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Reconsidering teacher preparation in meeting the needs of all learners: A literacy clinic approach

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The current practice in our university is for teacher candidates (TCs) to be prepared by content area. Few opportunities are therefore available for interdisciplinary collaboration. We are providing a space for TCs to collaborate as they work with children in an after-school tutorial setting. Two TCs share responsibility for tutoring one child. This benefits the TCs as they work with one another in ways that mirror those of professionals, and as they serve children in our area who are in need of literacy support. The research questions are: a) what effects does the collaboration of two TCs working as tutors have on the child's literacy performance? b) in what ways do the TCs work together to plan and implement lessons for the child?

TCs will administer and score pre/post assessments, developmental reading assessment and DIBELS. Other data sources include: the TC lesson plans, lesson reflections, collaborative meeting notes, surveys, focus groups, instructor field notes, tutee focus groups, and parent surveys. Paired sample t-tests will be used to measure the growth in students' performance. Other data sources will be analysed using line-by-line coding. Codes will be grouped into categories and the categories will be reduced into themes.