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**Equipping teachers for effective literacy instruction through contextualised professional development**

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The purpose of this oral presentation reflects the transformation of our master's degree program in Literacy Studies with the goal of developing more effective early literacy teachers, aligned to themes in Condition 5 and 11. One example includes how we embedded faculty field visits to the teachers' classrooms within our graduate courses, thus providing specific, contextualised instruction that met the needs of the teachers' unique teaching environments. This mixed-methods study was motivated by the State of Michigan's passing of a retention law targeted at third grade students who were reading below grade level. To examine our own practices in developing literacy teachers to meet the needs of students, we collected the following data: artefacts of teaching, questionnaires, observations, and standardised test scores. Preliminary findings include the following themes: efficacy, content knowledge, pedagogy and student learning. Comparing the results of the teachers in our study to teachers in our traditional programs, we found our new approaches benefited both teacher and student learning. We will share the teachers' reflections on the professional development.