



Carrice C. Cummins

Carrice C. Cummins, professor of curriculum, instruction, and leadership in the College of Education at Louisiana Tech University, was elected as an officer of International Reading Association in 2010 will become president in 2012. Cummins served as a member of the IRA Board of Directors from 2003-2006, and has served on a number of IRA committees and special projects including both the Teacher Education Task Force and the Early Childhood Commission. She is a longtime active member of the Louisiana Reading Association having served as president, Membership Director, and chair of numerous committees. She currently serves the association as conference chair, president of the College Teachers of Reading Special Interest Council, and editor of the state journal *READ: Reading, Exploration, and Discovery*. Cummins is also an active member of the IRA LEADER Special Interest Group currently serving as newsletter editor.



Cummins received her B.S. and M.S. in Elementary Education and Reading from the University of Southern Mississippi; her Ed.S. in Reading from Northeast Louisiana University; and her Ph.D. in Reading Education from Louisiana State University. Prior to joining the faculty of Louisiana Tech University in 2003, she enjoyed twenty-nine years in the PK-12 school setting where she served as a classroom teacher, elementary principal, and central office supervisor. She received the Wright Group *Seeing the Learner in Every Child Award* in 2004.

The focus of Cummins' work is in classroom literacy instruction. Primary areas of interest include the implementation of strategy instruction in comprehension and vocabulary with special emphasis on retelling and the explicit teaching of narrative and informational text structures. She has published numerous articles and chapters in academic journals and professional books and coauthored/edited such books as, *The Power of Retelling: Developmental Steps to Building Better Comprehension*, *READ: Seventy Strategies to Support Reading Success*, and *Understanding and Implementing Reading First Initiatives: The Changing Role of Administrators*. She also co developed several national professional development programs involving retelling of fiction and nonfiction texts, as well as guidelines for several intermediate nonfiction reading programs. She recently received the Louisiana Tech University College of Education research award.

Statement of Philosophy

Teachers are crucial to the development of proficient readers, writers, and thinkers. All children have a right to quality instruction, and it is teachers, not programs, that make a difference; therefore, IRA must help educators fill their backpacks and fine-tune their craft. Current professional development practices must be extended and customized to meet the needs of our

members and their students. IRA must also actively promote our profession by publicizing the quality and dedication of teachers, thereby advocating the professionalism of our field. Additionally, research on the intricacies of literacy teaching and learning must be a priority if teachers are to be informed-decision makers who can speak out in support of the best instructional practices for each student. Knowledgeable teachers know what is best for students and IRA can help strengthen their skills and support their efforts in promoting literacy development in their classrooms and beyond.

Presentation Topics

Reading comprehension instruction

Retelling

The explicit teaching of fiction and nonfiction

Vocabulary instruction

Content area literacy instruction

Literacy strategies instruction

Reading- aloud to students

Oral language development

Administrators as literacy leaders

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