *Standard 1: Content and pedagogical knowledge*. Retrieved from [www.caepnet.org/standards/standard-1](http://www.caepnet.org/standards/standard-1)

Davila, D. (2011). “White people don’t work at McDonald’s” and other shadow stories from the field: Analyzing preservice teachers’ use of Obama’s race speech to teach for social justice. *English Education*, 44(1), 13–50.

De Oliveira, L., & Shoffner, M. (2009). Addressing the needs of English language learners in an English education methods course. *English Education*, 42(1), 91–111.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013–1055.

Floden, R., & Meniketti, M. (2005). Research on the effects of coursework in the arts and sciences and in

the foundations of education. In M. Cochran-Smith & K.M. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 261–308). Mahwah, NJ: Erlbaum.

Gere, A.R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), 816–852.

Greenberg, J., McKee, A., & Walsh, K. (2013, December). *Teacher prep review: A review of the nation’s teacher preparation programs*. Retrieved from [www.nctq.org/teacherPrep](http://www.nctq.org/teacherPrep)

Grisham, D.L., & Wolsey, T.D. (2011). Writing instruction for teacher candidates: Strengthening a weak curricular area. *Literacy Research and Instruction*, 50(4), 348–364.

Grossman, P.L., Smagorinsky, P., & Valencia, S.W. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. *American Journal of Education*, 108(1), 1–29.

Grossman, P.L., Valencia, S.W., Evans, K., Thompson, C., Martin, S., & Pace, N. (2000). Transitions into teaching: Learning to teach writing in teacher education and beyond. *Journal of Literacy Research*, 32(4), 631–662.

Haddix, M., & Price-Dennis, D. (2013). Urban fiction and multicultural literature as transformative tools for preparing English teachers for diverse classrooms. *English Education*, 45(3), 247–283.

Howard, T.C., & Aleman, G.R. (2008). Teacher capacity for diverse learners: What do teachers need to know? In M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyre, & K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 157–174), New York, NY: Routledge.

- Hundley, M., & Holbrook, T. (2013). Set in stone or set in motion? Multimodal and digital writing with preservice English teachers. *Journal of Adolescent & Adult Literacy*, 56(6), 500–509.
- International Reading Association. (2007). *Teaching reading well: A synthesis of the International Reading Association's research on teacher preparation for reading instruction*. Newark, DE: Author.
- International Reading Association. (2010). *Standards for reading professionals—revised 2010*. Newark, DE: Author.
- Jobe, L.G., & Pope, C.A. (2002). The English methods class matters: Professor D and the student teachers. *Reading Research and Instruction*, 42(1), 1–29.
- Lortie, D.C. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Miller, S.J. (2014). Cultivating a disposition for sociospatial justice in English teacher preparation. *Teacher Education & Practice*, 27(1), 44–74.
- Morgan, D.N., & Pytash, K.E. (2014). Preparing preservice teachers to become teachers of writing: A 20-year review of the research literature. *English Education*, 47(1), 6–36.
- National Council of Teachers of English. (2006). *Guidelines for the preparation of teachers of English language arts—rev. 2006*. Urbana, IL: Author.
- National Council of Teachers of English. (2012). *NCTE/NCATE Standards for initial preparation of teachers of secondary English language arts, grades 7–12*. Retrieved from [www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards\\_111212.pdf](http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_111212.pdf)
- Newell, G., & Connors, S. (2011). “Why do you think that?” A supervisor’s mediation of a preservice English teacher’s understanding of instructional scaffolding. *English Education*, 43(3), 225–261.
- Pasternak, D.L. (2007). Is technology used as practice? A survey analysis of preservice English teachers’ perceptions and classroom practices. *Contemporary Issues in Technology and Teacher Education*, 7(3), 140–157. Retrieved from [www.citejournal.org/vol7/iss3/languagearts/article1.cfm](http://www.citejournal.org/vol7/iss3/languagearts/article1.cfm)
- Pasternak, D.L., Caughlan, S., Hallman, H., Renzi, L., & Rush, L. (2014). Teaching English language arts methods in the United States: A review of the research. *Review of Education*, 2(2), 146–185.
- Scribner, S., & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.
- Smagorinsky, P., Cook, L.S., & Johnson, T.S. (2003). The twisting path of concept development in learning to teach. *Teachers College Record*, 105(8), 1399–1436.
- Smagorinsky, P., Wilson, A.A., & Moore, C. (2011). Teaching grammar and writing: A beginning teacher’s dilemma. *English Education*, 43(3), 262–292.
- Smagorinsky, P., Wright, L., Augustine, S.M., O’Donnell-Allen, C., & Konopak, B. (2007). Student engagement in the teaching and learning of grammar: A case study of an early-career secondary school English teacher. *Journal of Teacher Education*, 58(1), 76–90.
- Strauss, V. (2013, August 13). Literacy experts say reformers reviving ‘reading wars.’ *The Washington Post*. Retrieved from [www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/13/are-reformers-reviving-reading-wars/](http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/13/are-reformers-reviving-reading-wars/)
- Wilson, S.M., Floden, R., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations* [Research report prepared for the U. S. Department of Education]. Seattle: Center for the Study of Teaching and Policy, University of Washington.
- Zeichner, K.M. (2005). A research agenda for teacher education. In M. Cochran-Smith & K.M. Zeichner (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 737–759). Mahwah, NJ: Erlbaum.

### **Application of Knowledge Within Authentic Contexts**

- Clark, C., & Medina, C. (2000). How reading and writing literacy narratives affect preservice teachers’ understandings of literacy, pedagogy, and multiculturalism. *Journal of Teacher Education*, 51(1), 63–76.
- Clark, S.K., Jones, C.D., Reutzell, D.R., & Andreasen, L. (2013). An examination of the influences of a teacher preparation program on beginning teachers’ reading instruction. *Literacy Research and Instruction*, 52(2), 87–105.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.
- Ek, L.D., Machado-Casas, M., Sánchez, P., & Smith, H.L. (2011). *Aprendiendo de Sus Comunidades/Learning*

- from their communities: Bilingual teachers researching urban Latino neighborhoods. In V. Kinloch (Ed.), *Urban literacies: Critical perspectives on language, learning, and community* (pp. 15–37). New York, NY: Teachers College Press.
- Freedman, S.W., & Appleman, D. (2009). “In it for the long haul”: How teacher education can contribute to teacher retention in high-poverty, urban schools. *Journal of Teacher Education*, *60*(3), 323–337.
- Glenn, W.J. (2012). Developing understandings of race: Preservice teachers’ counter narrative (re)constructions of people of color in young adult literature. *English Education*, *44*(4), 326–353.
- Grisham, D.L., & Wolsey, T.D. (2011). Writing instruction for teacher candidates: Strengthening a weak curricular area. *Literacy Research and Instruction*, *50*, 348–364.
- Groenke, S.L. (2010). Seeing, inquiring, witnessing: Using the equity audit in practitioner inquiry to rethink inequity in public schools. *English Education*, *43*(1), 83–96.
- Heredia, B.A. (2011). *Preparing teachers for effective literacy instruction in the elementary grades: Two-year teacher preparation programs in Ontario*. Retrieved from [https://tspace.library.utoronto.ca/bitstream/1807/27582/1/Heredia\\_Blanca\\_A\\_201103\\_PhD\\_thesis.pdf](https://tspace.library.utoronto.ca/bitstream/1807/27582/1/Heredia_Blanca_A_201103_PhD_thesis.pdf)
- Hoffman, J.V., Roller, C., Maloch, B., Sailors, M., Duffy, G., & Beretvas, S.N. (2005). Teachers’ preparation to teach reading and their experiences and practices in the first three years of teaching. *The Elementary School Journal*, *105*(3), 267–287.
- Hoffman, J.V., Wetzels, M.M., & Peterson, K. (2016). Approximating literacy practices in tutorials: What is learned and what matters for teacher preparation. *Literacy Research and Instruction*, *55*(3), 183–208.
- International Reading Association (2007). *Teaching reading well: A synthesis of the International Reading Association’s research on teacher preparation for reading instruction*. Newark, DE: Author.
- International Reading Association. (2010). *Standards for reading professionals—revised 2010*. Newark, DE: Author.
- Kidd, J.K., Sánchez, S.Y., & Thorp, E.K. (2004). Gathering family stories: Facilitating preservice teachers’ cultural awareness and responsiveness. *Action in Teacher Education*, *26*(1), 64–73.
- Kidd, J.K., Sánchez, S.Y., & Thorp, E.K. (2005). Cracking the challenge of changing dispositions: Changing hearts and minds through stories, narratives, and direct cultural interactions. *Journal of Early Childhood Teacher Education*, *26*(4), 347–359.
- Kidd, J.K., Sánchez, S.Y., & Thorp, E.K. (2008). Defining moments: Developing culturally responsive dispositions and teaching practices in early childhood preservice teachers. *Teaching and Teacher Education*, *24*(2), 316–329.
- Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of African American students*. San Francisco, CA: Jossey-Bass.
- Leader-Janssen, E.M., & Rankin-Erickson, J.L. (2013). Preservice teachers’ content knowledge and self-efficacy for teaching reading. *Literacy Research and Instruction*, *52*(3), 204–229.
- Lloyd, G.M. (2007). Strategic compromise: A student teacher’s design of kindergarten mathematics instruction in a high-stakes testing climate. *Journal of Teacher Education*, *58*(4), 328–347.
- Mallette, M.H., Kile, R.S., Smith, M.M., McKinney, M., & Readence, J.E. (2000). Constructing meaning about literacy difficulties: Preservice teachers beginning to think about pedagogy. *Teaching and Teacher Education*, *16*(5–6), 593–612.
- Martin, S.D. (2004). Finding balance: Impact of classroom management concepts on developing teacher practice. *Teaching and Teacher Education*, *20*(5), 405–422.
- Massey, D.D. (2006). “You Teach for Me; I’ve Had It!” A first-year teacher’s cry for help. *Action in Teacher Education*, *28*(3), 73–85.
- Milner, H.R. (2003). Reflection, racial competence, and critical pedagogy: How do we prepare pre-service teachers to pose tough questions? *Race Ethnicity and Education*, *6*, 193–208.
- Nierstheimer, S.L., Hopkins, C.J., Dillon, D.R., & Schmitt, M.C. (2000). Preservice teachers’ shifting beliefs about struggling literacy learners. *Reading Research and Instruction*, *40*(1), 1–16.
- Sailors, M., Keehn, S., Martinez, M., & Harmon, J. (2005). Early field experiences offered to and valued by preservice teachers at sites of Excellence in Reading Teacher Education programs. *Teacher Education and Practice*, *18*(4), 458–470.

- Skerrett, A., Pruitt, A.A., & Warrington, A.S. (2015). Racial and related forms of specialist knowledge on English education blogs. *English Education*, 47(4), 314–346.
- Tondeur, J., van Braak, J., Sang, G., Voogt, J., Fisser, P., & Ottenbreit-Leftwich, A. (2012). Preparing preservice teachers to integrate technology in education: A synthesis of qualitative evidence. *Computers & Education*, 59(1), 134–144.
- Wolfe, P. (2010). Prospective teachers planning for critical literacy teaching. *English Education*, 42(4), 368–390.
- Worthy, J., & Patterson, E. (2001). “I can’t wait to see Carlos!”: Preservice teachers, situated learning, and personal relationships with students. *Journal of Literacy Research*, 33(2), 303–344.
- Ongoing Teacher Development**
- Self-critique and professional learning communities*
- Anagnostopoulos, D., & Rutledge, S.A. (2007). Making sense of school sanctioning policies in urban high schools: Charting the depth and drift of school and classroom change. *Teachers College Record*, 109(5), 1261–1302.
- Beach, R., & Pearson, D. (1998). Changes in preservice teachers’ perceptions of conflicts and tensions. *Teaching and Teacher Education*, 14(3), 337–351.
- Bentley, E. (2013). Supernovas and superheroes: Examining unfamiliar genres and teachers’ pedagogical content knowledge. *English Education*, 45(3), 218–246.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3–15.
- Brass, J., & Webb, A. (Eds.). (2015). *Reclaiming English language arts methods courses: Critical issues and challenges for teacher educators in top-down times*. New York, NY: Routledge.
- Collier, S.T. (1999). Characteristics of reflective thought during the student teaching experience. *Journal of Teacher Education*, 50(3), 173–181.
- Coombs, D., & Ostenson, J. (2014). Pulling back the curtain: Engaging preservice teachers in expert practices of evaluation and reflection. *English Journal*, 103(6), 45–51.
- Delpit, L. (1995). *Other people’s children: Cultural conflict in the classroom*. New York, NY: New Press.
- Grossman, P.L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York, NY: Teachers College Press.
- Hall, L.A., Burns, L.D., & Edwards, E.C. (2011). *Empowering struggling readers: Practices for the middle grades*. New York, NY: Guilford.
- Hannon, P. (1999). Rhetoric and research in family literacy. *British Educational Research Journal*, 26(1), 121–138.
- Heath, S.B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York, NY: Cambridge University Press.
- Herrmann, B.A., & Sarracino, J. (1993). Restructuring a preservice literacy methods course: Dilemmas and lessons learned. *Journal of Teacher Education*, 44(2), 96–106.
- Horn, I.S., & Little, J.W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers’ workplace interactions. *American Educational Research Journal*, 47(1), 181–217.
- Johnson, K.E. (1994). The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439–452.
- Lazar, A.M. (2007). It’s not just about teaching kids to read: Helping preservice teachers acquire a mindset for teaching children in urban communities. *Journal of Literacy Research*, 39(4), 411–443.
- Little, J.W. (2002). Locating learning in teachers’ communities of practice: Opening up problems of analysis in records of everyday work. *Teaching and Teacher Education*, 18(8), 917–946.
- Lortie, D. (1975). *Schoolteacher*. Chicago, IL: The University of Chicago Press.
- Loughran, J.J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33–43.
- Martin, A.K., & Russell, T. (2009). Seeing teaching as a discipline in the context of preservice teacher education: Insights, confounding issues, and fundamental questions. *Teachers and Teaching: Theory and Practice*, 15(2), 319–331.
- McCann, T.M., Johannessen, L.R., & Ricca, B.P. (2005). *Supporting beginning English teachers: Research*

- and implications for teacher induction. Urbana, IL: National Council of Teachers of English.
- McCarthy, S.J. (1997). Connecting home and school literacy practices in classrooms with diverse populations. *Journal of Literacy Research*, 29(2), 145–182.
- Moni, K., Thein, A.H., & Brindley, S. (2014). English curriculum in the current moment: Tensions between policy and professionalism. *English Teaching: Practice and Critique*, 13(1), 1–7.
- Musanti, S.I., & Pence, L. (2010, Winter). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73–89.
- Nelson, T.H., Slavitt, D., Perkins, M., & Hathorn, T. (2008). A culture of collaborative inquiry: Learning to develop and support professional learning communities. *Teachers College Record*, 110(6), 1269–1303.
- Roskos, K., Vukelich, C., & Risko, V. (2001). Reflection and learning to teach reading: A critical review of literacy and general teacher education studies. *Journal of Literacy Research*, 33(4), 595–635.
- Scherff, L., & Singer, N.R. (2012). The preservice teachers are watching: Framing and reframing the field experience. *Teaching and Teacher Education*, 28(2), 263–272.
- Shoffner, M. (2011). Considering the first year: Reflection as a means to address beginning teachers' concerns. *Teachers and Teaching: Theory and Practice*, 17(4), 417–433.
- Shoffner, M., Brown, M., Platt, B., Long, M., & Salyer, B. (2010). Meeting the challenge: Beginning English teachers reflect on their first year. *English Journal*, 99(6), 70–77.
- Spalding, E., & Wilson, A. (2002). Demystifying reflection: A study of pedagogical strategies that encourage reflective journal writing. *Teachers College Record*, 104(7), 1393–1421.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221–258.
- Van Es, E.A. (2012). Examining the development of a teacher learning community: The case of a video club. *Teaching and Teacher Education*, 28(2), 182–192.
- Zeichner, K.M., & Liston, D.P. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum.
- Zoss, M., Holbrook, T., McGrail, E., & Albers, P. (2014). Knotty articulations: Professors and preservice teachers on teaching literacy in urban schools. *English Education*, 47(1), 38–79.
- ### *Analysis of social justice issues*
- Ball, A.F., Skerrett, A., & Martínez, R. (2011). Research on diverse students in culturally and linguistically complex language arts classrooms. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (3rd ed., pp. 22–28). New York, NY: Routledge.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.
- Grossman, P., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184–205.
- Gutiérrez, K.D. (2008). Developing a sociocritical literacy in the third space. *Reading Research Quarterly*, 43(2), 148–164.
- Gutiérrez, K.D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, 32(5), 19–25.
- Haddix, M., & Price-Dennis, D. (2013). Urban fiction and multicultural literature as transformative tools for preparing English teachers for diverse classrooms. *English Education*, 45(3), 247–283.
- Hancock, C.B., & Scherff, L. (2010). Who will stay and who will leave? Predicting secondary English teacher attrition risk. *Journal of Teacher Education*, 61(4), 328–338.
- Kinloch, V. (Ed.). (2011). *Urban literacies: Critical perspectives on language, learning, and community*. New York, NY: Teachers College Press.
- Lane, S., Lacefield-Parachini, N., & Isken, J. (2003). Developing novice teachers as change agents: Student teacher placements “against the grain.” *Teacher Education Quarterly*, 30(2), 55–68.
- Lee, C.D. (2006). “Every good-bye ain’t gone”: Analyzing the cultural underpinnings of classroom talk. *International Journal of Qualitative Studies in Education*, 19(3), 305–327.
- Martínez, R.A., Orellana, M.F., Pacheco, M., & Carbone, P. (2008). Found in translation: Connecting translating



- experiences to academic writing. *Language Arts*, 85, 421–431.
- Morrell, E. (2005). Critical English education. *English Education*, 37(4), 312–321.
- Mosley, M., & Rogers, R. (2011). Inhabiting the “tragic gap”: Pre-service teachers practicing racial literacy. *Teaching Education*, 22(3), 303–324.
- National Center for Educational Statistics. (2013). *Characteristics of public and private elementary and secondary school teachers in the United States: Results from the 2011–12 schools and staffing survey*. Washington, DC: U.S. Department of Education.
- National Council on Teacher Quality. (2014). *Training our future teachers: Easy A's. What's behind them*. Retrieved from <http://nctq.org/dmsView/EasyAs>
- Paulus, T., & Scherff, L. (2008). “Can anyone offer any words of encouragement?” Online dialogue as a support mechanism for pre-service teachers. *Journal of Technology and Teacher Education*, 16(1), 113–136.
- Quartz, K.H. (2003). “Too angry to leave”: Supporting new teachers’ commitment to transform urban schools. *Journal of Teacher Education*, 54(2), 99–111.
- Rogers, J., Morrell, E., & Enyedy, N. (2007). Studying the struggle: Contexts for learning and identity development in urban youth. *American Behavioral Scientist*, 51(3), 419–443.
- Scherff, L. (2012). “This project has personally affected me”: Developing a critical stance in preservice English teachers. *Journal of Literacy Research*, 44(2), 200–236.
- Skerrett, A., Warrington, A.S., & Pruitt, A.A. (2014). Tools and processes for building racial knowledge on teacher education blogs. In P.J. Dunston & S.K. Fullerton (Eds.), *63rd yearbook of the Literacy Research Association* (pp. 191–202). Oak Creek, WI: Literacy Research Association.
- Skerrett, A., & Williamson, T. (2015). Reconceptualizing professional communities for urban preservice teachers. *The Urban Review*, 47(4), 579–600.
- Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360–407.
- Stillman, J., & Anderson, L. (2011). To follow, reject, or flip the script: Managing instructional tension in an era of high-stakes accountability. *Language Arts*, 89(1), 22–37.
- Taymans, J., Tindle, K., Freund, M., Ortiz, D., & Harris, L. (2012). Opening the black box: Influential elements of an effective urban professional development school. *Urban Education*, 47(1), 224–249.
- Tindle, K., Freund, M., & Belknap, B., Green, C., & Shotel, J. (2011). The urban teacher residency program: A recursive process to develop professional dispositions, knowledge, and skills of candidates to teach diverse students. *Educational Considerations*, 38(2), 28–35.
- Villegas, A.M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. New York, NY: SUNY Press.
- Vinz, R., & Erdahl, T. (1993). The taste of lightning in your teeth. *English Education*, 25(2), 84–99.
- Wade, S.E., & Fauske, J.R. (2004). Dialogue online: Prospective teachers’ discourse strategies in computer-mediated discussions. *Reading Research Quarterly*, 39(2), 134–160.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York, NY: Cambridge University Press.

## Ongoing Assessments

- American Association of Colleges of Teacher Education. (2013). *The changing teacher preparation profession: A report from AACTE's professional education data system (PEDS)*. Washington, DC: American Association of Colleges of Teacher Education.
- American Statistical Association. (2014). *ASA Statement on Using Value-Added Models for Educational Assessment*. Retrieved from [www.amstat.org/policy/pdfs/ASA\\_VAM\\_Statement.pdf](http://www.amstat.org/policy/pdfs/ASA_VAM_Statement.pdf)
- Federal Register. (2014). *Teacher Preparation Issues*. Retrieved from [www.federalregister.gov/articles/2014/12/03/2014-28218/teacher-preparation-issues](http://www.federalregister.gov/articles/2014/12/03/2014-28218/teacher-preparation-issues)
- Harmon, J., Hedrick, M., Martinez, M., Perez, B., Keehn, S., Fine, J.C.,...& Sailors, M. (2001). Features of excellence of reading teacher preparation programs. In J.V. Hoffman, D.L. Schallert, C.M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *Fiftieth Yearbook of the National Reading Conference* (pp. 262–274). Chicago, IL: National Reading Conference.
- International Reading Association. (2001). *Report of the IRA Commission for Excellence in Teacher Preparation in Reading*. Newark, DE: Author.
- Loughran, J., & Corrigan, D. (1995). Teaching portfolios: A strategy for developing learning and

- teaching in preservice education. *Teaching and Teacher Education*, 11(6), 565–577.
- Maloch, B., Fine, J., & Flint, A.S. (2003). “I just feel like I’m ready: Exploring the influence of quality teacher preparation on beginning teachers. *The Reading Teacher*, 56(4), 348–350.
- National Board for Professional Teaching Standards. Retrieved from [www.nbpts.org](http://www.nbpts.org)
- Robinson, S. (2014, December 11). Burdensome, restrictive, flawed: Why proposed federal regulations for teacher preparation programs are a cause for concern. *The Hechinger Report*. Retrieved from [http://hechingerreport.org/content/burdensome-restrictive-flawed-why-proposed-federal-regulations-for-teacher-preparation-programs-are-a-cause-for-concern\\_18389/](http://hechingerreport.org/content/burdensome-restrictive-flawed-why-proposed-federal-regulations-for-teacher-preparation-programs-are-a-cause-for-concern_18389/)
- Roller, C. (2001). *Learning to teach reading: Setting the research agenda*. Newark, DE: International Reading Association.
- Seely-Flint, A., Leland, C., Hoffman, J.V., Patterson, E.U., Sailors, M., Assaf, L.C., & Mast, M.A. (2001). “I’m still figuring out how to do this teaching thing”: A cross-site analysis of reading preparation programs on beginning teachers’ instructional practices and decisions. In C. Roller (Ed.) *Learning to teach reading: Setting the research agenda* (pp. 100–118). Newark, DE: International Reading Association.
- Wade, R.C., & Yarbrough, D.B. (1996). Portfolios: A tool for reflective thinking in teacher education? *Teaching and Teacher Education*, 12(1), 63–79.
- Worrell, F., Brabeck, M., Dwyer, C., Geisinger, K., Marx, R., Noell, G., & Pianta, R. (2014). *Assessing and evaluating teacher preparation programs*. Washington, DC: American Psychological Association.
- Zeichner, K., & Wray, S. (2001). The teaching portfolio in US teacher preparation: What we know and what we need to know. *Teaching and Teacher Education*, 17(5), 613–621.

## International Literacy Association and National Council of Teachers of English Task Force on Literacy Teacher Preparation

Victoria J. Risko, Cochair, Vanderbilt University

Louann Reid, Cochair, Colorado State University

James Hoffman, University of Texas, Austin

Luke Rodesiler, Indiana University–Purdue University Fort Wayne

Allison Skerrett, University of Texas, Austin

William Teale, University of Illinois at Chicago

with Melanie Shoffner, Purdue University, and Vivian Vasquez, American University

Diane Barone, Immediate Past President, International Literacy Association, University of Nevada, Reno

William Teale, President and Board Liaison, International Literacy Association, University of Illinois at Chicago

Marcie Craig Post, Executive Director, International Literacy Association

INTERNATIONAL  
LITERACY  
ASSOCIATION



National Council of  
Teachers of English

© 2017 International Literacy Association, National Council of Teachers of English | No. 9422

This research advisory is available in PDF form for free download through the International Literacy Association's website: [literacyworldwide.org](http://literacyworldwide.org) and through the National Council of Teachers of English's website: [ncte.org](http://ncte.org).

**Media Contact:** For all media inquiries, please contact [press@reading.org](mailto:press@reading.org).

### Suggested APA Reference

International Literacy Association and National Council of Teachers of English. (2017). *Literacy teacher preparation* [Research advisory]. Newark, DE; Urbana, IL: Authors.

### About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 75 countries. With over 60 years of experience, ILA has set the standard for how literacy is defined, taught, and evaluated. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policymakers. ILA publishes *The Reading Teacher*, *Journal of Adolescent & Adult Literacy*, and *Reading Research Quarterly*, which are peer reviewed and edited by leaders in the field. For more information, visit [literacyworldwide.org](http://literacyworldwide.org).



@ILAToday



/ILAToday



/InternationalLiteracyAssociation



[literacyworldwide.org](http://literacyworldwide.org)

### About the National Council of Teachers of English

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. For more information, visit [ncte.org](http://ncte.org).



@ncte



/NCTEgram



/ncte.org



[ncte.org](http://ncte.org)