



# International Reading Association

*A membership organization of literacy professionals*

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## William H. Teale

William H. Teale, Professor of Education at the University of Illinois at Chicago, will serve as a member of the International Reading Association Board of Directors from 2011–2014. He chaired and served on the Early Literacy Committee of IRA for over a decade, was a member of the Research Publications Awards Committee, and was co-editor of the *Illinois Reading Council Journal*, edited the Early Childhood column in *Reading Today*, and most recently co-edited the Issues in Urban Literacy column for *The Reading Teacher*. He was also president of the Alamo Reading Council in San Antonio, Texas. Currently, he is a member of the Chicago Area Reading Council, the Suburban Council of IRA, and the Illinois Reading Council.



Teale began his career in education as a classroom language arts teacher in Ohio and then attended the University of Virginia for graduate school, where he received his Master's and doctorate in Reading Education and English Education. His main areas of research have been early literacy, children's literature, and technology and literacy. Author of over one hundred publications, Dr. Teale's work has appeared in numerous scholarly books and in journals such as *The Reading Teacher*, *Elementary School Journal*, *Research in the Teaching of English*, *Journal of Literacy Research*, *Young Children*, and *Language Arts*.

Dr. Teale's research has been funded by the National Science Foundation, the United States Department of Education, and the Spencer Foundation, among other sources. He has served as consultant to school districts across the United States, as well as to Children's Television Workshop, public libraries, Head Start, public television stations, Reach Out and Read, and various child care organizations in developing curriculum and programs focused on literacy learning and teaching. His ideas about reading and writing development have been discussed in popular media sources such as *Better Homes and Gardens*, the *Washington Post*, *Psychology Today*, *Kiwanis* magazine, and National Public Radio.

### Statement of Philosophy

The *promise* for literacy today comes from our better-than-ever, research-based knowledge about (a) how children, adolescents, and adults can improve in reading and writing and (b) the role of sociocultural factors in teaching/learning. The *challenge* comes because of economic tough times and increased focus on narrow test results. Current critical issues for IRA:

- Providing helpful guidelines about the curriculum/instruction necessary to educate today's students for success in literacy. Especially important—ensuring that digital literacy is central to all students' education; effective practices for English Language Learners and disenfranchised children from economically poor backgrounds.
- Leadership in conceptualizing the professional development needs of teachers in various contexts and at various career stages, especially since teacher education is under

considerable attack.

- Re-educating professionals and policymakers about the centrality of content for literacy learning. So much implemented in the past decade has focused on skills teaching that we have lost sight of the equal importance student knowledge in helping them become capable, engaged readers and writers.

### **Presentation Topics**

Effective approaches to language and literacy in early childhood classrooms

Technology and literacy education in the primary grades

The importance of content knowledge for literacy education in the elementary school

The role of children's literature in literacy education

### **Contact**

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