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Abstract

In today's schools, PreK-12 classroom teachers must be literacy leaders. The purpose of the current study was to examine how literacy teacher educators prepare future PreK-12 classroom teachers for literacy leadership. Using the International Literacy Association's *Standards 2017* publication as a framework and concepts of distributed leadership and teacher leadership as theoretical lenses, the current study employed a cross-sectional survey research design to ascertain current preparation practices. Qualitative data were collected among 86 literacy teacher educators who were affiliated with university-based teacher education programs located throughout the United States. Data were analyzed using a three-level classification diversity analysis and highlighted ways in which literacy teacher educators address literacy leadership among preservice teachers in university contexts, as well as community and professional contexts. Findings also revealed personal and professional opinions held among literacy teacher educators concerning current preparation efforts. A discussion of findings was presented that recognized strengths with current preparation practices and identified areas that may require attention.

Keywords: literacy leadership, literacy teacher education, literacy teacher educators, preservice teachers, teacher training

A Second Look at Literacy Leadership Preparation Practices

Introduction

Education professionals who serve as school leaders often assume roles of literacy leadership. For example, principals must “create and sustain a powerful culture of literacy” on their school campuses (Houck & Novak, 2017, p. 34). To do so, principals must be knowledgeable instructional leaders who take action to facilitate positive and productive literacy learning environments (Cobb, 2005; Kindall, Crowe, & Elsass, 2018; Taylor, 2004). Other school personnel who are commonly recognized as literacy leaders include specialized literacy professionals, such as instructional coaches, interventionists, reading/literacy coaches, reading/literacy specialists, and reading/literacy coordinators/supervisors (Bean & Kern, 2017; Bean et al., 2015; International Literacy Association [ILA], 2015). Although the responsibilities for each of these literacy leaders vary greatly, their primary purpose is to work with students, teachers, and literacy programs to improve overall student literacy learning.

In today’s schools, however, it is becoming increasingly more important that PreK-12 classroom teachers serve as literacy leaders. Consider the following illustrative scenarios:

- Kevin Mokaya is a PreK-12 classroom teacher with over 25 years of teaching experiences in second through sixth grade. Each time Kevin assumes a new teaching role, he searches for high-quality professional resources to support his use of evidence-based literacy practices. To strengthen his literacy practices, Kevin also attends several literacy trainings annually and regularly connects with other literacy teachers. Throughout his career, Kevin has maintained active memberships in ILA and the ILA chapter in his state to enhance his professional development further.
- Adrian Reyes is a first-year kindergarten teacher at Hillcrest Elementary. Adrian strives to create a literacy-rich environment in his classroom to emphasize literacy learning among all students. Every day, Adrian engages his students in a variety of independent and collaborative learning activities. Adrian strives to design learning activities that are intentional, purposeful, and promote language and literacy development among all students. Adrian keeps a self-reflective journal where he jots down notes about his feelings, observations, and reactions throughout the school day.

- Michelle Shin just completed her tenth year of teaching fourth grade at Bayside Intermediate, a Title I and low-performing school. Due to teacher turnover and multiple retirements, the principal informed Michelle that several new hires would be joining the fourth- and fifth-grade teaching staff at the beginning of the next school year. The principal also informed Michelle that she was establishing two campus-based professional learning communities to improve student achievement: (1) horizontal teams to plan data-informed grade-level literacy instruction, and (2) vertical teams to identify gaps in curriculum within and across grade levels. Since Michelle is known for her strong commitment to literacy and ability to collaborate effectively, the principal invited her to be the fourth-grade team leader.
- Sarah Silverman completed her second year of teaching first grade at Terrace View Elementary. During this time, Sarah noticed that the district-adopted reading program did not sufficiently address phonics and word recognition instruction. Sarah felt that use of a supplemental phonics program would benefit all students, particularly students who have learning disabilities, language barriers, or struggle with learning to read. Sarah was aware of a few supplemental phonics programs and began making efforts to share her insights with colleagues at her school campus and appropriate school district administrators.

These illustrative scenarios represent common ways in which PreK-12 classroom teachers may demonstrate vital aspects of literacy leadership. Kevin and Adrian enhanced their own literacy practices by continuously pursuing knowledge and practicing regular self-reflection. Michelle became a leader of professional collaborations on her school campus, and Sarah intended to influence stakeholders to advocate for improved reading instruction.

We are experienced literacy teacher educators (LTEs) who believe PreK-12 classroom teachers must be sufficiently prepared as literacy leaders to practice literacy leadership effectively. In a previous study, we investigated ways in which LTEs cultivate literacy leadership among preservice teachers (Sharp, Piper, & Raymond, 2018). We learned that available literature on literacy leadership was narrow and focused mainly on the preparation of teachers seeking advanced credentials as specialized literacy professionals. To address this research gap, we used the available version of ILA's (International Reading Association, 2010) professional preparation standards to design a cross-sectional survey that elicited the views of LTEs who prepared preservice teachers in a single Southern state. Our analysis revealed a host of techniques that LTEs use to cultivate literacy leadership among preservice teachers in university, community, and professional contexts. Our findings also pointed to shortcomings with reported preparation efforts.

In 2018, ILA released a revised version of professional preparation standards for literacy professionals (herein referred to as *Standards 2017*). To explore how LTEs prepare future PreK-12 classroom teachers for literacy leadership further, we conducted the current study. For the current study, we updated our survey instrument using *Standards 2017* and broadened the geographic range to include LTEs who prepared preservice teachers throughout the United States. Our primary goal was to take a second look at current preparation practices and compare them to vital aspects of literacy leadership that were demonstrated by Kevin, Adrian, Michelle, and Sarah in the illustrative scenarios. By taking a second look at this under-researched topic, we extended our initial understandings from the previous study we conducted. As such, our findings from the current study have contributed new and relevant insights that recognize strengths with current preparation practices and identified areas that may require attention. More importantly, we hope our work empowers LTEs to learn from one another and initiate needed changes to improve and strengthen literacy teacher education.

Preparation Standards for Literacy Leadership

Standards 2017 has provided LTEs a research-based framework with which to guide the design and evaluation of high-quality literacy learning experiences in teacher education programs. For PreK-12 classroom teachers, six standards articulate requisite behaviors, knowledge, and skills of novice teachers in the following grade-level bands: Pre-K/Primary, Elementary/Intermediate, and Middle/High School. Each standard contains four parts: (1) a standard title, (2) a standard statement that expresses the most essential behaviors, knowledge, and skills that preservice teachers must develop during teacher training; (3) four components that focus on the essential elements of that standard; and (4) evidence that gives guidance on what the standard looks like in practice. In *Standards 2017*, the standard titles are Standard 1: Foundational Knowledge, Standard 2: Curriculum and Instruction, Standard 3: Assessment and Evaluation, Standard 4: Diversity and Equity, Standard 5: Learners and the Literacy Environment, and Standard 6: Professional Learning and Leadership.

Since the focus of the current study was literacy leadership, we familiarized ourselves with Standard 6 and its related parts as they are presented throughout *Standards 2017* (see Figure 1). With the exception of minor differences in wording, we noted that the standard statement and four related components were principally the same in all grade-level bands. We consulted the synthesis of literature presented in Part 2 to gain an understanding of the assumptions and research that underpin Standard 6. We also reviewed Part 4 to orientate ourselves with more in-depth explanations of the behaviors, knowledge,

and skills that preservice teachers must learn during teacher training to actualize the components associated with Standard 6 for each grade-level band.

Figure 1. Standard 6 Overview: Professional Learning and Leadership (ILA, 2018)

Standard 6: Professional Learning and Leadership			
<u>Standard Statements for Grade-Level Bands</u>			
<ul style="list-style-type: none"> ➤ <i>Pre-K/Primary & Elementary/Intermediate:</i> Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice; advocate for students and their families to enhance students' literacy learning. ➤ <i>Middle/High School:</i> Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning. 			
<u>Components for Grade-Level Bands</u>			
	Pre-K/ Primary	Elementary/ Intermediate	Middle/ High School
Component 6.1	Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	Candidates are readers, writers, and lifelong learners who continually seek and engage with professional resources and hold membership in professional organizations.	Candidates are readers, writers, and lifelong learners who continually seek and engage with print and online professional resources and hold membership in professional organizations.
Component 6.2	Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.	Candidates reflect as a means of improving professional teaching practices and understand the value of reflection in fostering individual and school change.
Component 6.3	Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.	Candidates collaboratively participate in ongoing inquiry with colleagues and mentor teachers and participate in professional learning communities.
Component 6.4	Candidates advocate for the teaching profession and their students, schools, and communities.	Candidates advocate for the teaching profession and their students, schools, and communities.	Candidates advocate for the teaching profession and their students, schools, and communities.

Related Literature

We drew upon the components associated with Standard 6 in *Standards 2017* to conceptualize vital aspects of literacy leadership among PreK-12 classroom teachers (see Figure 2). For each vital aspect, we consulted extant literature in the field of literacy education to identify specific preparation practices that LTEs use during teacher training. Below, we have provided a

summary of reported preparation practices that prepare future PreK-12 classroom teachers as lifelong learners, reflective practitioners, professional collaborators, and committed advocates.

Figure 2. Vital aspects of literacy leadership among PreK-12 classroom teachers.



Lifelong Learner

PreK-12 classroom teachers are ideally positioned to facilitate impactful literacy learning tasks that motivate students (Turner & Paris, 1995). In order to meet increasing literacy demands and diverse student learning needs, PreK-12 classroom teachers themselves must be readers (Cremin, Mottram, Collins, Powell, & Safford, 2009) and writers (Cremin, 2006). Moreover, PreK-12 classroom teachers must be committed to “learning something new every day, every week, every year” (Fountas & Pinnell, 2018, p. 10).

To cultivate lifelong learners, LTEs must develop preservice teachers' competencies and tendencies for reading and writing (ILA, 2018). LTEs may engage preservice teachers in carefully structured readings, writings, and discussions of professional texts to "deepen, broaden, and explore their visions of self as literacy teachers" (Hall, 2009, p. 300). LTEs may also use booktalks to expose preservice teachers to wide readings of printed literature (Bruneau, 2012) or institute writing portfolios to acquaint preservice teachers with various genres and forms of writing (Whyte & Scott, 2005). Additionally, LTEs may transform the university classroom into a creative space where preservice teachers compose and share their own writing with one another, such as a poetry coffee house (Ferguson, 2017).

To bolster preservice teachers' dispositions towards professionalism, LTEs may encourage them to become active members in literacy-focused organizations (Stewart & Davis, 2005). LTEs may also expose preservice teachers to different professional learning formats available through literacy-focused organizations, such as in-person training events (Sharp, Armstrong, & Matthews, 2017) or social networking tools (Pilgrim & Bledsoe, 2011).

Reflective Practitioner

PreK-12 classroom teachers must possess a well-developed knowledge base of literacy and literacy development (Boyd, Boll, Brawner, & Villaume, 1998). PreK-12 classroom teachers must be "investigators of thinking and action" who "question how and why they are doing what they are doing" (p. 62). As reflective practitioners, PreK-12 classroom teachers are better equipped to guide literacy instruction and respond to students' learning needs effectively.

To develop reflective practitioners, LTEs must scaffold preservice teachers' engagement with deep levels of reflection about complex situations (Risko, Roskos, & Vukelich, 2001). Preservice teachers do not possess sophisticated understandings of literacy teaching and learning (Gelfuso, 2016), so it is essential that they receive support from an experienced and knowledgeable literacy professional while learning to reflect. LTEs may assist preservice teachers with written reflections for learning activities completed in university contexts, such as required readings and peer discussions (McIntosh, 2017), or learning activities completed during field experiences, such as literacy case studies (Broaddus, 2000).

LTEs may also hold debriefing sessions with preservice teachers following teaching episodes completed in real classrooms with actual students (Risko & Reid, 2019). During debriefing sessions, preservice teachers "reflect critically" on their teaching experiences and "struggle with the uncertainties that affect both their teaching and their students" (p. 425). As preservice teachers

reflect, LTEs provide explicit guidance that enhances their self-awareness and reinforces efforts to plan and implement responsive teaching.

Professional Collaborator

Professional collaboration among PreK-12 classroom teachers is a powerful way to overcome teacher isolation and positively influence literacy teaching and learning (Dougherty Stahl, 2015; Samuelson Wardrip, Gomez, & Gomez, 2015). During professional collaborations, PreK-12 classroom teachers work collectively through iterative cycles of inquiry to achieve a shared vision for student literacy learning. Effective professional collaborations create open spaces for PreK-12 classroom teachers to analyze student data, design instruction, discuss challenges, reflect on each other's teaching practices, share mistakes, and test out new ideas.

To produce professional collaborators, LTEs must develop “a highly specialized set of collaborative skills” among preservice teachers (Hoaglund, Birkenfeld, & Box, 2014, p. 527). LTEs may institute opportunities for preservice teachers to practice professional collaboration within the context of a university-based course (Hoaglund et al., 2015; Yopp & Guillaume, 1999). During these learning activities, preservice teachers work in small groups of peers to complete in-class activities or tasks that occur outside of class time.

LTEs may also work with Pre-K-12 school partners to expose preservice teachers to professional collaborations in authentic school settings. During these learning activities, preservice teachers work alongside practicing professionals, such as an assigned mentor teacher (Place & Smith, 2011; Tejero Hughes, Parker-Katz, & Balasubramanian, 2013). LTEs may also introduce preservice teachers to technology tools that overcome potential time and space constraints, strengthen connectivity, and extend inquiry cycles (Bates, Huber, & McClure, 2016).

Committed Advocate

PreK-12 classroom teachers encounter people and politics from the very beginning of their teaching careers (Broemmel & Swaggerty, 2017). Thus, PreK-12 classroom teachers must be “positioned as intellectuals and agents of change” to successfully navigate political and social issues that affect literacy education (Morrell, 2017, p. 458). PreK-12 classroom teachers must also know how to advocate for high-quality literacy instruction among education stakeholders, such as parents and school administrators.

To nurture committed advocates, LTEs must orient preservice teachers as “critically-conscious individuals” who emphasize transformative teaching practices (Crawford-Garrett & Riley, 2016, p. 35). LTEs must also develop preservice teachers' agency in a broad range of contexts. For example, preservice

teachers may complete culminating projects that articulate teaching philosophies and visions (Turner, 2007), make public presentations that share teaching practices in educational forums (Rogers & Mosley Wetzel, 2013), or participate in field experiences that introduce them to diverse learners (Nichols & Soe, 2017) and their families (Louie & Davis-Welton, 2016). Additionally, LTEs may require preservice teachers to participate in service-learning projects to demonstrate how to connect literacy learning to community issues and the personal lives of others (Guidry, Lake, Jones, & Rice, 2005).

Other ways that LTEs may develop preservice teachers' agency is to introduce them to systematic research methodologies with which to analyze their literacy teaching practices and student performance, such as action research (Merino & Holmes, 2006). LTEs may also create spaces for preservice teachers to "practice being knowledgeable, contributing members of professional conversations about literacy teaching/learning" (Gelfuso, 2017, p. 44). Within such spaces, preservice teachers rehearse use of professional discourse with a knowledgeable literacy professional to explore solutions for teaching dilemmas. Similarly, preservice teachers may engage in literacy tutoring experiences to practice communicating with actual students and their families (Paquette & Laverick, 2017).

Theoretical Framework

Similar to our previous study, we drew upon the concepts of distributed leadership and teacher leadership as theoretical lenses for the current study. Distributed leadership theory decenters the principal as school leader and makes the case that multiple individuals engage in leadership practices within schools (Spillane, Halverson, & Diamond, 2004). Distributed leadership engages PreK-12 teachers as leaders and recognizes their ability to employ high-impact teaching practices and work collectively and collaboratively with others (Harris, 2003). Furthermore, PreK-12 teacher leaders are viewed as knowledgeable experts who are committed to continually refining their craft of teaching. Schools that practice distributed leadership in a deliberate and well-orchestrated manner have a greater chance of building teacher capacity and increasing student achievement (Harris & Spillane, 2008).

Spillane (2005) cautioned that distributed leadership within and of itself was not "a cure-all" to facilitate school improvement (p. 149). Rather, Spillane placed emphasis on the specific ways in which schools distribute leadership. With literacy being a fundamental aspect to all areas of learning, PreK-12 classroom teachers are considered "essential first responders to facilitating literacy learning" (Lewis-Spector & Jay, 2011, p. 2). Consequently, PreK-12 classroom teachers must enter schools as competent professionals who are

equipped to navigate complexities associated with literacy teaching and learning (Turner, Applegate, & Applegate, 2011; Turner, Applegate, & Applegate, 2009).

Methods

As with our previous study, the current study was part of a larger-scale study. The larger study was a one-shot qualitative survey research design (Jansen, 2010) that was conducted on a national level. Since our inquiry sought to elicit participation from a large sample of respondents, we used Qualtrics® as our electronic survey platform. We created the survey instrument using the six standards articulated in *Standards 2017* as a framework to achieve two research goals: (1) to determine LTEs' views for preservice teachers' preparedness with the components that define essential elements for each standard and (2) to ascertain preparation practices LTEs use to develop preservice teachers' behaviors and understandings with the components for each standard. To achieve the purpose of the current study, we focused upon reported preparation practices that LTEs use to promote preservice teachers' competence with the four components for literacy leadership delineated in Standard 6 in *Standards 2017*.

Respondents

We used purposive sampling techniques to obtain a diverse and representative sample of LTEs across the United States (Jansen, 2010). First, we accessed the official website for each state's education agency and developed a listing of all state-approved, university-based teacher education programs. For each teacher education program, we visited their university's website and consulted multiple sources (i.e., class schedules; course syllabi; college, department, and teacher education program web pages) to identify faculty members who teach literacy-focused courses for preservice teachers. Our sampling efforts resulted in a pool of 2,533 potential survey respondents.

Data Collection and Analysis

We sent an email to all potential survey respondents that explained the purpose of our study, described their rights as research participants, and invited them to complete the electronic survey. We kept the survey period open for four months and tracked participation among our listing of potential survey respondents. To encourage participation among non-respondents, we sent three monthly email reminders. When the survey period closed, we collected a total of 205 surveys.

To achieve the goal of the current study, we filtered submitted surveys to include only those from respondents who chose to respond to the survey item

pertaining to preparation practices they use to promote preservice teachers' competence with literacy leadership. We used a three-level classification diversity analysis to analyze data (Jansen, 2010). In the first level, we segmented data into discrete fragments and attributed labels using downward coding to differentiate between data fragments and upward coding to synthesize among data fragments. In the second level, we grouped data fragments by concept to create separate categories. In the third level, we analyzed the relationships between categories to contextualize a concise and comprehensive understanding of current preparation practices.

We completed each level of coding individually and made analytic memos to record our thinking during independent data analysis (Saldaña, 2016). After we completed a level of coding, we met as a research team to discuss our findings until we arrived at complete consensus. Throughout this process, we also maintained a codebook with which to document codes we agreed upon, their definitions, and examples of verbatim quotations from respondents.

Findings

Of 205 survey respondents, 86 respondents described preparation practices they use to prepare future PreK-12 classroom teachers for literacy leadership. Respondents in the current study represented a diverse sample of LTEs from the Midwest, Northeast, South, and West regions of the United States (see Table 1). Respondents were primarily females who were between the ages of 40-49 years old. Most of the respondents were seasoned literacy professionals who had more than 10 years of teaching experiences at both the PreK-12 and postsecondary levels, held doctorate degrees, and were employed as full-time tenured faculty members at universities. Among this sample, 18 respondents were involved with teacher training for a single grade-level band, and 68 respondents trained preservice teachers for multiple grade-level bands.

Table 1: Demographics of Respondents

Characteristic	<i>n</i>
Gender	
Female	75
Male	11
Age Range	
30-39 years	10
40-49 years	36
50-59 years	16
60-69 years	20

Over 70 years	4
Years of Teaching Experiences in PreK-12	
Less than 1 year	2
1-3 years	8
4-6 years	24
7-9 years	12
Over 10 years	40
Years of Teaching Experiences in Teacher Education	
Less than 1 year	--
1-3 years	8
4-6 years	18
7-9 years	18
Over 10 years	42
Highest Degree Earned	
Doctorate degree	76
Master's degree	10
Professional Status	
Full-time, non-tenured faculty member	19
Full-time, tenure-track faculty member	19
Full-time, tenured faculty member	41
Part-time faculty member	7
Teacher Education Program Grade-Level Bands	
PreK/Primary	56
Elementary/Intermediate	75
Middle/High School	53
Location of Teacher Education Program by Region	
Midwest (IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WY)	18
Northeast (CT, MA, ME, NH, NJ, NY, PA, RI, VT)	26
South (AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV)	31
West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WI)	11

Our analysis generated three themes related to current literacy leadership preparation practices. Two of these themes encompassed literacy leadership preparation practices that respondents use in university contexts, as well as community and professional contexts. The third theme characterized respondents' personal and professional opinions of literacy leadership preparation efforts. In Table 2, we provided an overview of these three themes and included examples of verbatim responses from respondents. In the following sections, we included a detailed explanation of our findings.

Table 2: Overview of Themes

University Contexts	
Specific Course Learning Activities	<ul style="list-style-type: none"> • “Projects and assignments are designed to provide leadership opportunities in schools and community settings.” • “In their second and third literacy courses, as well as their curriculum development course, [preservice teachers] learn of the importance of collaborating with peers. They participate in structured peer review processes to strengthen their lesson plans, assessments, and curricular units.” • “Disseminate knowledge and learning opportunities to students” through “examples,” “published and online professional resources,” “texts,” and “videos.” • “We model professional learning and leadership.”
Coursework in Program of Study	<ul style="list-style-type: none"> • “Critical reflection is built into the program in every assignment, every course. Metacognition is stressed throughout the program.” • “I think the members of the education department promote professionalism by how they conduct their courses, interact with [preservice teachers], and interact with one another. I think faculty members strive to coach [preservice teachers] to take leadership roles and advocate for best practices in their future classrooms.” • “Aspects [of literacy leadership] are part of every course.”
Student Organizations	<ul style="list-style-type: none"> • “We have a student affiliate of both NCTE and ILA on our campus.” • Preservice teachers “are expected to participate in our student education association.” • “We provide a professional organization that is student run in our department. [Preservice teachers] perform fundraisers to pay for their attendance at conferences. They also present at conferences and perform service projects in the community. Once a month, they have an educator come to speak to the group about the profession of teaching.”
Community & Professional Contexts	
Professional Learning Activities	<ul style="list-style-type: none"> • “When possible, we encourage our [preservice teachers] to attend professional conferences/conventions and often they travel with the faculty.” • Preservice teachers “are strongly encouraged to advocate for themselves and their future students by attending conferences at all levels.” • Preservice teachers “are required to participate in professional development workshops.”
Professional Organizations	<ul style="list-style-type: none"> • “All [preservice teachers] must join and participate in local and national professional literacy organizations (ILA, RALC, etc.).”

	<ul style="list-style-type: none"> • Preservice teachers “are encouraged to join a professional organization (ILA, NCTE, etc.) at the reduced student rate.”
Field Experiences	<ul style="list-style-type: none"> • Preservice teachers “spend a great deal of time in field placements, which includes work in district PLCs. We also integrate a great deal of opportunity for reflection throughout our field placements and observations. We use a reflective observation cycle to encourage this reflection.” • Preservice teachers complete a “professional year of mentoring in the schools, seminars, participation in professional practices with mentor teachers.”
Personal & Professional Opinions	
Neutral	<ul style="list-style-type: none"> • “While our program encourages our [preservice teachers] to join professional organizations, we have not made this a requirement.” • “I think lack of self-confidence in the preservice teachers is a reason why they don’t usually jump right into professional organizations and leadership. My perception, after more than 20 years, is that once they ‘find their feet’ and make professional friends with colleagues, they are much more likely to join professional associations.” • “I honestly had not really thought much about this as a need and am happy that this survey is bringing it to my attention.”
Unfavorable	<ul style="list-style-type: none"> • “Sadly, this is very poorly addressed throughout my program.” • “I do not see much evidence of this.” • “Though advocacy is part of the state’s competency requirements, little instructional time is dedicated to this area.”
Favorable	<ul style="list-style-type: none"> • “I feel like this view of the teacher as professional is a strength in my program.” • “Our institution is one that promotes leadership opportunities for all students.” • “Because the teaching profession is under scrutiny and often devalued, we stress the importance of becoming professional literacy educators.”

University Contexts

Respondents described 103 preparation practices they implement in university contexts, of which the majority were specific course learning activities. Thirty-two respondents designed independent tasks for preservice teachers to practice aspects of literacy leadership. Nine respondents emphasized that reflection was a “keystone” of literacy leadership and embedded independent reflection-oriented tasks throughout their courses. Twenty-three respondents required preservice teachers to complete other types of independent tasks, such as composing letters

to school board members, making oral presentations, reading a wide variety of text types, and writing posts on blogs maintained by professional organizations.

Respondents also facilitated opportunities for preservice teachers to work with peers in their courses. In face-to-face class contexts, 23 respondents reported use of collaborative projects and small-group discussions. In online contexts, three respondents incorporated virtual discussions.

Additionally, 21 respondents referenced instructor-directed activities that placed the LTE largely in control of learning. Of these, 13 respondents provided explicit instruction and shared high-quality resources in print and non-print formats. Eight respondents also affirmed that they themselves model how to be literacy leaders.

Beyond coursework, 17 respondents detailed large-scale, systemic practices that reflected cohesive sequencing of coursework and coherence among course elements. Seven respondents also encouraged preservice teachers to become involved with literacy-focused student organizations at their universities.

Community and Professional Contexts

Respondents described 73 preparation practices they implement in community and professional contexts. Of these, 52 respondents specified a number of ways in which they encourage preservice teachers to become involved with education agencies beyond the university. Thirty respondents required preservice teachers to attend professional learning events hosted by local, regional, and national entities. Six of these respondents collaborated with preservice teachers to plan and submit presentation proposals for these events. Additionally, 20 respondents encouraged preservice teachers to activate membership in literacy-related professional organizations.

Within this theme, 21 respondents also stated specific ways that field experiences prepared preservice teachers as literacy leaders. Overwhelmingly, respondents acknowledged the significant role of practicing PreK-12 classroom teachers to serve as mentor teachers and familiarize preservice teachers with professional learning and leadership in the field. One respondent clarified that preservice teachers begin by shadowing their assigned mentor teacher to learn about literacy leadership. After a reasonable amount of time, preservice teachers shift from being a passive observer to an active participant and reflect on their experiences.

Personal and Professional Opinions

Nineteen respondents shared their personal and professional opinions of current efforts to develop preservice teachers as literacy leaders. These opinions

presented a continuum of views with unfavorable and favorable attitudes. Regarding unfavorable attitudes, seven respondents disclosed that their respective teacher education programs were not making concerted efforts to develop literacy leadership among preservice teachers. Regarding favorable attitudes, three respondents asserted that preparing preservice teachers as literacy leaders was a strength of their programs. Nine respondents also made statements that were either neutral opinions about preparation efforts at their respective institutions or speculations for possible hindrances associated with preservice teachers' development as literacy leaders.

Discussion

In today's schools, it has become evident that the role of leader is no longer limited to traditional leadership positions in an organizational hierarchy (Spillane, 2004). Many educational administration researchers have recognized benefits associated with collective and shared leadership approaches in schools, such as improved teacher pedagogy and student learning (e.g., García Torres, 2019; Hallinger & Heck, 2011; Leithwood & Mascall, 2008; Seashore Lewis, Dretzke & Wahlstrom, 2010). Despite this claim, however, teacher education researchers have highlighted shortcomings with ways in which leadership is addressed during teacher training (e.g., Ado, 2016; Campbell-Evans, Stamopoulos, & Maloney, 2014; Rogers & Scales, 2013; Scales & Rogers, 2017).

It is clear that PreK-12 classroom teachers must be literacy leaders who are lifelong learners (Cremin, 2006; Cremin et al., 2009; Fountas & Pinnell, 2018), reflective practitioners (Boyd et al., 1998), professional collaborators (Dougherty Stahl, 2015; Samuelson Wardrip et al., 2015), and committed advocates (Broemmel & Swaggerty, 2017; Morrell, 2017). Therefore, LTEs must address literacy leadership intentionally during teacher training and engage preservice teachers with learning experiences that prepare them as "caring and competent literacy leaders" (Turner et al., 2009, p. 254). We believe a vital step in the drive to improve this area of teacher training is to identify current preparation practices and determine their strengths and shortcomings in relation to current professional preparation standards. As such, we took a second look at the ways in which LTEs cultivate literacy leadership among preservice teachers.

Like our previous study, findings in the current study revealed a wide range of preparation practices that LTEs implement in university contexts, as well as community and professional contexts. We recognized obvious, singular alignments between reported preparation practices and components of Standard 6 in *Standards 2017*. For example, several respondents incorporated reflection throughout learning activities that preservice teachers complete during university coursework and field experiences in PreK-12 schools. Reflection has been a long-standing component of teacher education through which preservice teachers

engage in varied opportunities within university (McIntosh, 2017) and professional contexts (Broaddus, 2000) to be “investigators of thinking and action” who “question how and why they are doing what they are doing” (Boyd et al., 1998, p. 62). Our findings showed that LTEs emphasize reflection among preservice teachers in independent learning tasks. By doing so, LTEs encourage preservice teachers to develop as knowledgeable literacy leaders who continually refine their professional practices to promote student learning (Harris, 2003). However, little is known about the influence of reflection on learning among preservice teachers or their future PreK-12 students (Gelfuso, 2016). Therefore, future studies should examine the design and impact of reflection-oriented learning activities more closely to determine the extent in which they contribute to preservice teachers’ development as literacy leaders.

We also recognized less obvious alignments between multiple reported preparation practices and components of Standard 6 in *Standards 2017*. For example, our findings showed that LTEs expose preservice teachers to literacy-focused professional organizations, such as ILA, during teacher training. Such professional organizations play a significant role in educating and supporting professional collaborations among PreK-12 classroom teachers. The field of PreK-12 literacy education is dynamic, and PreK-12 classroom teachers who are members of literacy-focused professional organizations have access to learning tools and events that support collaborations with other professionals and lifelong learning (Pilgrim & Bledsoe, 2011; Sharp et al., 2017; Stewart & Davis, 2005). Moreover, professional organizations help position PreK-12 classroom teachers as committed advocates who are “intellectuals and agents of change” (Morrell, 2017, p. 458). As a result, PreK-12 classroom teachers have a great potential to be highly competent literacy leaders (Lewis-Spector & Jay, 2011, Turner et al., 2011; Turner et al., 2009).

Lastly, our findings highlighted hindrances with efforts to cultivate literacy leadership among preservice teachers. Several LTEs acknowledged that this topic receives limited attention during teacher training, and one LTE conjectured that preservice teachers do not develop as literacy leaders until they are practicing professionals. With this in mind, we became curious about the degree of familiarity that LTEs had with literacy leadership in general, as well as the extent in which they were informed about the components of Standard 6 in *Standards 2017*. Since *Standards 2017* was officially released only a few months prior to the start of our study, we further wondered about the extent in which LTEs designed or modified required learning activities in their respective teacher education programs to address components of Standard 6. Additional research in this area is critical because LTEs “cannot teach what they do not know” (Goodwin & Kosnik, 2013, p. 334).

Final Thoughts

PreK-12 schools are continually evolving, and the demands and expectations of classroom teachers are great. Thus, it is imperative for preservice teachers to learn how to be literacy leaders and navigate complexities associated with literacy teaching and learning as effectively as Kevin, Adrian, Michelle, and Sarah did in our illustrative scenarios. To do so, LTEs must reconceptualize how literacy leadership is addressed throughout their teacher education program to better prepare future PreK-12 classroom teachers as lifelong learners, reflective practitioners, professional collaborators, and committed advocates.

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