



# COLUMN: THE SHIFTING LITERACY LANDSCAPE

---

COLUMN EDITORS: ANN D. DAVID AND ANNAMARY L. CONSALVO

## COLUMN INTRODUCTION

---

*Literacy policy, testing, and regulations are changing in the State of Texas. Whether it is HB 3, the Science of Teaching Reading, the new ELA TEKS, or the yet-to-be-designed ELA STAAR test, the pathways beneath our feet are uncharted. But one of the best ways to wayfind is to work together, each person seeing a small piece of the whole landscape, sharing what we know with one another, and making informed, thoughtful decisions based on what we know and learn. Things will keep changing, even as we strive to implement the change before us, but together we will find our way.*

---

## CHARTING A COURSE FOR CHANGE

**W**elcome to the newest column for the *Texas Journal of Literacy Education*. This column provides a forum for contributing to necessary conversations teachers and literacy specialists across the state are having when it comes to shifting standards, shifting assessments, shifting policies, and shifting legislation.

### WHO WE ARE

Now in her sixth year as a professor, Ann began her teaching career as a high school English and drama teacher in a medium-sized Rust Belt city. She taught in three very different schools in two Midwestern states for six years before decamping for graduate study at The University of Texas at Austin. Ann now spends her time teaching future elementary and secondary teachers, across a range of disciplines. She also works as a National Writing Project (NWP) teacher-consultant for school districts, supporting classroom teachers as they implement high-quality writing instruction.

A former middle and high school English teacher, Anna is a teacher-educator in her eighth year as a professor. Having entered graduate education at The University of Texas at Austin because of her experience in the local NWP site, her research interests include adolescent literacy, disciplinary literacy, the study of young adult literature, and the teaching of writing.



We are connected to teachers from all stages of our education careers, and we continue to build and cherish our networks. Like many other former and current teachers, we meet at conferences to share ideas; we engage in affiliation groups on social media; and we develop deep and genuine friendships with others in our communities that sustain us from year to year. It is in this spirit that we offer this column.

## HOW WE GOT HERE

We come to writing this column not as experts, though we do know things about literacy, but because our personal learning networks have been abuzz about changes affecting literacy education in Texas. Ann received a middle-of-the-day text from a teacher friend asking for research on why isolated phonics instruction wasn't the best way to support her eighth grade students who were struggling with reading. Anna heard from colleagues about new literacy policies affecting how preservice teachers get certified and the challenges that lay ahead.

Given these conversations, we figured there are similar kinds of conversations happening in other schools, districts, and universities. And in the interest of distributed cognition and the sharing economy, we wanted to offer our thoughts, and invite you to share yours, on the shifting literacy landscape in Texas.

## UPCOMING COLUMNS

The first column (Summer 2020) will be co-authored by Ann along with Peggy Semingson, an associate professor at UT-Arlington. In the column we will look back at some of the early intersections of business and literacy in Texas. Do you remember Reading First? If so, some of what we discuss will be familiar. If not, you may recognize patterns and ideas that are happening now in your schools as you're deciding on textbook adoptions, RTI programs, and other packages being offered to support literacy learning.

The focus for our second column (Winter 2020) will be about those teachers, literacy specialists, and professors who are in the position of adopting products pitched to support literacy learning. How do adoption committees sort through and make sense of the vast array of products offered by businesses?

## SEE YOU SOON!

As we embark on this new journey, we hope you'll be along for the adventures. At the end of each column we will give a brief overview of the upcoming column. Send us an email and let us know



your experiences and thoughts that can deepen our understanding and our readers' understandings of the topic. Also, if you have a topic in mind that literacy professionals in Texas need to know more about as we all chart a course, email a short synopsis of your idea to [ShiftingLiteracyLandscape@gmail.com](mailto:ShiftingLiteracyLandscape@gmail.com) and it may become inspiration for a future column.

## ABOUT THE AUTHORS



**Annamary L. Consalvo** is an associate professor of literacy at The University of Texas at Tyler where she teaches undergraduate and graduate courses in teacher education. After teaching middle and high school English, she earned her PhD in Curriculum and Instruction from The University of Texas at Austin with a focus in Language and Literacy Studies. Her research interests include youth voice and the teaching of writing, disciplinary and adolescent literacy, and aspects of Young Adult literature. Dr. Consalvo has published in *English Journal*, *Teaching and Teacher Education*, *Writers Who Care*, *Journal of Language and Literacy*, *The ALAN Review*, and *Elementary School Journal*.



**Ann D. David** is an associate professor in the Dreeben School of Education at the University of the Incarnate Word where she teaches future teachers. She taught high school English and theatre in the Midwest for six years before completing her PhD at UT Austin. She's been a teacher-consultant with the National Writing Project since 2001 and currently works with the San Antonio Writing Project. Dr. David's research interests focus on writing and the teaching of writing. Dr. David has published in *English Journal* and *Teaching and Teacher Education*, and *English in Texas* and has contributed to *Writers Who Care*, a peer-reviewed blog sponsored by NCTE's Commission on Writing Teacher Education.