



National Council of  
Teachers of English®

# **NCTE ANNUAL REPORTS 2018**

## **NCTE Annual Reports**

**2018**

The [National Council of Teachers of English](#)—a professional association of educators in English Studies, literacy, and language arts—annually compiles reports from its volunteer leadership to chronicle the Council's extensive activities.

The Annual Reports volume to the NCTE Board of Directors is a central document of record for NCTE activities for the year and includes written reports submitted by officers, editors, and leaders of NCTE's many active subgroups. It provides a rich record of the Council's work, carried out in line with NCTE's constitutional mission:

to improve the quality of instruction in English at all educational levels; to encourage research, experimentation, and investigation in the teaching of English; to facilitate professional cooperation of the members; to hold public discussions and programs; to sponsor the publication of desirable articles and reports; and to integrate the efforts of all those who are concerned with the improvement of instruction in English.

We invite your review of the Annual Reports to celebrate the work of colleagues, to identify gaps or potential needs, and to offer suggestions to Council leaders and headquarters staff as together we work to serve our mission. Please select a group from the menu below:

[Presidents](#)  
[Research Foundation](#)  
[Section Steering Committees](#)  
[Conferences](#)  
[Standing Committees](#)  
[Committees](#)  
[Publication Editors](#)  
[Assemblies](#)  
[In Memoriam](#)

[2017 Annual Business Meeting Minutes](#)

## **No Reports Submitted**

### **Presidents and Research Foundation**

### **Section Steering Committee**

### **Conferences and TYCA**

### **Standing Committees**

### **Committees**

Promising Young Writers Advisory Committee

### **Publication Editors**

### **Assemblies**

Assembly for Expanded Perspectives on Learning  
Assembly on Literature and Culture of Appalachia  
English as a Second Language Assembly  
Gender and Literacy Assembly

## **Results of the 2018 NCTE Elections**

The following are the results of the Spring 2018 elections, which closed June 1. With the exception of members of the Nominating Committees, who took office September 1, 2018, all those named below will take office at the close of the Houston Convention in November.

### **NCTE General Elections**

#### *Vice President*

Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, New Mexico

#### *Elementary Representative-at-Large*

No one elected for this year.

#### *Middle Level Representative-at-Large*

No one elected for this year.

#### *Secondary Representative-at-Large*

Julia E. Torres, Denver Center for International Studies, Montebello, Colorado

#### *Trustees of the Research Foundation*

No one elected for this year.

#### *2018-2019 NCTE Nominating Committee*

Detra Price-Dennis, Teachers College, Columbia University, New York, New York, Chair

Megan Beth Hedgecock, Region 13 Education Service Center, Austin, Texas

Ewa McGrail, Georgia State University, Atlanta

Donna L. Pasternak, University of Wisconsin, Milwaukee

Diane R. Waff, University of Pennsylvania, Philadelphia

Doug Hesse, University of Denver, Colorado (appointed)\*

Rebecca Sipe, Eastern Michigan University, Ypsilanti (appointed)\*

### **Section Elections**

#### *Elementary Section Steering Committee*

Roberta Price Gardner, Georgia State University, Atlanta (3yr term)

Brian Kissel, University of North Carolina, Charlotte (4yr term)

Erin T. Miller, University of North Carolina, Charlotte (4yr term)

Haeny Yoon, Teachers College, Columbia University, New York, New York (3yr term)

#### *2018-2019 Elementary Section Nominating Committee*

Ting Yuan, College of Staten Island, New York, Chair

Crystal Polite Glover, Winthrop University, South Carolina

Dinah Volk, Cleveland State University, Ohio

#### *Middle Level Section Steering Committee*

Brooke Eisenbach, Lesley University, Cambridge, Massachusetts

Carla Espana, Hunter College (CUNY), New York, New York

#### *2018-2019 Middle Level Section Nominating Committee*

Alex Corbitt, The Bronx School of Young Leaders, New York, Chair

Lakisha Odum, School of the Future, New York, New York

Shelly Shaffer, Eastern Washington University, Cheney

#### *Secondary Section Steering Committee*

Keisha L. Green, University of Massachusetts, Amherst

Megumi Yamamoto, Cheshire High School, Connecticut

*2018-2019 Secondary Section Nominating Committee*

Elena Garcia, Scottsbluff High School, Nebraska, Chair

Adrian Nester, Tunstall High School, Virginia

Andrea Zellner, Oakland Schools Intermediate School District, Michigan

*College Section Steering Committee*

Traci Gardner, Virginia Tech, Blacksburg

*2018-2019 College Section Nominating Committee*

Shawanda Brown-Stewart, Huston-Tillotson University, Austin, Texas, Chair

Sherry Rankins-Robertson, University of Arkansas at Little Rock

Tara Wood, Rockford University, Illinois

**ELATE Elections**

*ELATE Executive Committee*

Antero Garcia, Stanford University, California

Latrise P. Johnson, University of Alabama, Tuscaloosa

Nicole Sieben, SUNY at Old Westbury, New York

*2017-2018 CEE Nominating Committee*

Ryan Rish, University at Buffalo (SUNY), New York, Chair

Michelle M. Falter, North Carolina State University, Raleigh

Hannah R. Gerber, Sam Houston State University, Huntsville, Texas

Paula Greathouse, Tennessee Tech University, Cookeville

Tom Liam Lynch, Pace University, New York

**TYCA Elections**

*Associate Chair*

No one elected for this year.

*Secretary*

No one elected for this year.

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Under Council practice, the member of each nominating committee receiving the largest number of votes is named chair.

\*A 2005 NCTE Constitutional Amendment provided for the NCTE Executive Committee to appoint two additional members to the NCTE Nominating Committee each year.

**NCTE  
EXECUTIVE  
COMMITTEE**

**2017-2018**

## **2017-2018 NCTE Executive Committee**

### **President:**

Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

### **President-Elect:**

Franki Sibberson, Dublin Public Schools, Ohio

### **Vice President:**

Leah Zuidema, Dordt College, Sioux Center, Iowa

### **Incoming Vice President:**

Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, New Mexico

### **Past President:**

### **Representatives-at-Large:**

Jessica Martell, Central Park East 2, New York, New York (Elementary)

Aurelia Dávila de Silva, SAWP Community Center, San Antonio, Texas (Middle Level)

Valeria Taylor, Westlake High School, Austin, Texas (Secondary)

### **Elementary Section Chair:**

Kathryn Whitmore, University of Louisville, Kentucky

### **Middle Level Section Chair:**

Christopher Lehman, Astoria, New York

### **Secondary Section Chair:**

Shekema Holmes Silveri, IFE Academy of Teaching and Learning, East Point, Georgia

### **College Section Chair:**

Shelley Rodrigo, University of Arizona, Tucson

### **Conference on College Composition and Communication Chair:**

Carolyn Calhoon-Dillahunt, Yakima Valley College, Washington

### **Conference on College Composition and Communication Associate Chair:**

Asao B. Inoue, University of Washington, Tacoma

### **Conference on English Education Chair:**

Mollie V. Blackburn, Ohio State University, Columbus

### **Conference on English Leadership Chair:**

Heather Rocco, School District of Chatham, New Jersey

### **Two-Year College Association Chair:**

Jeffrey Andelora, Mesa Community College, Arizona

### **Whole Language Umbrella President:**

Roxanne Henkin, University of Texas at San Antonio

### **Parliamentarian:**

Erika Lindemann, Chapel Hill, North Carolina

# **NCTE HEADQUARTERS STAFF**



## **NCTE HEADQUARTERS STAFF**

### **Executive Team (Education)**

Emily Kirkpatrick, Executive Director  
Lisa Avetisian, Senior Liaison

Kristen Suchor, Director of Affiliated Groups/Liaison for CCCC, CEE  
Debbie Zagorski, Administrative Liaison for Elementary, Middle Level, Secondary, College, CEL, WLU  
Linda Walters-Moore, Administrative Liaison for Elections, BOD, TYCA, Affiliates

### **Membership Development & Marketing**

Debbie Fillinich, Director of Membership Development and Marketing  
Marvin Young, Visual and Member Communications Coordinator  
Patrick Owen, Program and Partnership Coordinator

### **Human Resources**

Lynn Neal, Senior Developer, Human Resources  
Ruby Huffman, Program Assistant for Customer and Member Service

### **Finance**

Jon Coffman, Chief Financial Officer  
Nancy Francisco, Accounting Specialist  
Karen Kesler, Payroll and Accounting Specialist

### **Production/Member Services Publications**

Charles Hartman, Purchasing and Print Production Specialist

### **General Services and Customer Service**

Dave Summers, Shipping and Infrastructure Specialist  
Lynn Gillis, Program Assistant for Customer and Member Service  
Tamra Gray, Program Assistant for Customer and Member Service

### **Publications**

Kurt Austin, Division Director, Publications  
Felice Kaufmann, Publications Developer  
Robb Clouse, Publisher in Residence  
Bonny Graham, Senior Editor  
Rona Smith, Editor  
Pam Crews, Editor

Lisa Fink, Project Manager

### **Intellectual Freedom Center and Affiliates**

Millie Davis, Director of Intellectual Freedom Center

### **Information Technology**

Stewart McGill, Business Application Administrator

### **Conventions**

Marlene Knight, Convention Manager  
Lori Bianchini, Manager of Events  
, Events/Member Services Assistant

### **Communications**

Jenna Fournel, Director of Communications  
Shalyn Getz, Social Media Coordinator

# **MINUTES OF ANNUAL BUSINESS MEETING**

**Minutes of the NCTE Annual Business Meeting  
for the Board of Directors and Other Members of the Council  
Friday, November 17, 2017  
St. Louis, Missouri**

The Annual Business Meeting for the Board of Directors and Other Members of the Council of the National Council of Teachers of English was called to order by President Jocelyn Chadwick at 5:00 p.m., November 17, 2017.

Platform guests included Doug Hesse, NCTE Past President; Leah Zuidema, NCTE Vice President; Lisa Martin, NCTE Resolutions Committee Chair; Franki Sibberson, NCTE President-Elect; Jocelyn Chadwick, NCTE President; Erika Lindemann, NCTE Parliamentarian; Emily Kirkpatrick, NCTE Executive Director; and members of the NCTE Resolutions Committee: Jeanette Toomer, Katie Ford, and Ruth Lowery.

President Chadwick called for a motion to adopt the rules for the Annual Business Meeting. Shelley Rodrigo, AZ, moved to adopt the rules; seconded by Beverly Chin, MT. The motion CARRIED.

Elizabeth McAninch, CA, moved to adopt the agenda; seconded by Kathleen Yancey, FL. The motion CARRIED.

Leila Christenbury, VA, moved to dispense with the roll call of directors; seconded by Rick Hardt, OR. The motion CARRIED.

Anne Ruggles Gere, MI, moved to dispense with a formal reading of the 2016 Minutes of the NCTE Annual Business Meeting; seconded by Linda Adler-Kassner, CA. The motion CARRIED.

Linda Adler-Kassner, CA, moved to accept the posted 2017 Annual Reports; seconded by Larry Butti, NY. The motion CARRIED.

President Chadwick called Past President Doug Hesse to the podium, who introduced the NCTE past presidents and executive directors in attendance: Kylene Beers, Sheridan Blau, Randy Bomer, Beverly Ann Chin, Leila Christenbury, Anne Ruggles Gere, Yetta Goodman, Susan Houser, Sandy Hayes, Carol Jago, Yvonne Siu-Runyan, and Kathleen Blake Yancey.

President Chadwick asked for a moment of silence for all NCTE members who had passed away since the last meeting.

President Chadwick introduced Tonya Perry, Chair of the NCTE Nominating Committee. Perry solicited nominations for the 2018 ballots. Representatives from each of the Nominating Committees were seated at tables in the back of the room.

President Chadwick introduced Jonna Perrillo, NCTE Historian.

As the NCTE's historian, I have sought over the past year to think more clearly about what it means to teach the humanities in a moment that feels anti-humanistic, where the acts of observation, questioning, and civil debate that are central to the teaching of English have little apparent purchase in our dominant political culture. In my Council blog and in additional publications, I have examined other moments in time when this was the case in order to understand the role the NCTE has played in supporting teachers and students in the work of "doing English" nonetheless. But, more recently, I have been thinking about what has been lost in that focus. If our contemporary climate has pushed us to revisit the role of controversy and civic discourse in the classroom—something we perhaps should have been thinking and writing about more than we were—it has also distracted us from other education conversations that were important before and remain important still.

I have chosen one such issue to talk about tonight: the rapid growth of concurrent college or dual credit programs. Expanded widely under the Obama administration, dual credit is the liberal education promise of our day—to offer increased access to college for students much like my own living on the nation's border. But, to borrow from a dichotomy Joe Harris draws in his essay "Error," it is liberal social politics bolstered by a conservative intellectual vision. The school administrators with whom \*I\* have talked, at least, seem to view dual credit as an amped up version of high school English, vaguely more rigorous, but without any of the institutional requisites—including fewer students per class, fewer classes per week—upon which college composition best practices hinge.

With this in mind, I returned to the NCTE archives, to see what it might offer in terms of thinking about high school and college articulation. I began in the early Cold War, when the GI Bill and civil rights campaigns broadened the college student demographic, and preparing high school students for college became one of the most important foci of the NCTE.

In a largescale 1963 study that the organization published under the title High School-College Articulation of English, the NCTE surveyed 116 colleges to discover what they expected of students in terms of literary knowledge and writing abilities. The basic premise of the study, that "articulation" meant that high schools were responsible for determining what colleges wanted and how to meet those expectations, carries throughout the history of K-16 relations. But I was struck by an example, located at the very end of the study, of 30 school districts in western Washington where collaborative approaches to articulation thrived. Here, teacher representatives from all 30 districts, relying on NCTE curricular guidelines, developed a coordinated, sequenced composition curriculum. Drafts of the curriculum then circulated amongst the entire high school English faculty and underwent a number of revisions. Next, the curriculum committee met with college representatives to discuss their designs, plan for further revisions, and identify in-service sessions the high school faculty felt themselves in need of. But the university also revisited its own teacher education curriculum, seeing how they could better serve local teachers in training.

Granted, this story of institutional collaboration and change raises questions; we don't know from this document how students fared or how long the partnership lasted. But we do know it speaks to a better, more cross-institutional way of working than most of us have experienced and that we recognize is important to college readiness, regardless of the degree to which we embrace or question dual enrollment programs. Most importantly, it speaks to the impact of NCTE guidelines on the curriculum—much like the more contemporary Framework for Success in Postsecondary Writing—in guiding these conversations about what is foundational to our practice and what might be more adaptable from classroom to classroom and institution to institution. In documents like the Framework, we have what the NCTE was still trying to produce in 1963: a clear and coherent statement on what college English entailed. What the history of articulation might push us to consider further is how we can support and encourage the Frameworks' best use, even as a host of other issues with teacher preparation and student selection remain the purview of other institutions.

Dual credit programs are just one example of an extant quandary that we don't want to lose sight of in the midst of others; our history shows that cultivating the high school-college relationship is something the NCTE has done better than many education organizations. This remains a critical time to continue building on that history, to foster collaboration where we can--and to further promote meaningful, substantive conversations about writing and more.

President Chadwick gave her presidential report:

Because our Executive Committees in 2015 and 2016, under Emily Kirkpatrick's direction, allowed us to, in a sense, turn the page and move forward, we have done some good looking behind in terms of the wonderful things we have done. We have looked at some of the things that need to be changed. We have looked at and assessed some of the things that we should have observed and taken a bit more of a look into.

With that in mind, 2017-2018 is poised to be a year for which the Convention itself is a microcosm of my report. And that is, we are focusing on what we do best: our best practices, our power, as Jimmy Santiago Baca said this morning. We hold in our hands the power to free our children through education and literacy, K through graduate school or as I like to say cradle to grave. And it is our intent as your EC to lead and help our membership from the bottom up. We are your leadership, not you are our members. We are a collective and a collaborative here. We are made up of private, public, charter, and all sorts of wonderful differences and uniquenesses. That is the great thing about English teachers. We are a high school principal's headache and woe and a joy sometimes to our students. With all of our quirkiness, we are some of the most passionate people on the planet.

We know our craft. We are going to head our bow into reading and writing. Our subcommittees, this year, are not numerous. There are three and together with the Executive Committee, we talked this week. The committees will not fall off into some chasm. We will not create policies that are not enacted. They have due dates. Some of you know me very well. We scripted everything. We have three committees.

The first is the Teacher Agency Subcommittee: How do we talk now to administrators? How do we talk to deans? How do we talk to the community? It is that time. Fifty years ago, twenty years ago, fifteen years ago, we did not have to justify who we are. That day is gone. New space, new place, new day. We do have to justify our work and you can take as much umbrage as you like. It is an "is." Because it is an "is," for a huge number of our membership, we must help. We must be the ones that have an amazing amount of talent in our membership. We tap that all the time. One of the reasons I wanted to honor the past presidents, such a brain trust, is that we are going to tap that brain trust, and we are going to tap our members who haven't been tapped before, and we are going to tap some of you who have been tapped a lot. But we are going to tap everybody because we are in this boat together. We need the elementary people, we need the secondary people, we need the middle people, we need two-year people, and we need the university people. You take anyone of those blocks out and we all fall. No one is going to help us put it back together. No one is going to tell our story better than we tell our story. So the Teacher Agency Subcommittee is the subcommittee that is going to study how we do that. How do we help our members? Give them the tools? Give them the people expertise and the affiliates in the states to help them?

The second subcommittee is the Convention Planning Subcommittee. This is a first. This Convention is turning things on its ear a bit. Imploding things a bit. We have to figure out if it worked. Is it working? What didn't work? What can we do to make better? We are going to analyze it. Emily Kirkpatrick is good at it. We will listen to her and we will counsel her or at least advise her. We will try to make next year's Convention even better.

The third subcommittee is the Policy and Governance Subcommittee. It is a little different. It is not kicking the federal to the curb but it is adding the state and local because our affiliates need our help. We need to focus again on the community. We have to illustrate to them what we do and why they must support us. For without us their children cannot be successful.

This is my president's report. I ask that you support your Executive Committee, your Presidential Team, and your Executive Director as we move forward. This is not going to be an easy task. We have a lot of rough roads ahead. We will be calling on you, and what I hope is you will say is "Yes." If you don't say yes, for those who don't know me, I email and text a lot. I will be saying, "Why can't you help? What is wrong? You can't have a schedule any busier than any of ours. So you should help." If you really want me to back off just say it and be rude. I'm kidding. Don't be rude. But do help us. Seriously, we need your help. This is an all hands on deck to get us back to where we need to get for our children and for preservice teachers. So many young teachers are here. They are excited, and they believe in us. They trust us, and we have to deliver. Thank you.

President Chadwick introduced Emily Kirkpatrick, NCTE Executive Director:

Good evening, everyone. I'm Emily Kirkpatrick, if we haven't met yet, and this year marks my second anniversary with the organization. We have put together a highlight presentation of accomplishments and elements of progress from this past year. I have to say it was really hard to make a selection. If there is something that you have been involved in that is not appearing here it was simply a matter of choice to fit within a time block.

The year began in January with the Executive Committee completing a new vision statement for the organization. It was developed with engagement, with extensive engagement, with NCTE's many constituent bodies and full membership. It was released and rolled out in the winter months of this year. The vision statement, coupled with the long-standing and still very accurate mission statement, now guide everything we do, and we draw from this language in our on-going communications.

By the summer months, much of our work seemed finally to be paying off, particularly related to membership. I'm very happy to share with you that we have data-based information indicating our membership has now stabilized. This is very good news and representative of a lot of hard work on the part of membership as well as staff, particularly considering that we have been on at least a 12-year and probably longer decline.

The Council continues to make a financial recovery. It is very true: we are still dependent on our long term reserves to balance our budget and that is a very serious fact that we are making progress on every month at the staff level. It is also true that expenses are down while services and support to membership have increased. That is very good news. That result comes from new tools that the Council is using as well as new talent that we are working hard to obtain every single month.

The operating loss for the organization--that is, revenue minus expense before the long term investment income is applied-- this year improved as compared to the prior three years. Again, evidence of making progress. In short, we are making our money work harder for the organization every single day.

At this year's Convention, and also throughout all of our work, you will see an emphasis on new partners and sponsors, as evident as you walk around the Convention floor this year. We have increased the number of sponsors at this year's Convention. I'd like to recognize, in particular, the Shakespeare Folger Library, which has come on as a financial sponsor to this organization. We have long been partners in mission and vision but they have come this year as a substantial financial partner. You can expect to hear more about the partnership in the months to come. We are also working hard to develop exclusive opportunities with publishers. You can expect to hear more about that in the year ahead. We are tightening the connection between teachers, NCTE, publishers, and authors.

Which is a wonderful segue to talk about the improvements to The Council Chronicle this year, specifically in the October issue and now moving forward. As you likely know from reading in the NCTE Constitution, The Council Chronicle is a primary member benefit. We have secured the resources to put the emphasis on The Council Chronicle. We want to increase the gravitas that carries with each issue. To that effect you are the first to know that the December issue, which will be released 10 or so days after leaving St. Louis, will contain exclusive content from Angie Thomas, who spoke this afternoon at the CEE luncheon and attracted a crowd of over 400 attendees. In addition, we are expanding the base of writers contributing to The Council Chronicle. The December issue, in particular, features a long-time English teacher who now writes regularly for The Atlantic. If any of you have suggestions for particular writers that you think would be appealing for The Council Chronicle, please let us know.

In building recognition, we had a new and improved Advocacy Day in April of 2016, which secured the participation of both the chair as well as the ranking member of the House Workforce and Education Committee. In addition, we had the good fortune to have a rousing speech by

Congressman Ben Ray Lujan of New Mexico. Congressman Lujan is a first cousin to Executive Committee member Alfredo Lujan. Fruitful meetings at the Capital that day and week have led to, over the last several months, an opportunity to insert language into an early childhood bill developed by Senator Patty Murray. Interestingly, before conversations with NCTE, the terms “early literacy,” were not in the bill. So we feel very good about having made that difference. Also, in very recent weeks, we have been invited to insert language into a new teacher bill that is being developed by Senator Cory Booker of New Jersey. That endeavor came about through the involvement of an Executive Committee member based in New Jersey, Heather Rocco. NCTE, at the policy level, has been increasingly recognized for its core expertise of literacy, language, and teachers.

We are also building recognition. This spring and summer we had an opportunity from my mentor and basically adopted brother, Byron Pitts, who is the co-anchor of “ABC Nightline.” I was preparing for the final version of his new book focused on hopeful stories for adolescence and young adults; we were talking and brainstormed how wonderful it would be to make literacy a part of this new book. To that end, we engaged NCTE member Jennifer Buehler, who has specific expertise in YA literature, to create a list of recommended books for additional reading. These are literature books as well as foregrounding the importance of literacy in making meaning of one’s life and overcoming struggles.

In August of this year, we announced our new program, the Lead Ambassadors. You are likely see them around here today, wearing bright green shirts and providing a lot of hospitality and information in context about NCTE. We had a call for proposals earlier in the year. Two members from each section were selected to become Ambassadors. We came together for a short retreat in August. Since that time, this group has held seven local events in their communities, representing five different states and covering a wide expanse of topics, from self-care to diving into diverse books, to YA literature.

On October 20, we once again celebrated the National Day on Writing. This year we were successful in engaging and reaching a variety of communities coming together: the NCTE community of course; a wider digital community of writers and dreamers throughout the world; the policymaking community from Washington, D.C.; the publishing community, which provided exclusive content to us for the day and beyond. NCTE owned and curated this day, aided by our work in previous years to secure the trademark for the National Day on Writing and also by establishing a consumer-friendly website, playing upon our famous, very successful, #WhyIWrite.

We were very active in the digital space, of course, on Twitter with beautiful pictures of events across the country that folks were sharing with us. We also brought to life engagement, this year, on Instagram, which was a new emphasis for us. In totality, the #WhyIWrite, was used 133,000 times on Twitter and Instagram, and reached around 245 million people around the world. But that’s not the best new. That was just the digital footprint.

Offline we also had writing resources that were developed by the NCTE community, in particular, Holly Hassel of CCCC. These materials were distributed to classrooms and campuses throughout the country, as well as, made available on website. Holly also spoke to the SLAM Assembly of NCTE and shared the writing resources. Perhaps the best of all, the affiliates joined in in an organized fashion this year. You can plan on seeing emphasis from NCTE in the year ahead on engaging affiliates and providing resources on an even more intentional basis.

If you haven’t seen it yet, at least one member of the audience is wearing one of the popular “Why I Write” t-shirts, which took off with a lot of popularity. We released it just before the National Day and quickly we had to place a second order; 200 left the Urbana warehouse in the first couple of weeks. You see members proudly wearing them here. Then it gets better.

The policy-making community was indeed rallied. We had a Senate resolution that not only reached the Senate floor, which has happened before. It was formally introduced with three

sponsors this year, which was particularly exciting, and once it reached the Senate floor there was a full vote with unanimous adoption. That was a fantastic victory.

Then we took it a couple of steps further. On that day, I held seven meetings with United States Senators and/or their staff, focused specifically on NCTE's mission. It was a wonderful day to have that meeting because we walked into the meetings with a foreground of having mobilized our full communities. So the reference was to the National Day on Writing and the National Council and an instant credibility when a staffer would pull up Twitter and see such activity happening. We also took the t-shirts you saw and very strategically distributed them to 80 Senate offices that we identified as having high priority, high opportunity for our organization. They were very popular and opened an informal and very warm conversation with Senate staff members which will pay dividends in the long-term. Dividends of these visits became obvious quite quickly. When we visited with Senator Durbin's office, we learned of his work on a child trauma bill and talked about how to infuse literacy into that bill. It will be a fundamental component in considering child trauma.

In addition, we gained unexpected reconnaissance on tax reform and its implications for teachers. We have been talking about this issue and rallying the NCTE community in recent days.

If you haven't visited [ncte.org](http://ncte.org) yet, the long awaited website went live on or about November 1. We had an official launch. This was a tremendous effort on the part of NCTE staff and our technology partners. It was a technological and communications feat. Communications staff, led by Jenna Fournel, took this site from 10,000 pages down to a very thoughtful 350 to 370 pages. Don't worry. Your favorite pages that didn't make it are still available. Navigation of the new site was driven by user data and user experience with the goals of making resources much more accessible, reducing the time that folks have to spend on the website to find the resources they want, and humanizing the organization and encouraging membership.

This year we also launched 13 new books as we rebuild our books component of our publications division.

Attendance at this year's Convention, as envisioned by Jocelyn A. Chadwick, ranks within the top four Conventions since 2001. Attendance is very strong and we are still having walk-ins appear. We are very pleased with the new registration process and tools that we are using.

Finally, I invite and encourage you to join us at 6:30 tonight for our first ever "All Attendees Celebration" at this year's Convention. We will be celebrating members and all attendees. We have wonderful space-themed appetizers planned. Leland Melvin, a professional athlete, astronaut (he was on the second space flight to the International Space Station), and NASA's recently retired director of education, will be delivering a talk and showing some of his personal photography taken from the Space Station. Afterwards, we will have a reception and a book signing. We will serve nitrous ice cream. Again, a celebration for all in attendance at this year's Convention.

Thank you for supporting NCTE as we turn the page every day. We want to continue working with you very closely and it's my pleasure to be in contact with many of you every week.

President Chadwick called on Leah Zuidema, NCTE Vice President, to announce upcoming meetings and locations for Council conventions. Zuidema reported the following dates and sites for upcoming NCTE Annual Conventions: November 15-20, 2018, Houston, TX, "Raising Student Voice"; November 21-25, 2019, Baltimore, MD; November 19-24, 2020, Denver, CO; November 18-23, 2021, Louisville, KY. CCCC Annual Conventions, March 14-17, 2018, Kansas City, MO, "Languaging, Laboring; and Transforming"; Whole Language Umbrella Literacies for All Summer Institute, July 12-14, 2018, Baltimore, MD; and the CEL Annual Convention: November 18-29, 2018, Houston, TX.



President Chadwick moved to “New Business” and called on Lisa Martin, Chair of the Committee on Resolutions. Martin thanked the committee for its work and noted that various committee members would present the resolutions.

Jeanette Toomer presented “Resolution 1: Resolution on Support for Undocumented Students in the English Classroom” and moved its adoption on behalf of the Committee on Resolutions.

President Chadwick called for discussion. Several friendly amendments were offered and either adopted, rejected, or withdrawn. When discussion had ended, President Chadwick called for a vote on the resolution as amended. The resolution CARRIED.

**Resolution on Support for Undocumented Students in the English Classroom**

Resolved that the National Council of Teachers of English call for the immediate renewal of the Deferred Action for Childhood Arrivals program in support of the protection of all undocumented K-20 students and teachers, and endorse their rights to remain in the United States.

Be it further resolved that all students have the right to a high quality education, regardless of immigration status.

Ruth Lowery presented “Resolution 2: Resolution on Professional Learning for Inservice Teachers” and, on behalf of the Committee on Resolutions, moved its adoption.

President Chadwick called for discussion.

Cheryl Golden, VA, offered an amendment: In the first “Resolved” clause, the language “the teaching of writing” should be replaced with “the teaching of reading and writing.” In the second “Resolved” clause, the phrase “to deliver effective writing instruction,” would read “effective reading and writing instruction.” Kathy Yancey, FL, seconded the amendment.

President Chadwick asked for discussion. Following several members’ comments, President Chadwick called for a vote on the amendment. The amendment failed.

President Chadwick then called for additional discussion on the resolution. After a few minutes, President Chadwick announced that the time for adjournment was at hand. A vote would be needed to extend the time for the AB/BOD Meeting. Kathy Yancey, FL, moved to extend the meeting for another 20 minutes. Jeff Andelora, AZ, seconded the motion. The motion CARRIED.

President Chadwick declared that, given the procedural rules for the meeting, the time for discussion of this resolution had ended. She called for the vote. The resolution CARRIED as amended.

**Resolution on Professional Learning in the Teaching of Writing for Inservice Teachers**

Resolved that the National Council of Teachers of English recommend ongoing, high quality professional learning in the teaching of writing for all teachers across all disciplines at each grade level, K-20.

Be it further resolved that NCTE actively encourage school districts, colleges, and universities in providing high quality professional learning to give teachers the necessary strategies and curricula to deliver effective writing instruction.

Lisa Martin presented “Resolution 3: Resolution on Amplifying the Voice of Literacy Teachers” and moved its adoption on behalf of the Committee.

President Chadwick called for discussion. One member suggested a friendly amendment, which was accepted without objection.

President Chadwick, seeing no further discussion, called for a vote. The resolution CARRIED as amended.

### **Resolution on Amplifying the Voice of Literacy Teachers**

Resolved that the National Council of Teachers of English advocate for and support literacy teachers who embrace opportunities to amplify their voices and tell their stories.

Be it further resolved that NCTE urge literacy teachers to share their expertise with other education stakeholders and strive to wield more influence in shaping education policy and reform. As teachers and NCTE members we reaffirm an essential principle of our vision statement: "We must more precisely align this expertise to advance access, power, agency, affiliation, and impact for all learners" (NCTE Vision Statement, May 2017).

President Chadwick announced that no sense-of-the-house motions had been submitted and asked if anyone had any declarations to make.

Bruce Novak, PA, Assembly on Expanded Perspectives on Learning, announced this year's conference theme: "Learning to Go High: Re-Awakening Hope through Education." Kathleen Yancey will be the main keynote speaker. A day of rhetorical listening is planned, with Krista Ratcliffe, Paula Mathieu on the rhetoric of hope, and Vajra Watson on the literacy of liberation. He also announced a preview of the conference during tomorrow's session, "The Future of Hope and the Time of Trump: Now We Know We Are the Ones You Are Waiting For." He ended by quoting President Obama, "If we really want to change things . . . start at the grassroots level and with our youth."

Margaret Hale, Texas Council of Teachers of English Language Arts, invited members to attend the 2018 Annual Conference and Exhibition on the beautiful island of Galveston. The theme for this year is "Fueling Our Fires to Thrive as Teachers: An Energy Exploration." The date is January 26-28. Speakers include Anne Goudvis, Alfred Tatum, Leah Ames, Gravity Goldberg, Guadalupe Garcia McCall, Jocelyn Chadwick, Pernille Ripp, Kathi Appelt, Cynthia Leitich Smith, Jan Burkins, Kim Yaris, Chris Lehman, and some surprise trade book authors on Sunday morning.

Caryl Crowell, President of the Whole Language Umbrella, reminded members that Leah Zuidema had already announced the upcoming conference on July 12-14, 2018, in Baltimore, MD. But Crowell also encouraged the group to watch the NCTE/WLU website for the call for proposals that will be going up soon and to submit proposals for the conference.

President Chadwick asked if there were any more declarations. Seeing none, she said, "Louis Carroll, once said, 'the more complex the mind, the greater the need for simple play.' I need a motion to adjourn this meeting so that you can go to the celebration and have fun."

Larry Butti, NY, moved to adjourn the meeting; seconded by Julie Rucker, GA. The motion CARRIED and the meeting was adjourned at 6:52 p.m.

**REPORTS OF THE  
PRESIDENTS AND THE  
RESEARCH FOUNDATION**

## President

### 2016: Convention Preparation

During the year of 2016 and part of 2017, I prepared for the 2017 Annual Convention, working with teachers and students and speakers in the state of Missouri and around the country. We produced a multimedia event where members could listen to and, in some instances, interact with other teachers and students around the country and within Missouri. Students and their parents from Gateway Stem School were also present in the General Session with Jacqueline Woodson.

### Summer and Fall 2017

President of NCTE from July 2017 to present

Prepared for 2017 Convention—students, speakers, special panels, proposal review

Program Chair of 2017 Convention

Liaison to two Collaboratives, task forces, one caucus, Secondary Section, PRESLM, LGBTQ, AAW

Prepared for and participated in virtual and in-person EC meetings, ops meetings, biweekly Presidential Team meetings

Met with EC-EOC in person and virtually

Attended and participated in NCTEAR annual conference

Worked and collaborated with teachers and students within NCTE and affiliates

Maintained email and text and snail mail check-in communication with affiliate members around the country

Keynotes: TCTELA, VATE, NEATE

Mercedes Bonner Leadership Award 2017 by Texas Council of Teachers of English Language Arts (TCTELA)

Participated in the placing of the Bench at the Library of Congress, as a member of the Toni Morrison Society, and with fellow scholars,

### Presented

*Education Week*: "Q&A Collections: Education Policy Issues—*Classroom Q&A with Larry Ferlazzo*," 10 August 2017

*Hechinger Report*, Jill Barshay, "Third indication U.S. educational system is deteriorating: In reading, U.S. fourth-graders slide from 6<sup>th</sup> to 15<sup>th</sup> in the world," 11 December 2017

Featured Keynote: WNET PBS—***American Masters Premier: Lorraine Hansberry: Sighted Eyes, Feeling Heart***—January 2018 (Affiliate and NCTE members and their students contributed to the multimedia presentation.)

Expert Consultant for NBC News Education Nation Project: 2013–present

Presenter: "The Canon, Modern Fiction, Iconic Music, and Generation Z", Folger Shakespeare Library, July 2018

Presenter: "Backing into the Classics with Our Students: 21<sup>st</sup>-Century Style," TCTELA, January 2017

### Published

Contributed pieces to *The Council Chronicle*

*Education Week*: "Do High School Literature Series Make the Grade?" Stephen Sawchuk, 21 September 2017

*Education Week*: "Response: Equity for Rural Schools Is 'Often Ignored'"—*Classroom Q&A with Larry Ferlazzo*, 3 May 2017 (Blog)

Jocelyn A. Chadwick, "Who Defines Us?" <https://jocelynachadwick.blog/>, 17 July 2017

Jocelyn A. Chadwick. "Defining Ourselves: Why Now? And to Whom?" <https://jocelynachadwick.blog/>, 15 August 2017

"21st Century Challenge: Necessary Perspectives on *Uncle Tom's Cabin* and *Adventures of Huckleberry Finn* as Anti-Slavery Novels," *Critical Insights: Adventures of Huckleberry Finn*, H. W. Wilson, 2017

"Blending the Arts and the Literary Canon," *Continuing the Journey: Becoming a Better Teacher of Literature and Informational Texts*, NCTE, 2017

## **2018**

Attended Advocacy Summit, meeting with MA representatives and senators, as well as those aides whom Emily Kirkpatrick arranged for us to meet

Collaborated with the Governance and Policy Committee to rethink and reimagine NCTE's Vision and Mission statements for 21<sup>st</sup>-century students and teachers and community

Assisted Emily Kirkpatrick with Angie Thomas evening with members; *The Moth: Telling Our Narrative*

National Day on Writing, 20 October

## **Presented**

BBC UK World Service—The Forum: One of four Mark Twain scholars for program: American Writer Mark Twain, July 2018

Keynote and seminar: Folger Shakespeare Library Summer Institute 2018: "Shakespeare—Precursor to the Hard Conversations of Life: Using the Literature We Teach to Provide Lifelong Living Resources for Generation Z Students," July

Presenter—Keynote: "Our Students and Us—New Space, New Place, New Time—Thriving and Progressing Together"—TCTELA, January 2018

Upcoming presentations 2018, 2019: TCTELA, New Jersey Council of Teachers of English, National Council for the Social Studies National Conference, West Virginia Council of Teachers of English, NCTEAR, Folger Shakespeare Library, WyoWELAC and schools in the state

## **Curriculum Work**

Center for Mark Twain Studies—Curriculum Review and Recommendations—Elmira schools—K–HS, 2017–present

Ongoing work with schools and districts around the country re. curriculum design

PBS Learning Media—*The Great Read*

## **Published**

Book in progress

"Our Students ARE Writing: Time for US to Adjust Our Lens Through Which We Teach Writing" *Education Week* 2019

## **Conferences Attended**

NCTEAR

CCCC

American Literature Association (ALA)

NEATE

VATE

CLAS

TCTELA

NJCTE

Mark Twain Society

Toni Morrison Society  
PEN America

**Jocelyn A. Chadwick, President**

## **President-Elect**

During the 2017–2018 year, I have spent a great deal of time working with the Executive Committee, the Presidential Team, the Executive Director, and staff as I've come to learn more about the Council as a whole. I have spent time getting to know members and groups that are a part of NCTE.

During the year, the Executive Committee met in person in November, February, April and July. We also had regular virtual meetings throughout the year as well. Work on the Executive Committee has been energizing and intentional. I was liaison to the EC subcommittee on NCTE Conventions, which focused on how we can continue to grow our annual convention to continue to meet the needs of convention attendees. I also worked closely with the Journals Task Force.

One initiative that the EC moved forward with this year was the revision of several Position Statements. The goal of this project was to ensure that NCTE's positions statements are current, relevant and useful for members. A subcommittee of the Executive Committee prioritized statements for this first round of revisions and NCTE members were called upon to use their expertise to revise statements. This process put in place a consistent and ongoing system to review and revise position statements.

This year, much of my work centered around planning for the 2018 Annual Convention. As 2018 program chair, I have spent time meeting with the local co-chairs, and working with NCTE reviewers planning the program, "Raising Student Voice: Speaking Out for Equity and Justice". As part of the planning, Emily Kirkpatrick and I met with local chairs and school district administrators in Houston. We met with literacy teachers in March and with a small principal group this summer. In July we also met with the Local Arrangement Committee. We've also continued our work with the Local Engagement Committee for this year's convention and this group continues to grow and evolve in its goals related to convention and beyond.

As part of convention planning, some of my work focused on the new NCTE Build Your Stack™ initiative. This new initiative will be a part of the Exhibit Hall at the annual convention. Along with that, blog posts, a hashtag and more have been created to grow the idea. Member enthusiasm has been high, and the Executive Committee agreed to put a member committee in place for 3 years to continue to grow the initiative.

I was liaison to three of NCTE's children's book award committees: the Charlotte Huck Award Committee, the Orbis Pictus Award Committee, and the Children's Poetry Award Committee. Chairs of the Charlotte Huck and Orbis Pictus Award are completing their terms so new chairs are set to begin in November. These awards are growing and to build on that as well as to give members another way to be active members, we started Mock Awards after the idea was presented by the Charlotte Huck Award and Orbis Pictus Award chairs. The Mock Orbis Pictus and Mock Charlotte Huck Mock Awards invite students/classroom teachers to look closely at books and the award criteria as a way to engage readers. It also invites them to use social media to connect with other classrooms who are participating.

The Standing Committee on Global Citizenship was another active committee that I worked with. This committee continued writing monthly blog posts for the NCTE blog as part of a series on Global Citizenship. The Standing Committee on Assessment was also busy working on blog posts, convention sessions and resources for members.

Attending conferences and connecting with members in a variety of ways has been much of my work this year. I attended several conferences as a representative of NCTE. These included:

The Presidential Retreat in September 2017 was energizing and productive. Having time to talk with team members about issues around literacy education and reflecting on the work of the Council is an important part of our work as we move toward Convention and a new year.

- Ohio Council of Teachers of English Language Arts in February 2018 in Columbus, Ohio—I attended my local affiliate conference and was able to connect with members, talk to affiliate leaders, and participate in sessions.

- NCTE Advocacy Day in April 2018 in Washington, D.C.--I was able to attend this event and experience the new format and meet members from across the country.
- Conference on College Composition and Communication in March 2018 in Kansas City, Missouri—I was able to attend this conference, including special events such as the TYCA Breakfast. I was able to connect with CCCC's members, get feedback from them on NCTE initiatives, and participate in sessions.
- International Society for Technology in Education (ISTE) June 2018 in Chicago, Illinois—I attended this conference and presented one session with NCTE member Kristin Ziemke titled, "More than Digital Reading: Literacy Lessons Using Digital Tools to Inspire Change."

**Franki Sibberson, President-Elect**



## Vice President

My term as vice president began earlier than the expected November start date, due to an unanticipated vacancy in the presidential team. A few short weeks after attending the July 2017 NCTE Executive Committee retreat as a guest, I was asked to start as vice president on August 17, 2017. Reflecting back, I see that it has been a year of learning and connecting.

As with teaching, much of the work accomplished by NCTE's elected volunteer leadership occurs in quiet hours away from meetings and travel. I am thankful for committee and task force members across NCTE who steadfastly carry on the projects that help us to move forward on our annual agenda. Over the course of this year I was able to gain a deeper understanding of the coordinated efforts across NCTE by serving as liaison for the following committees and task forces:

- College Section Steering Committee
- College Forum
- Secondary Section Steering Committee
- Standing Committee on Research
- Standing Committee on Affiliates
- Promising Young Writers Advisory Committee
- Public Language Awards Committee
- CAEP Standards Revision Task Force

As a member of NCTE's Executive Committee, I also participated in the EC meetings throughout the year and was active in the EC operations team and the Teacher Agency Subcommittee. The chairpersons and members of all of NCTE's many committees and other working groups are dedicated literacy educators who lead with perseverance, intelligence, creativity, and optimism. It was impressive to see them pressing on, one meeting and project at a time, on behalf of members and the students whom we all serve. When you encounter committee representatives or get a glimpse of their work through the *Inbox*, please consider taking a moment to thank them and to ask a few questions in order to learn more about what they do on behalf of NCTE. They volunteer on your behalf and will be eager to learn more about you and the literacy needs in your teaching/learning context.

I enjoyed attending the November Annual Convention in St. Louis and meeting many first-time attendees at the welcome breakfast. Our Convention truly is the premiere gathering for literacy educators from preK-16+, and it was inspiring to see how members and new attendees from across the elementary, middle, secondary, and college sections were recharged by connecting with one another to share ideas and encouragement. The challenges that surfaced due to meeting in St. Louis also gave rise to member creativity, and I am pleased that we developed a model for local engagement that we can now carry on as we plan future conventions.

Decisions and discussions related to convention planning also spurred some important conversations as we as an association reflected difficult questions surrounding NCTE's priorities and values. I am appreciative of the time and energy that members Noah Asher Golden and Deb Biehler invested in a thoughtfully written, peer-reviewed "loving critique" of NCTE. I was invited by editor Tara Star Johnson to provide a written response, and you can read the pair of articles in the October 2018 issue of *English Education*, the journal of NCTE's English Language Arts Teacher Educators (ELATE). Other notable writing opportunities that I had this year included contributing several pages of NCTE response for the National Board for Professional Teaching Standards and also collaborating with ELATE (formerly CEE) members in revising the position statement "What is English Education?"

Travel to other related events comprised another important facet of my work this year. I serve as NCTE's delegate to the American Council of Learned Societies, and in April I attended the ACLS meeting. One highlight was the address by John Parrish Peede, chair for the National Endowment for the Humanities (NEH), who shared about his lifetime love for the humanities and shared his vision and goals for NEH. I encourage NCTE members, especially those in the college section, to review the many fellowships and

opportunities available annually through the American Council of Learned Societies. One of the priorities that ACLS has set is to provide more equitable funding to faculty from teaching-focused institutions, and they are adjusting award criteria and selection processes accordingly.

If I were to point to one experience from the year that I hope many more from the NCTE membership will share in for years to come, it would be NCTE's first Advocacy & Leadership Summit, held in April in Washington, D.C. Just as attending my first Annual Convention made me say that I wanted to be a lifelong member and attend every possible NCTE Convention thereafter, I experienced the same energy and excitement on Capitol Hill this spring. I want to go back year after year, and I hope that many, many members also get to participate in NCTE's advocacy days on the Hill and/or with affiliates in their state capitals. For the April 2017 summit, NCTE staff, in coordination with the EC Advocacy and Policy Subcommittee, planned an outstanding series of educational and activist events. Though many of us were making our first visits to legislative offices, we were well equipped for our meetings with U.S. Senators, House Representatives, and their staff, and we left with tools to keep us active throughout the year. The Summit is an ideal event for both first timers and seasoned veterans of educational advocacy, and I enthusiastically recommend it.

In more recent months, the excitement of planning the 2019 Convention has begun. The first NCTE Convention that I attended was in Baltimore in 2001, so it feels like something of a homecoming to lead the visioning for the 2019 Convention in Baltimore. I'm thrilled to announce the theme "Spirited Inquiry," and I hope that you see yourself and your questions in the call for proposals. I welcome conversations with anyone interested in brainstorming ideas for our time together in Baltimore. Regardless of whether or not you present, I hope that you'll attend--and that the Convention and our many other opportunities to connect and collaborate throughout the year will energize you to be active in NCTE all year round!

**Leah Zuidema, Vice President**

## NCTE Research Foundation

### Background:

The NCTE Research Foundation (<http://www2.ncte.org/research/research-foundation/>) was established in 1960, honoring the contributions of J.N. Hook, the Council's first Executive Secretary. Hook served concurrently as the first director of Project English, a federally funded program that supported research in the English language arts. He later authored a history of the Council, and, supported by the Research Foundation, Hook's history is entitled, *A Long Way Together: A Personal History of NCTE's First Sixty-Seven Years* (NCTE, 1979).

The purpose of the NCTE Research Foundation is to "improve the quality of instruction in English at all educational levels; to encourage research experimentation, and investigation in the teaching of English; to facilitate professional cooperation of the members; to hold public discussions and programs; to sponsor the publication of desirable articles and reports; and to integrate the improvement of instruction in English" (NCTE Constitution).

### Supported Programs:

The Research Foundation supports the following funded programs:

- Cultivating New Voices among Scholars of Color (CNV)  
This program provides two years of support, mentoring, and networking opportunities for early career scholars of color. CNV works with doctoral candidates and early career postsecondary faculty of color to cultivate their ability to draw from their own cultural and linguistic perspectives as they conceptualize, plan, conduct, write, and disseminate their research findings. The program provides mentorship opportunities and socialization into the research community through interaction with established scholar-mentors, whose own work is enriched through engagement with Scholars' new ideas and perspectives. More information about CNV can be found on the following link: <http://www2.ncte.org/awards/cultivating-new-voices-among-scholars-of-color-grant/>.

The 2016-2018 cohort had their last meeting in the spring 2018 at California State University, Northridge, a diverse, Hispanic Serving Institution. Our intentionality in picking CSUN as a host site included, exposing scholars to a large state, master's degree granting university, alongside introducing scholars to the university's diverse student body and large Ethnic Studies programs. Scholars had the opportunity to meet with Professor Robin D.G. Kelley, a graduate of Cal State Long Beach, and Distinguished Professor and Gary B. Nash Endowed Chair in US History; Professor Valerie Sweeney Prince, a graduate of the University of Michigan and professor at Wayne State University, and CSUN Professors Francisco Tamayo (Chicana/o Studies), Tom Spencer-Walters (Africana Studies), and Maria Turnmeyer (Asian American Studies). Scholars met and interacted with undergraduate and Master's degree students and suggested that future meetings include panels where scholars could discuss their experiences navigating through higher education. We believe that scholars benefitted from these interactions, and the meeting successfully rounded out their time as a CNV cohort.

In spring 2018, the Trustees reviewed applications and selected the new 2018-2020 cohort. This cohort will have their first meeting at the NCTE 2018 Annual Convention. Scholars will have an opportunity to meet with the mentors to discuss their research plans and goals. Their second meeting will be held at the University of Pittsburgh, where scholars will present their research.

- Research Foundation Grants (one-year grants, awarded every two years; on "odd" numbered years):
  - Research Grants: Proposals are solicited from teachers, teacher researchers, teacher educators, and scholars in language, literacy, and cultural studies. Applicants must be members of NCTE. More information can be found here: <http://www2.ncte.org/research/research-foundation-grants/>
  - Teacher Research Grants: Applicants should be full-time classroom teachers at the time of proposal submission and for the length of the grant. Proposals are invited from teachers

of children and youth at any level, birth through grade 12. Teachers in urban, suburban, and rural settings are eligible. More information can be found here:  
<http://www2.ncte.org/research/research-foundation-teacher-grant-program-2/>

Requests for proposals are advertised in the spring of each year and may be found in the Inbox Newsletter as well as on the web and in other Council publications.

In 2017, Trustees awarded two grants to teacher researchers: Eliza G. Braden, Assistant Professor of Elementary Education, University of South Carolina, Columbia, will be working on her project entitled, "Developing a Critical Literacy Workshop for Parents and Children to Present Immigration and Racial Counter Stories." Christian Ehret, Assistant Professor, McGill University, Montreal, Quebec, Canada, will work on his project, entitled "Mohawk Digital Youths' Project." Both grantees will present their research at the NCTE Annual Conference in Houston.

The Trustees also awarded two new grants: Christopher Mazura will receive a grant for a research project entitled, "Rewriting as the Axis of Power and Engagement: What Happens When Teachers of Writing Privilege Student Revision of Ideas. A Collaborative Study." The other grantee is Cindy Joyoung Ok, and her research is entitled, Found in Translation: A Search for Multiple Selves Through Dualist Creative Writing.

### **Meetings**

The Research Foundation Board of Trustees meets in person twice each year, fall and spring, as well as through conference calls as needed. In 2017, NCTE Research Foundation Trustees met in St. Louis, MO in November at the NCTE Annual Convention) and at California State University, Northridge February 2018 in conjunction with the CNV Winter Institute. Trustees will next meet in Houston, TX November 2018 (during the NCTE Annual Convention) and in Pittsburgh, PA in March 2019 (during the CNV Winter Institute).

### **Major activities:**

#### **A. What actions, projects, initiatives, or studies are "in progress" at this time?**

We are preparing to welcome the next CNV cohort at the annual convention. We are also planning ahead for the winter/spring CNV meeting in Pittsburgh, which will coincide with the CCCC conference.

We are also preparing for the Research Foundation Grants one-year grants for teacher researchers. The call for grants are announced every two years, on "odd" numbered years, making 2019 the next CFP for this grant program. Requests for proposals will be advertised in the spring of 2019 in the Inbox Newsletter as well as on the web and in other Council publications.

#### **B. What have you accomplished so far, and what is your timeline for future work?**

This past spring, Trustees worked to advertise, recruit, and select a new cohort of fellows and mentors for Cultivating New Voices. The process for selecting fellows is becoming more competitive due to the high regard for the program. Each year we are challenged to enlarge the pool of candidates, and this year was no exception. We identified 14 fellows, representing a variety of institutions, geographic locations, and identities. We are particularly pleased by the expansion of regions represented and by the growing number of male fellows, although we continue to need males fellows to round out the pool.

We are also preparing to select the next director of CNV. The current director Professor Juan Guerra will be retiring in 2020. The Trustees will need to decide on the guidelines for recruiting and selecting the next director; with input from the current director, we are drafting a job description, creating an application, preparing a call for applications, defining selection criteria and guidelines, and selection processes. This will require a lot of time and effort on the part of the Trustees, since selecting Dr. Guerra's successor will be critical to the growth and continuation of the program.

### **CNV Scholars and Mentors List**

The new cohort for 2018-2020 includes the following:

**Sara P. Alvarez** is an Assistant Professor of English at Queens College, City University of New York (CUNY). Alvarez's qualitative research focuses on the multilingual and academic writing practices of self-outed undocumented young adults in the South and New York City. Her past research ethnographically examined the multilingual social media literacy practices among second-generation Latin@ youth and their transnational families in Kentucky. Alvarez is the winner of the 2017 Chairs' Memorial Scholarship at the Conference on College Composition and Communication (CCCC) and the 2015 Early Career Educator of Color Leadership Award from the National Council of Teachers of English (NCTE). She is also co-recipient of the 2015 Research Initiative Award from CCCC. Her publications have appeared in the journals *Equity and Excellence in Education* and *The International Journal of the Sociology of Language*, among others.

**Mentor: Leigh Patel** is an interdisciplinary researcher, educator, and writer. She is an associate dean for Equity and Justice at the University of Pittsburgh's School of Education. Her work addresses how narratives facilitate societal structures. With a background in sociology, she researches and teaches about education as a site of social reproduction and as a potential site for transformation. Prior to working in the academy, Patel was a journalist, a teacher, and a state-level policymaker.

**Lucía Cárdenas Curiel** is an Assistant Professor of Bilingual/Multilingual Education in the Teacher Education Department at Michigan State University. Curiel was born and raised in Monterrey, Mexico, where she earned a degree in Educational Sciences at Universidad de Monterrey and worked as an enrichment specialist at a bilingual school. She holds a master's degree in Liberal Studies with a focus on Urban Education from the Graduate Center at City University of New York. Prior to her graduate studies, Curiel worked as a Spanish teacher at a private bilingual middle and high school in New York City. She received her PhD from the University of Texas at Austin's College of Education in the area of Bilingual/Bicultural education. Lucia was awarded first place by the National Association of Bilingual Education for her dissertation "Texturing with Multimodal Texts across Content Areas: a Translanguaging Multiliteracies Approach to Teaching and Learning." She examines literacy practices that authentically engage culturally and linguistically diverse students in the classroom and support their academic success in schools. Her work explores the relationship between language, literacy, and the use of a variety of texts to understand how young learners—in particular Latina/o bilingual children—build knowledge in different subject areas. Curiel's interests include using multicultural literature in the elementary classroom to discuss issues of social justice and identity development and studying language practices in community settings to introduce innovative pedagogical practices in the elementary classroom. She engages in preparing preservice and inservice teachers for culturally and linguistically diverse settings.

**Mentor: Eurydice Bouchereau Bauer** is the John E. Swearigen Chair of Education and Professor in the Department of Instruction and Teacher Education at the University of South Carolina. Her research focuses on the literacy development, instruction, and assessment of students (preschool–grade 5) from diverse linguistic, economic, and cultural backgrounds, with a specific focus on bilingual literacy. In the last 10 years, Bauer has been co-principal investigator and a senior researcher on two US Department of Education grants. In addition, she has been the recipient of two Spencer Foundation grants. She has served on a number of national committees such as the National Research Agenda Planning Panel for ELL Students; NAEP Reading Framework Study Comparison Expert Panel; and the Spencer Foundation Special Panel on Reconceptualizing and Reducing Risk in Early Childhood Development. Since Spring 2016, her dual language research site became part of the NSF funded PIRE project situated at Penn State and University of California at Riverside. Starting in the fall of 2018 she will be the director of a chapter of Bilingualism Matters in connection with the University of Edinburgh. Bauer's research has been published in *The Journal of Literacy Research*, *Reading Research Quarterly*, *Research in the Teaching of English*, *International Journal of Bilingualism*, and *The Reading Teacher*, among others.

**Wintre Foxworth Johnson** is a doctoral candidate in the Reading/Writing/Literacy program at the University of Pennsylvania Graduate School of Education. While at the University of Pennsylvania, she has earned a graduate certificate in Africana Studies. Informed by her experiences in the classroom as an early childhood educator, Johnson's developing scholarship seeks to honor the complex, emergent literate practices of young children. Her dissertation work, which was conducted at an urban independent,

community school whose mission blends social justice curricula with the arts, documents those very practices. She examines—through a series of after-school literacy circles and parent, teacher, and principal interviews—five African American first-graders' knowledge and interpretations of sociopolitical issues and conditions in and around their lives, the multiple influences upon which they draw, and the ways in which they demonstrate meaning-making through diverse literacy practices. This project intends to contribute knowledge both to the field of early literacy studies and to extant racial awareness research by illuminating the racialized knowing that young children are often assumed not to possess and the stories, experiences, and perspectives they offer when provided a space to express themselves.

**Mentor: Sonja Lanehart** is professor and Brackenridge Endowed Chair in Literature and the Humanities at the University of Texas at San Antonio. She is author of *Sista, Speak! Black Women Kinfolk Talk about Language and Literacy* (2002) and *Ebonics* (expected 2019); editor of *Sociocultural and Historical Contexts of African American English* (2001), *African American Women's Language: Discourse, Education, and Identity* (2009), and the *Oxford Handbook of African American Language* (2015); and former co-editor of *Educational Researcher: Research News and Comment*. Her research interests include African American Language, language and identity, sociolinguistics, and the educational implications and applications of sociolinguistic research using critical race theory and intersectionality.

**Justin Grinage** is a Postdoctoral Associate in Literacy Education within the Department of Curriculum and Instruction at the University of Minnesota. He is a former English language arts teacher who has worked in multi-racial high school classrooms for eleven years. His scholarship is driven by the desire to assist both teachers and youth in understanding, contesting, and interrupting various forms of injustice. Taking an interdisciplinary approach to studying education, drawing from cultural studies and critical theory, Grinage's research interests include critical literacy, race and education, psychoanalysis, postcolonial theory, and critical whiteness studies. His current work stems from his dissertation "The Melancholy of Schooling: A Critical Ethnographic Study of Race, Trauma, and Learning in a High School English Classroom," in which he uses the concept of racial melancholia to discern the mechanisms in which racial trauma influences teaching and learning. The implications of the study emphasize that teachers and students must learn to identify and work through unresolved racial grief if they are to improve their comprehension of race and engender anti-racist agency in the face of persistent systemic and individual acts of racial subjugation. The study underscores the generative and productive possibilities for designing curriculum and employing critical pedagogies that center on comprehending racial trauma to increase racial literacy.

**Mentor: Anthony Brown** is professor of Curriculum and Instruction at the University of Texas at Austin. His research agenda falls into two interconnected strands of research, related broadly to the education of African Americans. His first strand of research examines how educational stakeholders make sense of and respond to the educational needs of African American male students. The second strand examines how school curriculum depicts the historical experiences of African Americans in official school knowledge (e.g., standards and textbooks) and within popular discourse. Brown has published 28 journal articles, nine book chapters, one edited book and two full-length books. He is the recipient of numerous awards for research: Division G Outstanding Dissertation Award (AERA, 2008); Division G Early Career Award (AERA, 2011); Division K Mid-Career Award (AERA, 2018). In 2016, his book *Black Intellectual Thought in Education* was awarded the AERA Division B (Curriculum Studies) Outstanding Book Award. In 2017, he was awarded the American Educational Studies Association (AESA) Critics' Book Award for his co-authored book, *Reclaiming the Multicultural Roots of the U.S. Curriculum*.

**Davena Jackson** is a doctoral candidate in Curriculum, Instruction, and Teacher Education at Michigan State University. Her current research focuses on critical examinations of racial literacy, Blackness, and anti-Blackness among teachers and students within teaching and English education. She seeks to work with and learn from educators who foster an environment that affirms students' cultural identities, languages, and experiences. Her dissertation work is situated in a high school English classroom that provides opportunities for Black youth to construct images, write blogs and create digital stories, and so on. The purpose of this work is for Black youth to come to understand more deeply the implications of Blackness and anti-Blackness in their lives. Throughout her time at MSU, Jackson has strived in working with preservice teachers to accomplish a classroom environment where students have opportunities to engage



in challenging concepts (e.g. race, racism, sexuality, ableism, sexism, etc.), so they can disrupt dominant notions about these topics. In 2017, she was awarded Michigan State University's Excellence-In-Teaching Citation for her work as a graduate assistant. Finally, Jackson is a former middle and high school English teacher who has worked to ensure that justice, equity, and care are centered in students' learning.

**Mentor: Carmen Kynard** is associate professor of English and Gender Studies at John Jay College of Criminal Justice and associate professor of English, Urban Education, and Critical Psychology at the Graduate Center of the City University of New York. She interrogates race, Black feminisms, AfroDigital/African American cultures and languages, and the politics of schooling with an emphasis on composition and literacies studies. Her first book, *Vernacular Insurrections: Race, Black Protest, and the New Century in Composition-Literacy Studies* won the 2015 James Britton Award and makes Black Freedom a 21st century literacy movement. Her current projects focus on young Black women in college, Black Feminist/Afrofuturist digital vernaculars, and AfroDigital Humanities learning. Carmen traces her research and teaching at her website, "Education, Liberation, and Black Radical Traditions." (<http://carmenkynard.org>).

**Lydia Kiramba** is an Assistant Professor in Educational Linguistics in the College of Education and Human Sciences (CEHS), Department of Teaching, Learning and Teacher Education (TLTE) at the University of Nebraska–Lincoln. She earned her PhD in Curriculum and Instruction with an emphasis on bilingual education and linguistic diversity, and second language acquisition and teacher education at the University of Illinois at Urbana Champaign. Kiramba's recent research focused on how multilingual teachers and learners utilize their communicative repertoires under restrictive language policies to maximize meaning in classrooms. Her research provides new insights into the actual communicative practices, including how students demonstrate their knowledge of literacy through translanguaging practices and other multimodal literacies. Kiramba's research illuminates multilingual literacies and resources in current world trends, as it increasingly becomes a necessity for multilingualism to be researched and addressed in schools as a potential tool for sustainable literacy development. Her ongoing research seeks to investigate home, school, and society intersections with a focus on emerging multilinguals (commonly known as English language learners—ELLs) of immigrant and refugee backgrounds in the US, with a goal of showcasing their multilingual competencies and contributing to educational discourses about immigrant, migrant, and multicultural populations. Her research has been published in several journals, including *Language and Education*, *International Journal of Bilingual Education and Bilingualism*, *International Multilingual Research Journal*, and *Journal of Adolescent & Adult Literacy*.

**Mentor: Wan Shun Eva Lam** is associate professor of Learning Sciences and affiliated faculty in Asian American Studies at Northwestern University. She works at the intersection of literacy studies and applied linguistics in studying language use and learning, new literacies, language varieties, socialization practices, and political participation in new media environments. Her ethnographic work has explored the digital media practices of youth of migrant backgrounds to understand these practices within larger contexts of transnational movements, social networks and identities, and flows of media content and artifacts. With colleagues in education and journalism, she has engaged in design and research of multimedia storytelling and documentary making, particularly exploring how young people draw from diverse knowledge and representational resources in telling stories on migration. She has previously served as Associate Editor of *AERA Open* and *Cognition and Instruction*, and as area editor of the *Encyclopedia of Applied Linguistics* section on literacy. She is recipient of the Mid-Career Award from the American Educational Research Association's Second Language Research SIG. She has recently completed a study of transnational media practices and literacies of Chinese and Mexican American youth that is supported by the National Science Foundation program in Science, Technology and Society.

**Saba Khan Vlach** is a PhD candidate in Language and Literacy Studies at the University of Texas at Austin. An elementary school teacher for 17 years, Vlach earned her Master's at Texas Woman's University in Reading Education and embarked on her journey as a critical educator. Vlach's research interests include critical pedagogy, children's literature, literature discussions, young children's reader responses, and in-service teacher education. Her current work employs case study and discourse analysis methodologies in order to examine how three in-service elementary teachers enact critical pedagogy in the context of English

language arts instruction with multicultural children's literature, as well as how these teachers sustain and grow their stance as critical educators in and out of public school. Vlach's work draws on the conceptual frameworks of Freire's theory of critical literacy, Kumashiro's theory of anti-oppressive education, and Brown's theory of humanizing critical sociocultural knowledge. She looks forward to pursuing future endeavors that explore elementary teachers enacting critical pedagogy in predominantly White spaces, literacy lives of elementary Muslim students, as well as the use and creation of slam poetry with students in elementary school.

**Mentor: Valerie Kinloch** is the Renée and Richard Goldman Dean of the School of Education and Professor at the University of Pittsburgh. Her scholarship examines the literacies and community engagements of youth and adults inside and outside schools. Author of publications on race, place, literacy, and equity, her books include: *Still Seeking an Attitude: Critical Reflections on the Work of June Jordan* (2004), *June Jordan: Her Life and Letters* (2006), *Harlem On Our Minds: Place, Race, and the Literacies of Urban Youth* (2010), *Urban Literacies: Critical Perspectives on Language, Learning, and Community* (2011), *Crossing Boundaries: Teaching and Learning with Urban Youth* (2012), and *Service-Learning in Literacy Education: Possibilities for Teaching and Learning* (2015). In 2012, her book *Harlem On Our Minds* received the Outstanding Book of the Year Award from the American Educational Research Association, and in 2014, her book *Crossing Boundaries: Teaching and Learning with Urban Youth* was a staff pick for professional development by *Teaching Tolerance* magazine. Currently, she is completing articles and book projects on literacy, justice, race, engagement, and leadership. Among other awards, Kinloch is the recipient of the 2018 NCTE Advancement of People of Color Leadership Award and the 2018 NCTE Rewey Belle Inglis Award for Outstanding Women in English Education.

**Kira LeeKeenan** is currently a doctoral candidate of Language and Literacy Studies at the University of Texas at Austin. Across the 2016–2017 school year, she conducted her dissertation research in four culturally and linguistically diverse high school classrooms, exploring writing groups as a potential space for humanizing and emancipatory learning. Attending to the varied environments that shape students' learning, she explored how teachers design and enact instruction to support peer-to-peer talk in writing groups, as well as how students' participation in writing groups promotes their identities, agency, and practices as writers over time. Drawing on theories of ecology (Barton, 2007; Syverson, 2008), critical theories of discourse and cultural models (Gee, 2015), and Bakhtin's (2010) notion of dialogism, this year-long social-design study illuminated the ways that social identities develop within writing groups, and the ways in which language and power shape students' writing development. Inspired by her years as a high school English teacher in Lawrence and Cambridge, Massachusetts, LeeKeenan's research and scholarship considers teachers' understanding and practice of critical and humanizing pedagogies and students' complex identity development and learning as readers and writers. Her work has been published in *Literacy Research: Theory, Method, and Practice*, *Journal of Adolescent & Adult Literacy* and *Journal of Literacy Research*. She holds a BA in English from the University of Massachusetts and an Ed.M in Instructional Leadership from Harvard Graduate School of Education.

**Mentor: Sarah Warshauer Freedman** is a Professor of the Graduate School at the University of California, Berkeley, where she was founding director of the Multicultural Urban Secondary English Credential/MA program and for 10 years directed the National Center for the Study of Writing and Literacy. Her research focuses on how secondary students learn to write, with special attention to students served least well by the schools. Most recently, she has examined the role of the schools in helping youth navigate societal divisions as they develop as citizens, comparing the struggles youth face on varied sides of the societal divides in Northern Ireland, South Africa, and the US. Freedman is member of the National Academy of Education and is a fellow of the American Educational Research Association.

**María Leija** is an Assistant Professor in the Department of Bilingual and Literacy Studies at the University of Texas Rio Grande Valley. Leija earned her PhD from the University of Texas at Austin. She is a former elementary teacher who taught for six years in Idaho. During that time, she helped develop and implement an 80/20 two-way bilingual immersion program, was a Spanish dual language teacher, and taught in the mainstream class while supporting the academic language development of her emerging bilingual students. Her dissertation explored how a bilingual teacher incorporated Latinx students' linguistic, cultural, and



experiential knowledge through interactive read alouds. The dissertation highlights the importance of providing bilingual students a space to discuss complex issues, such as immigration, language ideologies, and cultural practices through children's literature. Her research focuses on elementary Latinx preservice and in-service teachers' pedagogical practices in Spanish/English bilingual classrooms. Leija utilizes Latino critical race theory to examine classroom discourse and pedagogical practices. She has examined and published on the use of children's literature for teaching the social studies and language arts by analyzing themes such as immigration, gender, and Latinx community cultural practices.

**Mentor: Laura Alamillo**, a proud former CNV scholar, is a researcher in the area of language and literacy, specifically looking at additive approaches in multilingual classrooms. She is the Interim Dean of the Kremen School of Education and Human Development and the Executive Director for Programs for Children at California State University, Fresno. In addition to these roles, Alamillo recently published a co-edited book, *Voices of Resistance: Interdisciplinary Approaches to Chican@ Children's Literature*, published in 2018 by Rowman and Littlefield. In addition to these roles, Alamillo is a proud mother of three children, all of whom attend dual-language (Spanish-English) immersion programs.

**Teaira McMurtry** is a PhD candidate in Language and Literacy at Cardinal Stritch University (Milwaukee, WI) and currently designs and facilitates professional development for teachers and instructional leaders in the areas of adolescent literacy and culturally and linguistically responsive pedagogical practices at Milwaukee Public Schools. Her dissertation study, "*Leveling the Linguistic Landscape: A Formative, Sociolinguistically Informed Professional Learning Series for Teachers of African American Adolescents*," aimed to actuate authentic social wellness and true academic success of African American students by focusing on teachers' awareness of and appreciation for the linguistic dexterity of African American language. Situated at the intersection of sociocultural, sociohistorical, and critical (i.e., Paulo Freire) theories about language, teaching, and learning, this formative design and experiment, in part, sought to examine teachers' stated and tacit beliefs and attitudes about the language and literacy practices of African American students by employing critical ethnographic methods to meaningful segments of her participants' verbal and written discourse. Out of the recent research endeavor emerged deeper inquiries about the multiplex realities (and promises) of the teaching/learning landscape in an ever-evolving, increasingly pluralistic society that is deeply entrenched in a tradition of standardization and cultural reproduction. Select activities from McMurtry's study will be featured in a chapter she co-authored for the forthcoming (2019) book, *Teaching Language Variation in the Classroom: Strategies and Models from Teachers and Linguists* (Eds. Michelle Devereaux and Chris Palmer).

**Mentor: Arnetha F. Ball** is the Charles E. Ducommun Endowed Professor in the Graduate School of Education at Stanford University in the Curriculum Studies, Teacher Education, and Race, Inequality and Language programs. She currently serves as chair of the Race, Inequality and Language program and is co-director of Stanford's Center for Race, Ethnicity and Language, past director of the program in African and African American studies, 2011–2012 president of the American Educational Research Association, and the past US representative to the World Educational Research Association. A sociocultural theorist, her areas of specialization include language and literacy studies, research on writing and linguistics, and teacher professional development.

**Joaquin Muñoz** is currently an assistant professor at Augsburg University in Minneapolis, Minnesota, where he teaches in the Elementary Education department, focusing on diversity, American Indian history and culture, and literacy studies. His current research centers on the Civic Literacy Service Learning Project (CLSLP) which seeks to provide a field experience for teacher-candidates that emphasizes deep, meaningful collaboration. In the project, we create a learning community between teacher-candidates, university professors, elementary school faculty, and fifth-grade students. Instead of just observing, teacher-candidates work directly with students, receive close and intensive mentoring and support from university faculty, and engage in planning sessions with other teacher-candidates and classroom teachers from the cooperating school. Muñoz's research for CNV will examine various aspects of the impact and efficacy of this program for teacher-candidates and collaborating faculty. He grew up on the Pascua Yaqui Indian Reservation in southern Arizona, where he specialized in searching the surrounding deserts for snakes and lizards. He attended public schools around the reservation and found an early calling to

teaching by asking his first-grade teacher if he could make presentations to the class. Eventually, Muñoz came into his own teaching career, first as a middle school literacy teacher in a predominantly Puerto Rican school in Philadelphia, and then at the community college he attended as student. He studied at the University of Arizona, where he earned a Master's and Doctorate in the Language, Reading and Culture program, focusing on Critical Pedagogy, Indigenous Education, Waldorf Schooling, and humanizing pedagogy.

**Mentor: María E. Fránquiz** is a professor in the Department of Education, Culture and Society and Deputy Chief Academic Officer for Faculty Development at the University of Utah. Previously she served on the faculty at CU–Boulder, University of Texas–San Antonio, and the University of Texas–Austin. Her research interests are in bilingual/multicultural education and in language/literacy studies. In her work she examines the intersectionality of languages and identities in discourse between children and adults or among children both in and out of classroom settings. She has co-edited a book with Norma Cantú, *Inside the Latin@ Experience: A Latin@ Reader*, that showcases the research and literary works of Latin@ scholars, both senior and early career. Another co-edited book with Cinthia Salinas, *Scholars in the Field: The Challenges of Migrant Education*, is comprehensive in its coverage of this underserved group. Her publications appear in national professional journals including *Language Arts*, *Journal of Latinos and Education*, *English Leadership Quarterly*, *Multicultural Perspectives*, *California English*, *The High School Journal*, *Reading Research Quarterly*, *Journal of Classroom Interaction*, *TESOL Quarterly*, among others. As a consultant of the National Writing Project she has examined which identities children background or foreground in their writings and helped establish the MayaWest Writing Project in Mayaguez, Puerto Rico. Since 2008 she has been co-editor of the *Bilingual Research Journal*.

**Arturo Nevárez** is a doctoral candidate at the University of California, Riverside, in the Education, Society and Culture program, and was previously a middle school and high school English teacher in South Central Los Angeles and Hawthorne, California. Arturo's dissertation focuses on the schooling experiences and critical literacies of Latinx/Chicanx youth in secondary Ethnic Studies classrooms. His research seeks to understand the roles of Ethnic Studies content and teacher pedagogy in preparing Latinx youth to critically navigate, process and confront the increasingly anti-immigrant and anti-Latinx political climate. Informed by critical race theory, Latinx critical race theory and decolonial frameworks, Nevárez examines how Ethnic Studies classrooms and Ethnic Studies teacher pedagogy contributes to the development, sustenance, and extension of Latinx/Chicanx youth's racial literacy across two factors: a) students' structural analysis of racism, and b) students' abilities to connect that analysis to social action. Nevárez's hope is to effect change at the student-learning, teacher training, and policy levels to help maintain the emancipatory potential of critical Ethnic Studies approaches for Latinx/Chicanx youth in US schools.

**Mentor: Korina Jocson** (Ph.D.) is an associate professor of education at the University of Massachusetts–Amherst. Central to her work are arts-informed sociocultural approaches that examine literacies, pedagogies, and issues of equity among historically marginalized youth. She is the author of *Youth Media Matters: Participatory Cultures and Literacies in Education* (University of Minnesota Press, 2018) and *Youth Poets: Empowering Literacies in and Out of Schools* (Peter Lang, 2008), and also the editor of *Cultural Transformations: Youth and Pedagogies of Possibility* (Harvard Education Press, 2013). Other publications have appeared in scholarly journals such as *International Journal of Qualitative Studies in Education*, *Anthropology and Education Quarterly*, *Curriculum Inquiry*, *Teachers College Record*, *Daedalus*, *English Education*, and *Urban Education*; her work has also been included in a number of anthologies and edited books. Currently, she is the editor-in-chief of *Equity and Excellence in Education*. She received her PhD in Education in the area of language, literacy, and culture at the University of California, Berkeley, and completed a postdoctoral research fellowship at Stanford University School of Education.

**Tiffany M. Nyachae** is an Assistant Professor in the Department of Elementary Education, Literacy, and Educational Leadership at Buffalo State College (SUNY) where she teaches literacy, social studies, and social foundations courses. She earned her PhD in Reading Education: Curriculum, Instruction, and the Sciences of Learning at the University at Buffalo (SUNY). At the heart of her research agenda is, has been, and will be improving the educational experiences of students of color. This agenda is evident in her dissertation research on supporting the racial literacy, social justice ideological becoming, and classroom

practice of urban teachers committed to social justice through “race space” critical professional development. As a former middle school teacher of urban Black youth, Nyachae is interested in the continuous transparent and reflective work that is required from those who claim to center social justice in their instruction and research. Thus, in addition to her dissertation research, she facilitates social justice-motivated literacy workshops and programming for youth of color broadly—and for Black girls specifically at times—interrogating the degree to which these spaces are liberatory in actuality. Nyachae finds her greatest joy in learning with and from young people. Finally, she also volunteers her service to various community and professional organizations and is published in *Gender and Education* and *Qualitative Inquiry*.

**Mentor: Keffrelyn D. Brown** (PhD, University of Wisconsin-Madison) is professor of Cultural Studies in Education in the Department of Curriculum and Instruction at the University of Texas at Austin. She holds appointments in the Department of African and African Diaspora Studies, the Warfield Center for African and African American Studies and the Center for Women and Gender Studies. She is the co-founder and co-director (with Anthony Brown) of the Center for Innovation in Race, Teaching, and Curriculum.

**Ah-Young Song** is a doctoral candidate in the English Education program at Teachers College, Columbia University. Her research explores ways in which young women and nonbinary students engage with multiliteracies and world-building in out-of-school spaces. She is particularly indebted to critical theorists and post-qualitative thinkers whose visions for an ongoing liberatory praxis guide her work. Her research interests include multimodal learning, culturally sustaining pedagogies, and sociocultural studies. She has taught high school English in Massachusetts, South Korea, New Hampshire, and Taiwan, and she has served as a teaching assistant at Barnard College in New York City.

**Mentor: Kris D. Gutiérrez** is Carol Liu Professor at the Graduate School of Education, University of California, Berkeley. Gutiérrez is a leader in the learning sciences, literacy, educational policy, and qualitative, design-based approaches to inquiry. Gutiérrez is a member of the National Academy of Education and a fellow of AERA and the Center for Advanced Study in the Behavioral Sciences. She is past president of the American Educational Research Association and was appointed by President Obama to the National Board for the Institute of Education Sciences, for which she served as vice-chair. Gutiérrez’s research examines learning in designed environments, with attention to students from nondominant communities and Dual Language Learners. Her work on *Third Spaces* examines the affordances of syncretic approaches to literacy and learning, new media literacies, STEM learning, and the re-mediation of functional systems of learning. Her work in social design experiments seeks to leverage students’ everyday concepts and practices to ratchet up expansive and equitable forms of le

**Renee M. Moreno, Chair**

# **REPORTS OF THE SECTION STEERING COMMITTEES**

## Elementary Section Steering Committee

The Elementary Section Steering Committee (<http://www2.ncte.org/elementary>) is responsible for the governance of NCTE's Elementary Section.

Our committee has pursued the following initiatives since NCTE 2017:

### Outstanding Educator of the Year:

In keeping with the theme of "Raising Student Voice" for NCTE 2018, our committee was honored to name Dr. Luis Moll the Outstanding Educator of the year. Luis is particularly well known (across sections) for two features of his career. First, he was key in bringing Vygotskian theory to U.S. preK-12 and higher education and classroom teachers, particularly with two acclaimed books: *Vygotsky and Education* (Cambridge University Press, 1992) and *L.S. Vygotsky* (Taylor & Francis, 2013). Second, Luis and his colleagues in anthropology conducted the research that led to the 'funds of knowledge' perspective in public schools. Funds of knowledge are "the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133), which set the stage to dismantle deficit perspectives about learners and families from marginalized communities.

An interview with Luis will be included in the October issue of *Language Arts* journal and Luis will present ideas from his original funds of knowledge research at the Elementary Get-Together.

The nomination process continues to be open to all elementary section members to enable a more participatory, democratic process. Nominations now close at the end of the Get-Together. The committee will then vote on the nominations for 2019.

### Meet the Elementary Section Session at NCTE 2018:

Our featured session at the convention will put our ESSC mission into action with the author and illustrator Maya Cristina Gonzalez, an author, illustrator, advocate, and activist with a particular intention to recognize intersectionality. She will conduct a workshop that will be an in-depth reorientation of gender using her children's books *The Gender Wheel*, *They, She, He, Me, Free to Be*, and *Call Me Tree*, with the goal to share perspectives for the classroom that are nature-based, multidisciplinary, and inclusive with numerous resources and practical applications.

### Donald Graves Award Winner:

Unfortunately, we did not select a 2018 Donald Graves Award Winner because we didn't receive any nominations. The steering committee will work together at convention to revise the application and nomination process with the hopes of more nominations in the future.

### Outstanding Article in *Language Arts*:

We will present our second winner of the outstanding article award for 2018 to Dr. Laura Ascenzi-Moreno, for her article titled, "Translanguaging and Responsive Assessment Adaptations." This article was chosen because of how well it accomplishes the mission of the ESSC:

The Elementary Section Steering Committee of NCTE is committed to the pursuit of justice and equity. We believe that in an open democratic society we cannot argue for democracy and humanity unless we create for our children a more just and caring world. To this end we are dedicated to the support and development of emancipatory pedagogies that counter official policies and mandates that narrow the possibilities for the teaching of the language arts in public schools. We believe that it is essential that we resist any attempt that is made to separate school-based language arts programs from the socio-cultural realities of children's everyday lives. Our task is to support the work of teachers as they work closely with their students and their families to build classrooms where everyone has an opportunity to participate in the conversation with a renewed consciousness of worth and possibility of their own language use and the literacies that they share.

Finally, we recognize our gratitude to Roberta Price Gardner, who was elected as the next ESSC chair and are transitioning to four new members of our ESSC team.

We are holding our last monthly virtual meeting on October 15 via Zoom. Goals will be to finalize plans for our work at NCTE 2018.

**Kathryn F. Whitmore, Chair**

## **Middle Level Section Steering Committee**

*The Middle Level Section Steering Committee (<http://www2.ncte.org/middle>) is responsible for the governance of NCTE's Middle Level Section.*

Continuing in the tradition of our predecessors, the Middle Level Section works to develop innovative, progressive, and member-responsive events, networking, and leadership opportunities.

### **Welcoming New Section Leadership**

The Middle Level Section welcomes new members to leadership positions.

Joining now:

- Robyn Seglem – Illinois State University, Normal, IL –has accepted the invitation to serve filling a vacancy on the MLSSC.

Joining in November:

- Brooke Eisenbach – Lesley University, Cambridge, MA – MLSSC
- Carla España – Hunter College (CUNY), New York, NY – MLSSC
- Alexander Corbitt – The Bronx School of Young Leaders, New York, NY – Nominating
- Lakisha Odum – School of the Future, New York, NY – Nominating
- Shelly Shaffer – Eastern Washington University, Cheney, WA – Nominating

We are grateful for the members who have served our Section and are looking forward to welcoming new leaders who will continue to shape this dynamic Section and influence the work of NCTE.

### *Incoming Chair*

November will end my (Christopher Lehman's) tenure as Chair of the Section. The MLSSC has selected Frances Lin as our incoming Chair. Frannie, as she goes by, first served on the MLSSC when she filled a term vacancy, she was then re-elected to a full term. For the past two years she co-lead our *Voices Support Subcommittee*, to support connections between the Section and Journal. She will be a terrific Chair for our Section and a valued member of the NCTE Executive Committee.

### **2018 Convention Planning**

#### *Long History of the "Why Middle Matters" Sessions*

The MLSSC is once again planning another strand of "Why Middle Matters" sessions. We are grateful to the program chair for supporting this effort to build a community within a community.

Before our Section was a Section, we existed as the Junior/Middle Assembly, formed in 1974. In the late 90s, the Assembly created a special convention strand titled, "What a Difference a Day Makes." The series created a special place for Middle Level-focused educators to find content and inspiration designed just for them. We note now, as members did then, that we are not quite *Elementary* and not quite *High School*, so a place to come together and celebrate our Middle Level students and teaching is important.

The "Middle Level Mosaic" has continued for decades in this vein. Then, three conventions ago, our former Chair, Matt Skillen, and Committee members revived having a special Convention strand of sessions, which we now refer to as our "Why Middle Matters" sessions. Middle Level members have expressed how much they enjoyed these highlighted events. Our Steering Committee members have also enjoyed preparing for them, offering them leadership and networking opportunities for all of our committee members.

This year's "Why Middle Matters" sessions will build from the convention theme and focus on ways we can come together to learn from and beside students and network together to do our best teaching.

One is a special session co-sponsored with the NCTE Caucuses and the GSEA Assembly. This roundtable session, held on Saturday, will be facilitated by various NCTE leaders and allies, to discuss ways our



organization and our profession can move boldly into the future. We invite everyone to attend, regardless of Section affiliation.

We are also, for the third year, inviting middle level students in the host-city area to lead roundtables at a special session, also held on Saturday. Starting in Atlanta, then in St. Louis, and now in Houston, experiencing students lead adults in conversation is not only impressive, it has led to deep insights. In Atlanta, an educator responded at a bullying roundtable, "I think I know my students' experiences because to me, in class, it seems like everyone gets along. I am realizing how much I don't know and need to do a better job of looking for." In St. Louis, a student said to a group of educators, when pressed on how to handle "challenging topics" in the classroom, "We all have phones or TVs, we know what is going on. I don't know how anything can be off limits to talk about when we already know about all of it." These sessions will impact you no matter what grade level you teach. All are welcome.

### **Journal Completes its Second Volume Under New Co-Editors**

*Voices from the Middle* co-editors Dr. Shelbie Witte and Dr. Sara Kajder have completed their second volume year and feedback continues to be strong. The journal publishes in September, December, March, and May each year as well as hosts a more regular podcast available from the journal page as well as iTunes.

This is also the second year of the *Linda Rief Voices from the Middle Award*, awarded to a journal article of which at least 50% of the named contributors are school-based educators. The award was created to inspire more classroom educators to write for the journal and to celebrate those who do. Named in honor of Linda Rief, a past *Voices from the Middle* editor, steadfast Middle Level member, and current educator and author.

### **Leadership Beyond Convention**

The MLSSC once again formed Subcommittees to increase our impact beyond Convention. This year our two were:

- Voices Support Subcommittee – to liaise with *Voices from the Middle* journal
- Caucus Support Subcommittee – to liaise with NCTE Caucuses\*

\*It is important to note that while the Section wishes to liaise formally with a number of NCTE groups, including a number of Assemblies, we chose to start specific and small(-ish) with Caucuses, to develop methods of communications that can most benefit the constituent groups. Equally, other Sections have noted their interest in working more closely with NCTE constituencies. It was decided, with input of the four Section Chairs, that the Middle Level Section would pilot and then report back. That said, all Sections have expressed that they are always open to informal contacts.

Our two Subcommittee liaisons submit the following brief reports:

*Voices Support Subcommittee, Liaison: Frances Lin*

The Voices Support Subcommittee met throughout the year to further the work of the Middle Level Section Steering Committee (MLSSC). The vision was to work collaboratively with the coeditors of the journal, forming a unified and cohesive relationship between journal and section. For convention programming purposes, the MLSSC subcommittee acted as a bridge between the journal and section to create a Middle Level Meet-Up that honored the 25th anniversary of the journal. At the Middle Level Luncheon event, the new Linda Rief Award for the journal was introduced as well. Throughout the year, the subcommittee reached out to the coeditors each month to ensure that the journal ideas were represented at each MLSSC meeting. Meetings with the coeditors and subcommittee members also occurred periodically during the year. Coeditors had requests that were then brought to the MLSSC. Finally, increasing the journal audience was explored by both the subcommittee and journal co-editors. This important work will continue as the MLSSC moves forward.

*Caucus Support Subcommittee, Liaison: Shanetia Clark*



The MLSSC has made a deliberate and intentional effort to make connections to the NCTE Caucuses. We made connections to the Latinx Caucus, the Black Caucus, and the American Indian Caucus and are in process of connecting with leadership from the Asian/Asian American Caucus and the Jewish Caucus. These caucuses welcomed a partnership with the MLSSC. Options included attending the business meeting at NCTE to announce opportunities for nominations, for writing for *Voices from the Middle*, and advancing initiatives on behalf of MLSSC. The response to partnership has been positive, and the MLSSC looks forward to deepening this as we look toward the annual convention. At the 2018 Annual Convention of NCTE, there is a session entitled "Why Middle Matters: Pursuing Justice and Equity Together" (Saturday, 11/17, Session I: 11:00AM–12:15PM).

The Middle Level continues to have wonderful energy, spirit, and a drive to support NCTE members. We are looking forward to much more ahead, at the Convention and beyond.

**Christopher Lehman, Chair**

## Secondary Section Steering Committee

The Secondary Section Steering Committee (<http://www2.ncte.org/secondary>) is responsible for the governance of NCTE's Secondary Section.

### 2017-2018 Secondary Section Committee Members

- Joshua Cabat
- Katie Greene-Ford
- April Niemela
- Amanda Palmer
- Ann Marie Quinlan
- Tiffany Rehbein, Assistant Chair
- Shekema Silveri, Chair
- Vaughn Watson

### 2018 Hopkins Award (*English Journal*)

Each year, the SSSC is charged with selecting and honoring outstanding *English Journal* articles written by non-classroom teachers. This year's Hopkins Award Committee (chaired by Amanda Palmer) selected Lamar L. Johnson, Johnnie Jackson, David O. Stovall, and Denise Taliaferro Baszile for "'Loving Blackness to Death': (Re)Imagining ELA Classrooms in a Time of Racial Chaos" [106.4 (2017): 60–66].

Honorable mention went to Leilani Sabzalian for "Native Feminisms in Motion" [106.1 (2016): 23–30]. The award presentation will be held at the Secondary Section Luncheon on Saturday, November 17, during the NCTE Annual Convention in Houston, Texas.

2018 Hopkins Award Committee: Josh Cabat, Amanda Palmer, Chair, April Niemela, Ann Quinlan, Shekema Silveri

### 2018 Farmer Award (*English Journal*)

Each year, the SSSC is charged with selecting and honoring outstanding *English Journal* articles written by classroom teachers. This year's Farmer Award Committee (chaired by Amanda Palmer) selected Ben Roth Shank for "Maximizing the Heuristic Potential of the Enthymeme" [107.3 (2018): 75-80].

Honorable mention went to Victoria Johnston Boecherer for "The Square Cucumber: Restoring Student Autonomy and Confidence" [107.3 (2018): 87-92]. The award presentation will be held at the Secondary Section Luncheon on Saturday, November 17, during the NCTE Annual Convention in Houston, Texas.

2018 Farmer Award Committee: April Niemela, Amanda Palmer, Chair, Tiffany Rehbein, Vaughn Watson

### 2018 Secondary Section Get Together

Daniel José Older has been selected to keynote the Secondary Section Get Together during the 2018 Convention in Houston, Texas. Older is a Brooklyn-based writer, editor, workshop facilitator, and composer. *Shadowshaper* is his first published YA novel. His band Ghost Star gigs regularly around New York and you can find his thoughts on writing, read dispatches from his decade-long career as an NYC paramedic, and hear his music at [ghoststar.net](http://ghoststar.net) and [@djolder](https://www.instagram.com/djolder).

His last novel, *Shadowshaper*, to which *Shadowhouse Fall* is a sequel, is a 2015 Kirkus Prize Finalist, a Booklist Editors' Choice 2015 and received rave reviews from *The New York Times*, Los Angeles Times, and was named a 2015 *New York Times* Notable Book. Noteworthy YA author Jacqueline Woodson is quoted in the *New York Times* as saying, "D. J. Older is both a novelist and a journalist, and he's pretty much telling the story of what it means to be of color in the 21st century."

### 2018 High School Matters

The SSSC is delighted to announce the return of this year's HSM session keynote speakers: Carol Jago (past NCTE President) and Kelly Gallagher. Both speakers have a strong history with HSM, so this year's HSM guarantees to draw a packed house!

### **2018 Secondary Section Luncheon**

This year's Secondary Luncheon keynote is José Luis Vilson, author of *This Is Not A Test: A New Narrative on Race, Class, and the Future of Education*. He is the founder of EduColor (<http://www.educolor.org/>), an coalition of teachers, parents, and other concerned citizens dedicated to the uplift of people of color in education. He is a National Board Certified Teacher and a Math for America Master Teacher.

Vilson has served as a board member on the Board of Directors for the Center for Teaching Quality and the president emeritus of the Latino Alumni Network of Syracuse University. We are delighted to welcome José to our professional home and are excited about the energy he's sure to bring to all in attendance.

**Shekema Silveri, Chair**

## **College Section Steering Committee**

*The College Section Steering Committee (<http://www2.ncte.org/college>) is responsible for the governance of NCTE's College Section.*

### **Committee Members**

- Steven Alvarez
- Jeff Andelora (Chair TYCA)
- Isabel Baca
- April Baker-Bell
- Bradley Bleck
- Traci Gardner (incoming CSSC member)
- Holly Hassel (Editor TETYC)
- Melissa Ianetta (ex-officio, Editor College English)
- Rhea Lathan (Assistant Chair)
- Laurie A. Pinkert
- Shelley Rodrigo (Chair)
- Reva Sias
- Debbie Zagorski (NCTE Liaison)
- Leah Zuidema (NCTE Presidential Team Liaison)

### **Leadership Changes**

My term as Chair of the CSSC started in November 2017 and will end in November 2019. During our November meeting we elected Rhea Lathan, Florida State University, Assistant chair.

### **Convention Planning**

This year was CSSC's turn to select a speaker for the College Section Luncheon. We decided to focus on one afternoon event, a College Workshop with one speaker, instead of two events (luncheon and celebration). On Saturday November 17, Houston-area educator and activist Roni Dean-Burren will speak and help conduct a hands-on workshop for attendees interested in developing plans for community engagement. We have also have offered to host/facilitate a Joint Caucus listening session as a way to support caucus initiatives while listening and learning so the CSSC can participate in said initiatives.

### **Ongoing Work: Competency-Based Education**

The CSSC suggested a few members to participate in a cross-organizational committee for a CCCC/NCTE/TYCA Dual Enrollment Task Force to revise the current CCCC dual enrollment position statement.

### **MLA Liaison Update**

Steven Alvarez, St. John's University, is in his second year serving as our MLA Liaison and formed another excellent panel for their convention: Dynamic Literacy Transactions Across Contexts.

- Tyler Branson, University of Toledo, "Literacy Transactions and Policy Regimes: Notes from a Semester-Long Participant Observation of a Dual Credit Course in Ohio"
- Jennifer Juszkievicz, Indiana University - Bloomington, "Science Literacy Pedagogy via Department of Labor Hazardous Communication Standards"
- Beth L. Hewett, Global Society for Online Literacy Educators, "Teaching Core Literacies Online: A Professional Development Plan"

### **Ohmann Award Selection**

Reva Sias, California State University - Fresno, successfully chaired this year's Ohmann Award committee for best article in the previous volume year of College English. The selection committee found Laurie Grobman's "Engaging Race": Teaching Critical Race Inquiry and Community-Engaged Projects" (CE 80.2) to be groundbreaking and insightful.

### **Upcoming CSSC Meetings**

The CSSC met in November 2017 at the annual convention, asynchronously online in January 2018, face-to-face at CCCC in St. Louis, and again asynchronously in July. We're focused on successfully implementing the revised convention plans, the Saturday workshop and the joint caucus listening session, as well as strategically fostering CSSC sponsored sections for the 2019 convention.

**Rochelle Rodrigo, Chair**

# **REPORTS OF THE CONFERENCES AND TYCA**

## Conference on College Composition and Communication (CCCC)

*The Conference on College Composition and Communication (<http://cccc.ncte.org/cccc>) is committed to supporting the agency, power, and potential of diverse communicators inside and outside of postsecondary classrooms. CCCC advocates for broad and evolving definitions of literacy, communication, rhetoric, and writing (including multimodal discourse, digital communication, and diverse language practices) that emphasize the value of these activities to empower individuals and communities. CCCC promotes intellectual and pedagogical freedom and ethical scholarship and communication. To this end, CCCC and its members*

- *sponsor and conduct research that produces knowledge about language, literacy, communication, rhetoric, and the teaching, assessment, and technologies of writing;*
- *create collaborative spaces (such as conferences, publications, and online spaces) that enable the production and exchange of research, knowledge, and pedagogical practices;*
- *develop evidence- and practice-based resources for those invested in language, literacy, communication, rhetoric, and writing at the postsecondary level;*
- *advocate for students, teachers, programs, and policies that support ethical and effective teaching and learning.*

### Introduction

Established in 1949, the Conference on College Composition and Communication, or CCCC, is the oldest and largest conference of NCTE with roughly 5000 members. CCCC is dedicated to researching and teaching composition. To this end, CCCC sponsors an annual convention in the spring that typically attracts 3,000 – 3,5000 participants, publishes a quarterly academic journal (CCC) and a book series (*Studies in Writing and Rhetoric*), offers numerous awards and grants for convention travel, research, publications, programs, and service, and develops position statements to support members' advocacy work.

The CCCC Executive Committee is comprised of 20 elected members, including one graduate student and one adjunct or contingent faculty member, eight *ex officio* voting members (the CCCC and TYCA officers), and the CCCC and TYCA publications editors (non-voting). The Conference holds biannual business meetings associated with the CCCC and NCTE conventions. In 2018, an additional summer meeting was held via Zoom to report on the five EC subcommittees' activities (Special Projects (Awards), Policy and Advocacy, Diversity and Inclusion, Listening and Communication, and Member Engagement) and to address a few business items.

### CCCC 2018 Activities

**Mission (approved March 2018):** *The Conference on College Composition and Communication (<http://cccc.ncte.org/cccc>) is committed to supporting the agency, power, and potential of diverse communicators inside and outside of postsecondary classrooms. CCCC advocates for broad and evolving definitions of literacy, communication, rhetoric, and writing (including multimodal discourse, digital communication, and diverse language practices) that emphasize the value of these activities to empower individuals and communities. CCCC promotes intellectual and pedagogical freedom and ethical scholarship and communication. To this end, CCCC and its members*

- *sponsor and conduct research that produces knowledge about language, literacy, communication, rhetoric, and the teaching, assessment, and technologies of writing;*
- *create collaborative spaces (such as conferences, publications, and online spaces) that enable the production and exchange of research, knowledge, and pedagogical practices;*
- *develop evidence- and practice-based resources for those invested in language, literacy, communication, rhetoric, and writing at the postsecondary level;*
- *advocate for students, teachers, programs, and policies that support ethical and effective teaching and learning.*

Our new mission statement reflects who we are and what we do, and, most importantly, it will guide organizational decision-making, especially as related to CCCC's human and financial resources:

### ***Sponsor and Conduct Research***

In FY18, CCCC dedicated approximately 14% of its budget to supporting member research, awarding \$158,258 in research grants for Research Initiative and Emergent Researcher Awards (six and seven grants, respectively; awarded projects can be found here: <http://cccc.ncte.org/cccc/awards/emergent-research> and <http://cccc.ncte.org/cccc/awards/researchinitiative>). Additionally, nearly half of the award recognitions sponsored by CCCC are given in recognition of member scholarship.

### ***Create Collaborative Spaces***

Three primary activities (each described separately elsewhere in report) support this aspect of our new CCCC Mission Statement: annual convention, summer conferences, and publications, and the bulk of CCCC resources are invested in these member benefits.

### ***Develop Evidence- and Practice-Based Resources***

In addition to its publications, CCCC maintains a range of member resources available on its website, with its position statements among the most utilized member resources. Most recently, the CCCC Executive Committee adopted the "Statement on Globalization in Writing Studies Pedagogy and Research" and "Scholarship in Rhetoric, Writing, and Composition: Guidelines for Faculty, Deans, and Chairs." Additionally, tasks forces have been appointed to revise or develop new position statements related to the mentoring and professionalization of graduate students, workplace bullying, and dual enrollment writing programs. The dual enrollment position statement is a joint effort between CCCC, TYCA, NCTE College Section, NCTE Secondary Section, and CWPA.

### ***Advocate***

Much of CCCC's policy advocacy work falls under the auspices of NCTE and its well-developed infrastructure to support literacy advocacy efforts at all levels, including its network of Policy Analysts (comprised, in part, of CCCC members) and its NCTE EC Policy and Advocacy Subcommittee, on which I am currently serving. CCCC is also developing its own collection of advocacy resources, including the aforementioned collection of position statements members can adapt to use in their own contexts, a set of resources and advocacy strategies related to labor (courtesy of CCCC Labor Liaison, Holly Hassel), and a "Strategic Action Toolkit," a robust website of resources that soon will be linked to CCCC's website.

## **2018 CCCC Convention**

The 2018 CCCC Convention, themed "Languaging, Laboring, and Transforming," took place in Kansas City, Missouri, March 14 - 17, 2018. Despite the many challenges leading up to CCCC 2018 in Kansas City, the convention proved successful in many ways. Program Chair Asao Inoue, assisted by the dedicated teams of the Social Justice at the Convention (SJAC) Task Force and the Local Arrangements Committee, worked diligently and creatively to ensure that CCCC 2018 was safe, accessible, and engaging.

As anticipated, at 2,695, total registrations for CCCC 2018 were below target, and, correspondingly, registration income from CCCC 2018 was down compared to the prior year; however, exhibit and sponsorship income was up, somewhat offsetting losses. Last fall, the CCCC EC voted to dedicate \$200,000 from its Contingency Reserve Fund toward SJAC activities and lost revenues in Kansas City, a significant portion of which was dedicated to an underutilized remote access pilot. Although we did not budget to continue the remote access pilot, the CCCC EC and future program chairs will continue to work on creating a "culture of accessibility" around the convention.



Additionally, despite anticipated losses, CCCC maintained or increased support for its various travel awards and grants, including increasing the number and amount of Scholars for the Dream awards. The generosity of CCCC members, who contributed \$7500 (matched by CCCC), enabled us to award 31 contingent faculty award assistance travel grants in 2018.

### **2019 CCCC Convention**

Program Chair Vershawn Ashanti Young has chosen the theme “Performance-Rhetoric, Performance-Composition” for the 2019 CCCC Convention, which will be held in Pittsburgh, PA, on March 13 - 16, 2019. Proposal review has been completed and acceptance notifications have been sent.

### **CCCC Summer Conferences**

Following a successful inaugural series of CCCC summer conferences in 2017, two CCCC-sponsored conferences were planned for summer 2018: “Inclusive Composition Practices, Processes, and Pedagogies,” hosted by Virginia Commonwealth University on May 25, 2018, and “Research(ing) Writing Cultures: Classroom, Program, Profession, Public,” hosted by University of Denver, on July 20-21, 2018. The VCU conference had over 150 attendees; DU’s conference had over 200. Both conferences went smoothly and were well received by attendees.

### **Publications**

CCCC supports three high quality publications: its journal, *CCC*, edited by Jonathan Alexander; the *Studies in Writing and Rhetoric Series (SWR)* book series, edited by Steve Parks; and the peer-reviewed, bi-annual publication, *Forum: Issues about Part-Time and Contingent Faculty*, centered on issues related to non-tenure track faculty and edited by Amy Lynch-Binie. CCCC publication income was up about one-third (\$5,650) in FY18, with expenses increasing correspondingly (by \$5,864). The increased income is due, at least in part, to a new NCTE strategy to increase outreach to non-member audiences, on which CCCC partnered. CCCC has budgeted for four new *SWR* titles in FY19.

It was a particularly busy year on the publications front. As part of its continued efforts to increase member engagement and mentorship, the CCCC EC approved a new mentoring program related to publication editing, the CCCC/TYCA Editorial Fellowships. These fellowships enable selected recipients to work with the respective publication editor to gain experience assisting with manuscript development, working with authors, building editorial boards, and implementing a strategic vision plan. The inaugural fellows, announced at the CCCC 2018 convention, are as follows:

- CCC Fellow, Abigail Oakley, Ph.D. candidate in Writing, Rhetorics, and Literacies at Arizona State University, who is working with Jonathan Alexander;
- SWR Fellow, Kristen Echols, Ph.D. candidate at the University of Louisville, who is working with Steve Parks;
- TETYC Fellow, Rachel Wineinger, Lewis and Clark Community College, who is working with Holly Hassel.

Moreover, CCCC completed its search for a new CCC editor to follow Jonathan Alexander’s exemplary service in this role. I am pleased to announce that Malea Powell, Michigan State University, has been selected to serve as the next editor of organization’s flagship journal, *CCC*.

### **Financial Report**

We ended FY18 with a loss of over \$174,000, an anticipated loss, given the challenges around the Kansas City convention, and a far less catastrophic loss than what we would be facing had the convention been canceled. However, low registration numbers for CCCC 2018 also contributed to a significant decrease in membership for FY2018, as convention registration is often tied to member renewals and new memberships. Thus, it is likely (and hoped!) much of the attrition is an anomaly and will be temporary. So

far, CCCC 2019 numbers (based on proposals and acceptances) are in line with a typical convention year. Fortunately, strong returns on investments in recent years have enabled CCCC to accumulate financial reserves sufficient to absorb these unforeseen costs with minimal impact on programmatic spending.

For FY19, we budgeted more modestly to prepare for an inevitable market downturn and to begin to bring our spending in closer alignment with our revenues. The FY19 budget has been built around more realistic rates of return on investments. Additionally, because CCCC still dips into its (currently ample) contingency reserves to cover its operational spending, the FY19 budget includes some responsible cuts, mainly to spending that has gone underutilized in the past, to better balance the budget, a process that will need to continue in subsequent years.

### **Other Noteworthy Activities**

- Thanks to the efforts of 21 awards committees, many with multiple categories of awards, CCCC was able to recognize its members' achievements in research, scholarship, programs, and service, including travel awards to support graduate students, tribal college faculty, international scholars (from Central and South America), and adjunct and contingent faculty.
- The CCCC EC approved the creation of a Social Justice at the Convention (SJAC) Committee and the development of a Wikipedia Initiative project.
- CCCC began collecting demographic data as part of convention registration in an effort to study the membership and to guide organizational decision-making. CCCC's initiative led NCTE to create a uniform set of demographic categories to use across all NCTE constituencies. CCCC will use NCTE's newly developed demographic categories and data collection statement on CCCC 2019 registration forms.
- The CCCC EC Subcommittee on Special Projects (Awards) has developed much needed procedures for establishing new awards and guidelines for assessing current awards programs.
- The CCCC EC Subcommittee on Member Engagement is in the process of developing a new member "Starter Kit" for CCCC. This group is also beginning to assess CCCC mentorship efforts and will work with NCTE's newly hired Membership Director to consider ways to counter our decade-long decline in membership.
- In an effort to improve communication and transparency with members, CCCC leaders are seeking ways to gather member feedback, for instance, requesting feedback on its new mission statement (prior to EC approval) and its current convention siting policy (to determine if revisions are warranted).

**Carolyn Calhoon-Dillahunt, Chair**

## Conference on English Leadership (CEL)

*The Conference on English Leadership (<http://www2.ncte.org/groups/cel/>) is an intimate professional community dedicated to building the leadership capacity of literacy educators. CEL serves department chairs, teachers, literacy coaches, supervisors, coordinators, and others who are responsible for shaping effective English language arts instruction. We provide literacy educators opportunities to learn and discuss both innovative pedagogical methods as well as effective approaches to leadership.*

*CEL remains committed to building the leadership capacity of literacy leaders. The programs outlined below support this goal. Additionally, CEL looks to the future to provide innovative services and professional development experiences for leaders based on their needs. As NCTE turns a page to increase its support of literacy teachers, CEL is writing a new chapter in our organization's story, one that will demonstrate the critical role of all kinds of leaders and the importance of our leadership focused conference.*

### CEL Gets a Makeover

CEL invested a year's worth of conversations about its identity. In spring 2017, we established a subcommittee of CEL's Executive Council to explore and make recommendations about the audience we serve and the image we project. One area of particular interest was the name, Conference on English Leadership. Did "Conference" confuse our potential members? Should we change it? Was "English" the correct term or did we want to expand our scope by using "literacy"? The committee surveyed our members via digital means as well as in focus groups to gather data pertinent to our study, focusing most on our name. In the end, the committee and the CEL EC determined that our acronym "CEL" has become a critical element of our identity, so we wanted to retain these letters. Doing so, though, restricted our options, and we were unable to find a new noun to replace "conference." Thus, the organization remains the Conference on English Leadership. We do, however, have a great new logo, which better captures the energy and tone of the group.



We are using the logo on our sites and communication now. We are, though, planning a logo launch during our 50th Annual Convention this November. CEL will print t-shirts and other items with the new logo prominently featured.

### New CEL Programs

As we did last year, CEL's Executive Council will focus our efforts on retaining and building membership. We feel strongly to accomplish both goals, we need to continually offer programs to support members' needs whether they attend CEL's annual convention or not. To better serve our members, CEL has added (or will soon) the following opportunities to our members:

- **CEL Book Club** - This spring, CEL Associate Chair, Janice Schwarze, organized a professional book club for Chicago area literacy leaders. They read *Writing My Wrongs: Life, Death and Redemption in an American Prison* by Shaka Senghor, an author we met during a dinner hosted by his publisher at the NCTE Annual Convention. The event attracted both current and potential CEL members. Anyone interested in attending the group had to be a CEL member to participate, so this group yielded several new members. This summer, the Chicago CEL Book Club met again

to discuss one of four professional texts. Approximately one dozen enthusiastic members attended. The group plans to meet again this fall.

- **CEL Online Book Discussion** (<https://www.facebook.com/groups/NCTE.CEL/>) - From August 12 - 25, CEL hosted its first online book discussion, featuring Tom Newkirk's latest book, *Embarrassment and the Emotional Underlife of Learning*. CEL created a Facebook group for this purpose. Again, only CEL members may participate in the discussion, which prompted a handful of interested folks to join CEL so they could participate. The Facebook discussion included over 75 participants and over 500 comments. We plan to run another discussion this winter.
- **CEL Talks** - This fall, CEL will launch *CEL Talks* in both video and podcasting formats. CEL Talks are brief, informational sessions where a CEL member discusses one aspect of leadership. The videos are three or four minute clips (you can see a sample [here](#)). The podcasts will be interviews. Most of these, too, will be housed behind our paywall, to give another value-added to CEL membership.
- **CEL GoodReads Group** (<https://www.goodreads.com/group/show/563464-conference-on-english-leadership-cel>) - The CEL EC begins each online discussion by listing what we are currently reading atop our agendas. Knowing there are few topics we love to discuss more than reading, we decided to create a GoodReads group where members can share their reading lives and engage in small conversations about fun book-lover topics.

## Other CEL Programs

CEL continues to offer outstanding programs to support literacy leaders. The cornerstone of these programs is the Annual Convention, which will mark CEL's 50th Annual Convention.

- **CEL 50th Annual Convention** (<http://www2.ncte.org/groups/cel/convention/>)- CEL will host its 50th Annual Convention in Houston, Texas November 18 - 20, 2018. The CEL program Chair, Kate Baker (NJ), chose the theme "CELebrating the Vision, Voice, and Momentum of Leadership" to emphasize celebrating the membership and vision of CEL and crafting a vision for the future of literacy leadership. The educational leaders from various levels of the profession have been asked to keynote: Jon Corippo, Pernille Ripp, LaVonna Roth, Chris Lehman and others still to be announced. The program for the convention will include Ignite-style speeches during mealtimes and breakout sessions that are 30-minute presenter-focused and 60-minute interactive sessions. CEL will also host an event to honor former CEL leaders.
- **CEL Emerging Leader Fellowship:** There are currently two active cohorts of Emerging Leaders Fellows in CEL. Cohort 7 (2017-2019) is comprised of 4 mentors and 9 fellows, and Cohort 8, which is scheduled to begin in August 2018, is comprised of 4 mentors and 13 fellows. Cohort 8 is, to date, the largest cohort of fellows CEL has ever accepted. Over the past several years, as the cohorts have become larger, they have also become more geographically diverse, with applicants from Maryland, Kansas, South Carolina, New Jersey, Georgia, Texas, Florida, Virginia, and Tennessee. Additionally, the cohorts are comprised of fellows with varying leadership roles. Cohort 8 includes reading specialists, literacy coaches, teacher leaders, curriculum coordinators, and assistant principals. This fall we will send former cohorts a survey about the program, asking for their input on what works and what we can do better to support both the Fellows and the Mentors. The Emerging Leaders Fellowship program continues to be an important program for our members (new and long-term) and an important tool for growing our membership.
- **State Liaison Network:** CEL's long-time State Liaison Coordinator, Tom Scott (WI), stepped down from the position in late January. In April, a committee of CEL EC members headed by CEL Past Chair, Rebecca Sipe (MI), has been leading the program. The committee is working to design and offer materials to help State Liaisons with their efforts, making it easier to turnkey programs (such as book clubs or regional institutes) in their regions. Additionally, the committee will clarify expectations for SLs to ensure they are serving as great ambassadors for CEL.

## CEL Communications

- **Social Media:** During our spring meeting this April, we established a marketing subcommittee. This group dedicated time and talents to creating a cache of images that can be utilized by the

@NCTE\_CEL Twitter feed as well as our personal feeds to promote CEL events. The use of images has increased our Twitter engagement analytics, which is one way to measure the reach of our message. Representatives from this committee also met with members of the NCTE social media team, which helped us clarify our goals for using social media to promote CEL.



- **English Leadership Quarterly** (<http://www2.ncte.org/resources/journals/english-leadership-quarterly/>): CEL's journal, the *English Leadership Quarterly*, continues to inform our members with timely articles and reviews. Elaine Simos (IL), a high school English teacher and literacy instructional coach, has assumed the editor position. Her first edition was published in early September. The journal's new design and layout has been received positively as it is more visually appealing. With the exclusive digital platform, CEL will continue to explore opportunities to embed videos into the journal as well as create online conversations around the published articles. CEL took advantage of this opportunity in the October 2017 issue when we embedded speeches of those running for Member-at-Large.
- **Twitter Chats:** Throughout 2018, CEL's twitter chat, or #CELchat, has provided the opportunity for both professional development and the expansion of the CEL base. We have worked hard this year to synchronize #CELchats to reflect the most recent posts on the official CEL blog, which has provided an increase in consistency and participant buy-in throughout the year. Guest co-hosts often are the blog post authors themselves, which has also brought new participants into the conversation. On September 12, for example, Pernille Ripp hosted CEL's "Back to School" chat. She also composed a post for our blog. As she is a keynote speaker for the annual convention, her participation also allowed us to promote our Houston program (<https://twitter.com/search?f=tweets&vertical=default&q=%23CELChat&src=typd>).
- **CEL Blog:** (<https://nctecel.wordpress.com/>): The CEL blog consistently posts informative pieces approximately twice a month. We strive to post pieces from our members as often as possible. However, in lieu of having a CEL author, CEL will reblog a great post from another site.

### Next Steps for CEL:

We continue to focus heavily on membership retention and recruitment this year. We believe engaging our current members with more programming and support opportunities will inspire them to renew their CEL membership each year. Additionally, we believe our focus on social media and marketing will help our efforts as well. There is much more to come from CEL in the near future!

**Heather Rocco, Chair**

**English Language Arts Teacher Educators (ELATE)**  
(Formerly the Conference on English Education (CEE))

*English Language Arts Teacher Educators (<http://www2.ncte.org/groups/elate>) serve those NCTE members who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy.*

**Position Statement, Name Change, and Rebranding**

Melanie Shoffner led a committee to revise the CEE position statement. This has been revised and the executive committee voted to support it in our November meeting.

Melanie Shoffner also led a committee to identify a new name for CEE. They came up with English Language Arts Teacher Educators (ELATE). The CEE EC voted to support it, so it went to a vote by the membership, which also voted in support. The name change will be gradually implemented after July 1 this summer and more dramatically at the Convention in November.



In response to the EC allocation of funds, a committee worked with Brains on Fire to develop a new logo using the new name. Like the name, it will begin being used this summer, but more dramatically so at the Convention in November.

**NCTE Annual Convention**

Carmen Kynard, Tom McCann, and Melanie Shoffner completed their terms on the CEE EC, and Todd deStigter, Mandie Dunn (ex officio), Sophia Sarigianides, and Yolanda Sealey-Ruiz joined the EC.

CEE offered numerous well-attended roundtable discussions, panels, and presentations focused on issues in English education during the Convention, with the CEE Commissions meeting twice during the Convention to discuss and move forward with various projects. Angie Thomas, award-winning author of *The Hate U Give* was the very well-received CEE luncheon speaker. Program chairs for the 2018 Convention are Chris Goering, Vice-Chair, and Ken Lindblom, EC member.

**CEE Awards**

*CEE Graduate Student Research Award*

The recipients of the CEE Graduate Student Research Award were Chris Bacon and Joelle Pedersen of Boston College, Chestnut Hill, MA for their paper entitled “‘It’s Like Close Reading for Identity’: A Framework for Writing as Discourse with Teachers of Linguistically Diverse Learners.” This award is focused on supporting the work of future scholars in the field of English education whose research advances the mission of CEE. One award is given yearly.

*James N. Britton Award*

The James N. Britton Award was not awarded this year. When it is, it is to encourage English Language Arts teacher development, consistent with the major goal of CEE, by promoting classroom-based research in which teachers at any educational level raise questions about teaching and learning in their own teaching/learning settings.

*Janet Emig Award*

The Janet Emig Award was awarded to Detra Price-Dennis of Teachers College, Columbia University, New York, NY for her articles entitled, “Developing Curriculum to Support Black Girls’ Literacies in Digital Spaces,” published in *English Education* in July 2016. The award is given in honor of Janet Emig, Professor Emeritus of English education at Rutgers University, for her contribution to the field of English education.

*Richard Meade Award for Research in English Education*



The Richard Meade Award is awarded, typically, in even years. The award is given to recognize published research-based work that promotes English language arts teacher development at any educational level and in any scope and setting.

#### *James Moffett Memorial Award for Teacher Research*

The James Moffett Award was awarded to Jonna Kuskey for his project entitled "Writing for a Real-World Reason." This award is a grant (usually \$1000) offered by CEE, in conjunction with the National Writing Project, to support teacher research projects that further the spirit and scholarship of James Moffett.

#### *Geneva Smitherman Cultural Diversity Award*

The Geneva Smitherman Cultural Diversity Award was awarded to

**Anthony Celaya for his presentation entitled**, "From Fact to Fiction to Action: Using YA Literature for Participatory Action Research" and **Nicholas Rink for his presentation entitled** "Re-positioning 'At-risk' Students' Experiences with the Trauma of Normative Schooling Practices." This grant is given to first-time NCTE Annual Conference presenters who are members of groups historically underrepresented in NCTE and CEE.

#### *CEE Research Initiative Award*

The CEE Research Initiative Award was awarded to the following recipients:

1. Cati V. de los Ríos of University of California, Riverside for her project, "Developing Students' Ethnic Studies Literacies: An Ethnographic Study of One Urban English Classroom"
2. Michelle Fowler-Amato of Old Dominion University and Amber Warrington of Boise State University for their project, "Seeking Antideficit English Education Through Teacher/Researcher Collaborations"
3. Alison Heron Hruby of Morehead State University and James Chisholm of University of Louisville for their project, "Learning to Teach Writing Using Digital Mediation: Teacher Candidates as Online Writing Mentors for High School Students"
4. Stephanie Shelton of The University of Alabama, Tuscaloosa for her project "An Intersectional Approach to English Education: Professional Development and Classroom Implementation"

This award is given in support of research projects that advance the mission of CEE and contribute to CEE's efforts to communicate more effectively with different audiences.

### **Commissions**

We voted to accept proposals for three new commissions:

- Commission on Family and Community Literacies, chaired by Tracy Flores and Laura Gonzales
- Commission on Everyday Advocacy, chaired by Cathy Fleischer
- Commission on History of English Education, chaired by Sheridan Blau and Patricia Stock

These are in addition to our previously existing commissions:

- Commission on Study and Teaching of Adolescent Literature, chaired by Victor Malo-Juvera with Sophia Sarigianides serving as the liaison to the CEE EC
- Commission on Writing Teacher Education, chaired by Christine Dawson and Shuana Wight with Anne Whitney serving as liaison to the CEE EC
- Commission on New Literacies, Technology, and Teacher Education, chaired by Amy Piotrowski and Katie Rybakova with Troy Hicks serving as liaison to the CEE EC
- Commission on the Teaching of Poetry, chaired by Danny Wade and Bonner Slayton with Rob Petrone serving as liaison to the CEE EC
- Commission to Support Early-Career ELA Teachers, chaired by Anna J. Small Roseboro and Claudia Marschall with Ken Lindblom serving as liaison to the CEE EC
- Commission on English Methods Teaching and Learning, chaired by Heidi Hallman and Kristen Pastore-Capua with Leslie Rush serving as liaison to the CEE EC

- Commission on Social Justice in English Education, chaired by Briana Asmus and Chaz H. Gonzalez with David Schaafsma serving as liaison to the CEE EC
- Commission on Arts and Literacies, chaired by Katherine Macro and Michelle Zoss with Ken Lindblom serving as liaison to the CEE EC
- Commission on Dismantling the School to Prison Pipeline, chaired by David Kirkland and sj Miller with Tonya Perry serving as liaison to the CEE EC

Two commissions were retired:

- Commission on Creating and Sustaining NCTE Student Affiliates
- Commission on In-service Graduate Programs and Professional Development

## **Finances**

We voted to allocate \$4500 to rebranding CEE. We budgeted \$6000 for the CAEP Standards revision committee to meet, but they have not yet used those funds.

## **Ad Hoc Committees**

- Tonya Perry continues to lead an ad hoc committee on *Membership Support* to continue the work started by last year's committee, particularly in term of information about edTPA and writing SPA reports.
- Chris Goering is leading an ad hoc committee on *Mentor Programs* to examine CEE mentorship programs: the CEE Early Career Faculty Mentorship Program, the Veal Seminar, and the CEE Graduate Student Strand Mentorship Program to propose a way forward that serves distinct purposes. They appointed Shoffner to lead the Veal Seminar for 2018 Convention.
- Troy Hicks is leading an ad hoc committee on *CEE Standards* to submit to CAEP. We identified Donna Pasternak as a potential board member to represent CEE on CAEP.
- Ken Lindblom and Leslie Rush agreed to work together as an ad hoc committee to create a clear, concise, accessible document offering tips to ELA teacher educators preparing to produce SPA reports.
- Amanda Thein and Anne Whitney agreed to work together as an ad hoc committee to draft a policy and/or procedure for offering funds to support CEE commissions.

## **Mollie Blackburn, Chair**



## **Whole Language Umbrella (WLU)**

*The Whole Language Umbrella (<http://www2.ncte.org/groups/wlu>) is an NCTE Conference made up of whole language support groups and individual professionals interested in developing and implementing whole language in educational institutions. WLU is based on a view of whole language as a dynamic philosophy of education.*

The WLU Executive Board for 2017-2018 consisted of Roxanne Henkin, President; Caryl Crowell, Past President, and board members Ray Martens, Pat Paugh, Deborah MacPhee, David Schultz, Michele Myers and Yang Wang. Ray Martens finished his term and we thanked him for all his contributions. Deborah MacPhee's term as a board member didn't end until 2019, but since she is serving as President-Elect for the 2018-19 year, Pat Paugh has graciously agreed to serve one more year as a board member. Elected representatives for 2018-2019 are Roxanne Henkin, President, Deborah MacPhee, President-Elect, and board members Pat Paugh, David Schultz, Michele Myers, Yang Wang Kelly Allen, and Yueh-Nu Hung. The board thanks the nominating committee of Pat Paugh and Michele Myers for all their hard work in securing nominees for the WLU Board of Directors.

### **WLU at the 2017 NCTE Convention**

WLU board members reviewed proposals for WLU strand sessions for the 2017 Convention in St. Louis, Missouri, in early February. We reviewed 145 proposals, selected our 12 secured slots and ended up with a total of 48 WLU strand sessions at the 2017 NCTE Convention. Our WLU Opening Session was "Literacy Educators Talking Back to Public Education Policy, Mandates and Legislative Trends," a panel session chaired by Rick Meyer and Bess Altwerger.

The WLU board met in a face-to-face meeting on Thursday, November 16, 2017, prior to the opening of the NCTE Convention. Discussion focused on WLU Summer Institute planning, nominations, proposals, and awards, as these are coming up soon. We also talked about the wording to ask presenters at the NCTE Convention to consider submitting a proposal for the 2018 WLU Summer Institute. All the board members handed out the WLU Sessions flier and the Call for Proposals.

Roxanne Henkin joined the NCTE Executive Committee and attended all meetings. She also served on the Teacher Agency Committee.

### **WLU Board Meetings**

The WLU board met in face-to-face meetings on July 24, 2017 and July 28, 2017, prior to and immediately following the 2017 Literacies for All Summer Institute. In addition to the final details for the summer institute, the board work included revisions to the handbook and changes in the deadline dates, a discussion of the call for the 2018 Literacies for All Summer Institute, and a discussion about conference fees. The July 28th meeting included a debriefing of the current conference and planning for the 2018 conference.

The WLU board met on-line via zoom on September 24, 2017 and October 29, 2017, prior to the NCTE Annual Convention. During these meetings, the discussion included potential speakers for the 2018 Literacies for All Summer Institute. Because the site was not secured until the Fall, speakers were not contacted until then. We also discussed potential award winners for the 2018 Service Award, Life Membership Award, and Reclaiming the Joy of Teaching Award.

The WLU board met on-line via Zoom on January 28, 2018, February 25, March 25, 2018, April 22 and June 3, 2018, prior to the WLU Summer Institute which was on July 12-14, 2018. During these meetings, the discussion included all aspects of the 2018 Literacies for All Summer Institute.

We also discussed potential award winners for the 2018 Service Award, Life Membership Award, and Reclaiming the Joy of Teaching Award. The award recipients include Caryl Crowell for the Life Membership Award. Caryl is the only recipient ever to receive all of the WLU Awards. Prisca and Ray Martens are the

recipients of the Service Award, and Morgan Belcher is the recipient of the Reclaiming the Joy of Teaching Award. All the recipients received their awards at the 2018 WLU Conference.

### **WLU 2017 Conference**

The 2017 Literacies for All Summer Institute was held July 20-22, 2017, in Tucson, Arizona, at the Marriott University Park Hotel. This location was chosen because of its easy access to many and varied restaurants, shopping, and entertainment via walking or Tucson's streetcar and its proximity to the University of Arizona campus. Featured speakers included Marissa Moss, Curtis Acosta, Jewell Parker Rhodes, Deborah Rowe, and Perry Gilmore. We received 76 proposals and accepted 64 for the 49 concurrent sessions. Four of these sessions were symposia, 2 ¼ hour extended sessions on a range of topics. One symposium was held at the Arizona State Museum, an anthropology/archaeology museum on the UA campus. In addition to events at the hotel, a reception was held at the Worlds of Words, a library on the UA campus housing an international collection of children's literature. At that same event, we showcased the Goodman archives, currently being curated by the UA Library and celebrated the 90<sup>th</sup> birthday of Ken Goodman.

The theme of the conference, "Global Literacies, Global Conversations: Celebrating Our Connections," was most appropriate for the times, and also for the location of the conference. Tucson is a very diverse community. Tucson was also chosen as the site for the conference because of the presence of a local TAWL group with a long-standing record of professional activity in the area and the fact that the 2008 conference in Tucson was the best-attended conference of the last 10 years. The conference drew 154 attendees who shared enthusiastic comments about the event. A few are included below. We also held a book drive for the Aneth Community School, a BIE school on the Navajo Nation that we heard could benefit from more books for their school and classroom library in order to sustain a more engaging reading program for their students. Participants purchased new books from KidsCenter, a local, independent children's book store that was invited to sell at the conference, or donated gently used books. Nearly twelve boxes of books will be sent to the school. In return, the children at this K-6 school sent artwork to brighten the hallways of our conference space.

#### **Comments about the conference**

*I had such wonderful experiences at the 2017 WLU Conference. This was my first WLU Conference, and it gave me a terrific opportunity to get up to speed with happenings in the WL field over the past twenty some years...I can hardly imagine all of the work involved on many levels to put on this highly organized, smoothly run conference which offered such a variety of informative and inspirational topics on whole language. As one participant I wish to thank you for your major part in making this event happen.*

*I also heard from so many attendees how successful they found the conference. We hope NCTE hears about the notes of congratulation so that they appreciate the work that WLU is doing on behalf of professional educators which heightens the impact and support for NCTE as a significant leader in the field of the English language arts. And at the same time I want to thank NCTE for its support for WLU...I hope you are proud of all you and the WLU board has accomplished for holistic and progressive education.*

*I certainly hope to come to WLU in the future. It was a wonderful conference and of course, I always get charged up when I have the chance to be with so many great whole language educators and researchers. The event for Ken (and Yetta) Goodman was truly special, also.*

*This was my first time attending the conference. I finally made it to this conference after hearing so much about it all these years. Once I arrived, I was glad I went, starting with the greetings from you, Kathy, and Yetta, who all welcomed me to Tucson. Then, going to the Arizona State Museum, walking through the University of Arizona campus, and attending the reception at the World of Words children's literature space was inspiring. The opening reception with the mariachi band of children in grades 3 through 8 was delightful. I even posted bits of their performance on my social media. I attended some wonderful sessions and the keynote speakers were passionate, and provided such relevant information and sources of advocacy. I appreciated how warm and welcoming everyone at the conference was, and having dinner with you, Elizabeth, Roxanne, and Meredith. The display of children's books was wonderful, and despite traveling*

*only with carry-on luggage that included art supplies, I purchased three books. The author luncheon was superb. I loved the location, right next to University Blvd, with all those wonderful shops and cafes. All told, it was a wonderful experience. Thanks so much for organizing it and putting it all together. I look forward to seeing you at NCTE 2017.*

## **The 2018 NCTE Convention**

NCTE proposal numbers were up this year. In 2018, 2,162 proposals were submitted, while in 2017, 1,604 proposals were submitted. New this year, proposals were read three times by different reviewers. We reviewed 181 proposals and accepted our 12 sessions. There were 60 WLU Strand proposals accepted (including in other NCTE Sections and groups), but some of them were combined so we will probably end up with 48 or 49 sessions. In 2017, we reviewed 145 WLU Proposals and accepted a total of 48 proposals for the WLU Strand. Kathy Short et. al. will be our WLU opening session keynote speaker.

President Roxanne Henkin and Past President, Caryl Crowell attended the conference planning meeting in Washington, DC in February.

## **WLU Awards**

The Lifetime Membership Award is presented to a member who has, throughout his/her career, made an outstanding contribution to whole language in general and/or the Whole Language Umbrella in particular. Kathryn Mitchell Pierce received the 2017 Lifetime Membership Award.

The Service Award is presented to a member who has made a particular contribution to the Whole Language Umbrella in terms of the work done for the organization. Jane Baskwill received the 2017 Service Award.

The Reclaiming the Joy of Teaching Award honors a pre-K through 12 teacher who inspires authentic progressive literacy learning. Elisa Waingort received the 2017 Reclaiming the Joy of Teaching Award.

Deborah MacPhee and David Schultz chaired the Awards Committee and are thanked for their leadership by the WLU board.

## **Strategic Planning**

At the NCTE 2017 WLU Board Meeting, we spent time brainstorming budget possibilities and focused on the following ideas:

- Increasing and retaining membership
- Increasing TAWL groups memberships
- Decreasing Board travel expenses

We did an activity that had the board rotating through three different groups and brainstorming ideas for each of the topics. We then identified the key ideas for each topic. This discussion was continued during our February Zoom meeting. In addition, Debi Goodman, Pat Paugh, and Deborah MacPhee began work on a book proposal for NCTE publications.

We also updated our handbook. We had thoughtful discussions about the placement of the diversity statement, and how it was important throughout the document. We also discussed other key issues. The WLU Handbook was reviewed, revised, and edited.

Increasing membership has been a large focus for us. We have increased our Facebook presence, and recently had our 1000<sup>th</sup> like. We have shared information about the conference as well as relevant educational articles on Facebook. We have also used Twitter Chats to engage members, particularly younger teachers. We have encouraged local TAWL groups to associate with us and to attend our conference.

We have engaged in a year-long discussion about decreasing Board travel expenses. We have decided to take a multi-prong approach to this issue. It was felt very strongly that if we eliminated the board travel expenses, then we probably wouldn't be able to attract younger educators to our board. We have been excited about new board members, both last year and this year who have been elected, and we want to help with their expenses, especially because they may not be able to participate otherwise. So, we have been brainstorming alternative ways of raising money to cover board expenses and to increase WLU revenue.

We decided to sell T-shirts at the Baltimore conference. The T-shirts say:  
I M WLU RU?

### ***Talking Points***

The WLU Board reviewed three applications for the new editors, and a decision was reached at the July 2018 WLU Board Meeting. The current *Talking Points* editors have filed a separate annual report.

### **Planning the 2018 WLU Conference**

The online proposal submission went live for the 2018 WLU Conference Proposals. The board was pleased to have this system in place and it made the reviewing process easier and more efficient. President Roxanne Henkin and Past-President Caryl Crowell planned the program in March.

The 2018 WLU Literacies for All Conference took place July 12-14, 2018 at the Lord Baltimore Hotel in Baltimore, Maryland. The theme of the conference was *Sustaining Joy in Our Learning Communities during Challenging Times*. The following are the Keynote Speakers:

- Thursday Night Opening Keynote Speaker: David Wiesner, writer and illustrator of children's books,
- Friday Morning Keynote: Jitu Brown, National Director, Journey for Justice Alliance
- Friday Luncheon Speaker: Jonathan Bean, author and illustrator of children's books
- Saturday Closing Speakers: Franki Sibberson, NCTE President-Elect and Mary Lee Hahn, Teacher at Dublin City Schools

The program had 47 roundtables, discussions and panel presentations. The topics included Literacy & Literature, Language and Culture, Digital and Visual Literacies, Reading and Miscue Analysis, Multiple Languages and Literacies, Literacy and Social/Political Action, Community Literacies, Collaborative Projects and Early Childhood.

The Preconference Workshop addressed the theme, "Organizing for Racial & Social Justice in Schools and Communities. Jitu Brown, National Director of Journey for Justice Alliance and the "We Choose Campaign," was the Keynote Speaker. Workshop sessions were led by leaders of Journey for Justice, Advancement Project, United We Dream, Racial Justice Now, and Leaders of a Beautiful Struggle. Our Opening Reception followed the Pre-Con. The Hammond High School Jazz Combo played during the reception.

We had 8 breakout rooms for the conference. Roxanne and Caryl did the conference planning together. There were 75 proposals, and there are 47 sessions, which included combined sessions. Acceptances, etc. went out in early April. There was feedback after last year that the sessions on Friday ended too late in the afternoon. There was enough room on the program to start the day later and end earlier with a bit more time for the luncheon on Friday.

During the conference, we held a book donation drive to benefit the New Song Academy. The Children's Bookstore sold children's books written by some of our keynote speakers, and participants could choose to buy a book, or bring a book from home to donate to the school.

### **Roxanne Henkin, President**

## Two-Year College English Association (TYCA)

The Two-Year College English Association (<http://www2.ncte.org/groups/tyca/>) unites teachers committed to the teaching and study of English in the two-year college, to advancing the profession, and providing a national voice for the two-year college in postsecondary education.

### Overview

The Two-Year College English Association (TYCA) membership consists of NCTE members who subscribe to *Teaching English in the Two-Year College (TETYC)* and/or indicate two-year college interest on their member profiles. TYCA also has seven regional organizations: Northeast, Southeast, Southwest, West, Pacific Coast (ECCTYC), Pacific Northwest, and Midwest. Currently it is possible to belong to a regional TYCA without belonging to national TYCA, and vice versa.

The TYCA Executive Committee consists of eleven voting members: Chair, Associate Chair or Immediate Past Chair, Secretary, Editor of *TETYC*, and a representative from each of the seven regional organizations. The TYCA EC meets twice a year on the Saturday during the NCTE Convention and CCCC. The TYCA Chair is a voting member of the NCTE and CCCC ECs.

### TYCA Regional Organizations

TYCA's seven regionals each have their own executive committee and have one representative sit on the national TYCA EC. The regional conferences have a long history, dating back to the mid-1960s, and provide an affordable, local conference for TYCA members and non-members alike. Most are held in October with the exception of TYCA-SE, which is held in February. TYCA-PNW will move its Fall 2018 conference to Spring 2019 in order to maintain its joint-conference relationship with the Pacific North West Writing Center Association, which is moving from fall to spring. As of this writing, not all conference information is available. Information about each region and their conference can be found at [www.ncte.org/tyca/regionals](http://www.ncte.org/tyca/regionals).

Region	Upcoming TYCA Regional Conferences
<b>TYCA Northeast</b>	"English at the Crossroads: Power and Possibilities" October 11-13, 2018 LaGuardia Community College Long Island, NY (Visiting Officer: Jeff Andelora)
<b>TYCA Southeast</b>	TBA February 2019 TBA TBA (Visiting Officer: TBA)
<b>TYCA Southwest</b>	"Connect—Collaborate—Innovate: The Tides of Change" October 25-27, 2018 San Luis Resort Galveston, TX (Visiting Officer: Suzanne Labadie)
<b>TYCA West</b>	"The Big Picture: Transfer, Threshold Concepts, and the Two Year College" October 12-13, 2019 Salt Lake City Community College Salt Lake City, UT (Visiting Officer: Suzanne Labadie)
<b>TYCA Pacific Coast/ECCTYC</b>	TBA October 2019 TBA TBA (Visiting Officer: TBA)
<b>TYCA Pacific Northwest</b>	<b>TBA</b> April/May 2019 Yakima Valley College Yakima, WA (Visiting Officer: TBA)
<b>TYCA Midwest</b>	"Educators on the Edge" October 11-13, 2018 Embassy Suites, Indy Downtown Indianapolis, IN (Visiting Officer: Cheryl Hogue Smith)

## **TYCA Executive Committee Meeting**

The TYCA EC last met on Saturday, March 17, 2018, at CCCC in Kansas City, MO. Discussion of the first national TYCA conference dominated the agenda. What follows is a brief recap of the meeting:

- The CCCC EC approved on Wednesday, March 14, TYCA's request for seed money for their first national conference in Pittsburgh on March 2019, the Wednesday before CCCC.
- The EC decided on a Conference Planning Committee: Joanne Giordano, Sarah Z Johnson, Travis Margoni, Stephanie Maenhardt, and Beverly Fatherree. We agreed to ask Joanne to chair the committee. Also important was making sure all regions were represented.
- Additional items discussed:
  - Conference theme
  - Strands for concurrent sessions
  - Possible keynote speaker(s)
  - Collaborating with other groups (CBW) and integration with CCCC
  - Meals/Publisher Sponsorship
  - Call for Proposals and Timeline
  - Engaging TYCA Regional organizations
- Asao Inoue, CCCC Program Chair, visited to express support for conference.
- Emily Kirkpatrick, NCTE's Executive Director, visited to express her support, along with some action items to we needed to get started on.

## **TYCA Awards**

TYCA honors its award winners each year at CCCC. The Nell Ann Pickett Service Award and Mark Reynolds *TETYC* Best Article Award awards are presented at the CCCC Awards Reception. The Diana Hacker Awards and the Public Image Committee "Fame Award" recipients are recognized at the TYCA Breakfast. Committees for each of the following awards work to decide on finalists from a list of nominations. Winners of the 2018 awards are as follows:

- **Diana Hacker TYCA Outstanding Programs in English Awards:** The Diana Hacker TYCA Outstanding Programs in English Award went Salt Lake Community College for their "Writing Across the College" program. Honorable mentions went to Queensborough Community College for "Students Working in Interdisciplinary Groups" and Midland's Technical College for "Student English Conference." Sravani Banerjee chaired the Awards Committee, and winners were honored at the 2018 TYCA Breakfast at CCCC.
- **Nell Ann Pickett Service Award:** The Nell-Ann Pickett Award Committee received no nominations last year, so no award was given.
- **The Mark Reynolds *TETYC* Best Article Award:** The 2018 Mark Reynolds *TETYC* Best Article Award went to Mara Lee Grayson for "Race Talk in the Composition Classroom: Narrative Song Lyrics as Texts for Racial Literacy," which appeared in the December 2017 issue of *TETYC*. The award was presented at the 2018 CCCC Awards Reception. Last year's winner Taiyon Coleman chaired the committee, and Mara lee Grayson will chair next year's.
- **Fame Award:** No 2018 TYCA Fame was awarded.

## **TYCA Breakfast**

The TYCA Breakfast took place on Saturday morning at 7:00 at CCCC. Brian Harrell hosted the 2018 breakfast, which remains a popular conference event. Because of the TYCA conference at the 2019 CCCC in Pittsburgh, the TYCA breakfast will not be held.

## ***Teaching English in the Two-Year College***

*TETYC* continues to be the leading publication about teaching English in the two-year colleges. Holly Hassel is in her second year as editor and has several innovative ideas to expand submissions and readership. Each region contributes material quarterly to "TYCA to You," a section in *TETYC*, and each region has a member on *TETYC*'s Editorial Board. *TETYC* provides a primary source for professional development for TYCA members.

### **TYCA at NCTE Advocacy Day**

TYCA Chair Jeff Andelora, is the chair of NCTE's Policy and Advocacy subcommittee, which plays an active role in NCTE's Advocacy Day each spring in Washington, D.C.

### **TYCA Listserv**

Our TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions. <https://groups.google.com/forum/#!forum/tyca-listserv>

### **TYCA Conference Planning**

Under the leadership of Joanne Giordano, the TYCA Conference Planning Committee has been working to plan the first TYCA National Conference, on the Wednesday before CCCC 2019 in Pittsburgh. The "[Call for Proposals](http://www2.ncte.org/groups/tyca/2019-tyca-conference-call-proposals/)" (<http://www2.ncte.org/groups/tyca/2019-tyca-conference-call-proposals/>) is online.

### **Appreciation, Recognition, and Thanks**

Thanks to Cheryl Hogue-Smith and Suzanne Labadie, TYCA's Assistant Chair and Secretary, for their stellar work!

TYCA members and elected officers are grateful to the leaders of NCTE, CCCC, and the College Section for their staunch support of TYCA.

All of TYCA's officers, past and present, have greatly appreciated the work of our NCTE liaison, Linda Walters-Moore.

**Jeff Andelora, Chair**

# **REPORTS OF THE STANDING COMMITTEES**



## Standing Committee on Affiliates

**Charge:** *In order to celebrate and cultivate the public voices of affiliates and their individual members, the Standing Committee on Affiliates is charged:*

- *To plan and implement an Affiliate Leadership Breakfast at the NCTE Annual Convention intended to celebrate the contributions individual affiliates have made in the past year;*
- *To encourage members of affiliates to join and engage with NCTE's various programs, projects, and encourage use of NCTE resources at the local level;*
- *To participate in the bi-annual affiliate leadership meeting, held every other summer, with financial sponsorship of airfare, hotel, and food costs;*
- *To keep up-to-date with NCTE policies, structural changes, and focal issues and inform affiliate groups in a timely fashion;*
- *To respond to staff and NCTE Executive Committee requests for advice on planning affiliate events, leadership meetings, and general issues.*

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

We continue to work on our topic-driven Zoom meetings within regions. Using our own experience with Zoom for group communication allowed us to share best practices with others. We are experimenting this year with on-line sessions that we see as “teasers” for the work affiliates can do with us at our mini leadership conference in Houston.

We have had quite a change in our work with NCTE leadership this year. With Millie Davis's retirement and changes in who would work as our SCOA liaison, we have re-delegated some tasks internally within the committee. Our thanks to LuAnn McNabb and Linda Walters-Moore who provided excellent support for us this year.

Our changes to our newsletter, journal and website awards was a very positive one for us and we believe that it is helping our affiliates spend more time understanding their own strengths and challenges.

Our affiliate extravaganza continues to be a well-attended offering. Affiliate colleagues have gained a great deal of information from this session and it provides all of us time to get to know what types of projects are going on around the country.

**What actions, projects, initiatives, or studies are “in progress” at this time? What have you accomplished so far, and what is your timeline for future work?**

We asked for and were given time for a mini-leadership meeting at the Houston convention. We felt it was important to provide our colleagues opportunities to interact with us and each other in the “off” years when there will be no summer leadership meeting. We have planned a four hour meeting which will allow us to have time for discussion with our colleagues as well as provide time for “hands-on” development of website/journal templates, membership approaches, and so on.

**Jean Boreen, Chair**

## Standing Committee Against Censorship

### Charge:

- To solicit and receive reports of [censorship](http://www2.ncte.org/resources/ncte-intellectual-freedom-center/) (<http://www2.ncte.org/resources/ncte-intellectual-freedom-center/>) incidents from NCTE members, constituent groups, and sources outside the Council;
- to serve as a resource on current patterns of censorship; to continue to raise awareness of censorship issues;
- to serve as an advisory committee to NCTE Headquarters considering the kinds of support and services that an Intellectual Freedom/Anti-Censorship Center could provide;
- to promote policies for literature adoption that allay the possibility of censorship;
- to help NCTE develop rationales for the teaching of controversial texts, and
- to develop a white paper that further explores students' right to write and all of its implications.

**Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.**

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

NCTE's vision calls for collaboration and community in an effort to support teachers and students in classrooms. The current members of the Standing Committee Against Censorship (SCAC) have collectively vowed to continue this support through both a summer project, presentations at the annual convention in Houston, and collaboration with other NCTE committees.

Our first project aimed to fill the gap in our current rationale list that NCTE members draw on when faced with a challenge of censorship in their classrooms. In addition to each member completing two rationales, several members have built the crafting of rationales into their current graduate English education courses, thus helping us add to this valuable resource. It is the goal of this project for educators to draw on these rationales as a means of supporting their commitment to student access of diverse literature.

In addition to this project, we have been diligently working on the two presentations that will be sponsored by our committee at the annual convention in Houston. We have collaborated on creating resources to distribute and have secured several young adult authors as panelists for a discussion on the disproportionality of challenges to YA literature by authors of color and LGBTQ authors. This endeavor supports NCTE's vision of assisting teachers in providing access for more diverse voices in their curriculum.

Two of our current members, Brooke Eisenbach and myself, have been collaborating with NCTE's LGBT Advisory Board Committee. Together, with two of their members, we have submitted a proposal for a themed journal of the *English Journal*. If accepted, it is the intention of the SCAC to contribute to this issue with a collectively written article on censorship, thus adding to the research in our field.

Lastly, we have gathered and submitted our research findings on age appropriateness to a shared Goggle folder. It is our aim to use these findings to support a potential position statement.

### 2. What have you accomplished so far, and what is your timeline for future work?

During our annual meeting at the NCTE convention in Houston, all rationales will be submitted to the chair. The chair will review each submission and pass them along to NCTE to be uploaded onto the rationale resource list located on NCTE's webpage.

We have met several times since the last annual meeting and have scheduled one more meeting before the annual convention to finalize our presentations and share our progress on the rationales. During this meeting a call to begin to consider our next project and session topics for the 2019 conference will be discussed.

This past year, each member has contributed research findings on age appropriateness to a shared Google folder. During our annual meeting in Houston, we will review these findings and continue our conversation on using our findings for a position statement on this topic.

**3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

The SCAC assists any and all NCTE members in the event that they find themselves facing a challenge of censorship in the classroom. Given the increasing number of recent challenges surrounding texts that explore race, gender and sexuality, our support is not only needed, but it is imperative in upholding the vision of NCTE. As a resource in this capacity, we are helping shape the profession of teaching and the understanding of literacy in educational contexts. In teachers' efforts to support student's literacy development and access to diverse texts, our committee continues to provide resources (rationales, position statements, etc.) that offer guidelines and frameworks that help educators advocate for students' rights to read and write.

**Paula Greathouse, Chair**

## Standing Committee on Diversity and Inclusivity

**Charge:** *The committee will have the following charge:*

- *Advise NCTE on efforts to foster diversity and inclusivity among members and potential members, including (but not restricted to) in terms of race, ethnicity, sex and gender identity, age, economic status, physical ability, and teaching circumstances. Work in concert with the NCTE Executive Committee and Executive Director on specific assignments that ensure equity and diversity within membership.*
- *Identify strategies to employ the resources and values of diversity and inclusivity to advance NCTE's mission for all members, our students, and our constituencies.*
- *Provide annual or biannual analyses of the effectiveness of NCTE diversity and inclusivity initiatives, and to make recommendations based on that analysis.*
- *Identify existing research or resources that can support a diverse NCTE membership and their professional needs. Identify gaps or opportunities that might be met with new research or resources.*

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work and connect your work to the [NCTE Vision Statement](#), if applicable.

**Note:** *In January 2018, Toby Emert, former chair of the committee, became a coeditor of NCTE's English Journal, which meant that he had to resign as the committee chair. Julia Torres, a committee member, was selected as the chair of the committee, but shortly thereafter, Julia was elected to serve on the Executive Council. These changes in duties for both Toby and Julia have meant that the committee has been "in limbo" in terms of a designated chair for much of the 2017-18 year. See the correspondence below.<sup>i</sup>*

### 1. What actions, projects, initiatives, or studies are "in progress" at this time?

In preparation for the 2017 conference, the committee members worked closely with the local engagement committee to plan for a robust series of events specifically related to issues of race and justice (in response to several incidents of harassment and violence in Missouri, where the conference was held). Julia Torres served as a committee representative to the local engagement committee and reported on their work to the group in online meetings held prior to the conference.

We have also partnered with the Committee on Anti-racism and Bias to sponsor a conference session for the 2018 conference in Houston. Here is the information about the session:

Title:

Envisioning Our Future: Joint Session for the Committees on Anti-Racism & Bias / Diversity and Inclusivity

Abstract:

*How might teachers, students, and other educational leaders work together to re-image Language Arts policies and practices with a focus on justice, healing, and equity? In this session, you will hear from practicing educators who are leading the work to disrupt white supremacy and oppression within NCTE and schools.*

Panelists/Participants:

Julia Torres - DCIS at Montbello, Denver, CO (committee member)  
Tiffany Rehbein - Laramie, WY (committee member)  
Lorena Germán- Headwaters School, Austin, TX  
Susi Long - University of South Carolina (committee member)  
Holly Spinelli- Somers High School, NY  
Jazmen Moore- Chicago Math & Science Academy, IL  
Keisha Rembert- Clifford Clone Middle School, IL

### 2. What have you accomplished so far, and what is your timeline for future work?

In our report to NCTE after the 2017 conference in St. Louis, the committee members suggested that the committee is struggling to identify a specific role to play or a specific project to undertake that will assist the NCTE leadership team. That is still an issue. Below is an excerpt from that report that attempts to describe this concern:

The committee members who were present discussed with Jocelyn the struggle we have had in identifying how to operationalize the expectations embedded in the charge. Over the course of the year, the committee met in an online conference call three times (March, August, and October). In each discussion, we tried to imagine specific projects that would be beneficial to the organization and that would address elements of the charge. I'm attaching the notes from the August meeting, which sketch out the ideas we generated for addressing the concerns about the recent race-related violence in Missouri (and across the country) and the political responses from lawmakers in the state.

The members of the committee are each especially committed to issues of justice, but we have had difficulty determining exactly where to begin our work and how we can be helpful to the organization. In conversations throughout the year we had drafted four areas of possible attention: (1) membership, (2) awareness of current resources, (3) analysis of existing inclusivity efforts, and (4) research.

There is some interest among committee members to partner in more specific ways with the Committee on Anti-racism and Bias, as it seems the goals of each group overlap.

At this point, it's unclear what the timeline is for future work, but once a new chair is selected for the committee, that person may help the members select from the areas of attention that we have identified and, in consultation with the NCTE leadership team, choose a focus for the coming year's agenda.

### **3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

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<sup>1</sup>From: **Emert, Toby** <[temert@agnesscott.edu](mailto:temert@agnesscott.edu)>

Date: Tue, Jun 5, 2018 at 9:53 AM

Subject: Notes on Standing Committee

To: "Kirkpatrick, Emily" <[EKirkpatrick@ncte.org](mailto:EKirkpatrick@ncte.org)>, "Jocelyn A. Chadwick" <[jocelynochadwick@yahoo.com](mailto:jocelynochadwick@yahoo.com)>

Dear Emily and Jocelyn,

I just wanted to check in with you about the work of the Standing Committee on Diversity and Inclusivity. Since taking over as coeditor of *English Journal* in January, I've had little time to do other service work, and, unfortunately, I don't see that changing very much between now and November. So, I wanted to let you know that.

We are set for Julia Torres to take over as chair after the convention in Houston and we have put together a sponsored session at the conference. So, we're taking care of what's pressing. I don't know that, without me having the time to "push" a bit, that we will accomplish some of the other goals we set for the year.

However, if there's a specific need or project that you envision for the committee, I think I could get folks to take on something that's a clear priority for NCTE.

I apologize for having to send this kind of note, but it's become clear to me that the time commitment of editing the journal makes other "chores" difficult to get to.

So, I wanted you to have that information as you discuss priorities for the committee.

Julia is excited to take over the chair's position and has already begun cross-committee conversations. That's good news.

Best to you both  
Toby

**Submitted by Toby Emert, former chair of committee,  
after a conversation with Julia Torres, interim chair**

## Standing Committee on Global Citizenship

**Charge:** *In order to identify and address issues of broad concern to NCTE members interested in promoting global citizenship and connections across global contexts within the Council and within members' teaching contexts, the committee is charged:*

- *To promote interest and knowledge of global connections and issues across the Council, including convention sessions, publications, social media, and Council projects;*
- *To promote discussions of the learning needs of students in schools and colleges who come from global contexts and of instructional strategies for teachers of these students;*
- *To encourage discussions of the teaching of English and world Englishes in global contexts as well as in North American schools and colleges with increasingly globally diverse students;*
- *To provide awareness of literacy education in global contexts in order to provide a mutual exchange of pedagogical ideas and issues;*
- *To encourage the integration of global and international literature and of strategies for intercultural understanding within schools and colleges; and*
- *To engage the Council in an exploration of the changing needs of literacy teaching and learning in an increasingly global society and as members of a broader global community.*

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

**1. What actions, projects, initiatives, or studies are “in progress” at this time?**

We continue to post to our blog and hope to continue this throughout the next year.

**2. What have you accomplished so far, and what is your timeline for future work?**

The blog is our major accomplishment, and we have posted every two months since January.

**3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

We strive to address NCTE's vision of Access.

**Holly Johnson, Chair**

## Standing Committee on Literacy Assessment

### Charge:

- *To monitor developments in assessment policies and practices;*
- *To inform Council leaders and NCTE members, as they consider policy and advocacy, about ways assessment practices are impacting teachers.*
- *To identify assessment practices that support the kinds of teaching and learning that research in literacy, language arts, literature, and composition studies demonstrates as most significant and effective.*
- *To identify opportunities or needs for NCTE research and/or publications on literacy assessment*

**Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.**

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

- Preparing a Roundtable for the 2018 NCTE Annual Convention: Teachers as Assessment Leaders in Literacy: Roundtable Discussions
- Technical report based on the Survey of NCTE Policy Representatives about the implementation plans for Every Student Succeeds Act
- *Ways to Change the Conversation about Assessment Campaign.* A year-long series of blogs for the NCTE blog that focuses on literacy assessment and helping teachers change the conversation away from the focus on standardized assessments and more about assessment for learning. Based on the blogs, we plan to design material for members that they can download to share with colleagues, families, administrators, and others.

### 2. What have you accomplished so far, and what is your timeline for future work?

**Conducted a roundtable session at NCTE Annual Convention,** B.01 Friday, 11 am-12:15 pm, “Teachers as Assessment Leaders in Literacy: Roundtable Discussions”: We had a robust participation and discussion. Attendance at each table varied from about 3-25, with overall attendance about 50, although it is tough to be precise because participants moved around and some didn’t stay for both mini-sessions.

**Survey of NCTE Policy Representatives:** Completed the survey and shared preliminary results at NCTE with the Policy Representatives during their meeting; also shared updated results with NCTE leadership and the participants at the spring Advocacy & Leadership Summit. The report should be finished and shared with NCTE leadership in fall, before the convention (draft is in progress).

**Ways to Change the Conversation about Assessment Campaign:** We developed a banner and template for social media. The first blog was posted on August 27, 2018. The second blog is already submitted and will be posted in September. The others are being drafted. We are also thinking about how we can use these to create downloadable handouts to have available on the NCTE website to help blog readers and members have a more portable resource for peers, families, and administrators.

**We proposed emphasizing/highlighting Literacy Assessment as part of the *Read, Write, Think* reboot:** We shared our feedback and ideas with both Emily Kirkpatrick and Lisa Fink. Jenna Fournel, who serves on our committee, was involved in the initial discussions for this. We have had no follow up since last December-January.

### 3. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

All of our work contributes to the NCTE role in shaping the profession and/or the understanding the literacy contexts:

The Policy Survey has already been useful to NCTE leadership as well as our committee to get a sense of what teachers know and understand, and do not know and don’t understand, about ESSA in their own state (K-12 and college reps).



Our Roundtable provided us with an opportunity to share information with members but also to hear back from them. The NCTE blog campaign (Ways to Change the Conversation about Assessment) was informed by the roundtables, surveys and our own experiences. Our contribution to the discussion about Read, Write, Think is another example of how we are using our expertise and position to help the NCTE leadership meet the needs of its members.

**Peggy O'Neill, Chair**

## Standing Committee on Research

**Charge:** *In order to identify and address issues of broad concern to NCTE members interested in advancing research in English language arts, the committee is charged as follows:*

- *to promote interest in research and research findings across the Council;*
- *to promote articulation across the various research groups within NCTE;*
- *to serve as the primary research strand review group for NCTE Annual Convention programming;*
- *to make ELA researchers aware of relatively under-researched areas and to encourage members of the Council to undertake studies in one or more of those areas;*
- *to explore ways to increase support for literacy research by engaging various groups in collaborative projects and by creating materials to help the Council make the case for governmental support for literacy research programs;*
- *to consider developing position statements and other publications helpful to teachers, administrators, and policymakers regarding research in English language arts;*
- *to maintain a presence in AERA and pursue efforts to secure private grants and foundation funding for NCTE research initiatives.*

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

In order to identify and address issues of broad concern to NCTE members interested in advancing research in English language arts, the Standing Committee on Research is charged as follows:

- to promote interest in research and research findings across the Council;
- to promote articulation across the various research groups within NCTE;
- to serve as the primary research strand review group for [Annual Convention](#) programming;
- to make ELA researchers aware of relatively under-researched areas and to encourage members of the Council to undertake studies in one or more of those areas;
- to explore ways to increase support for literacy research by engaging various groups in collaborative projects and by creating materials to help the Council make the case for governmental support for literacy research programs;
- to consider developing position statements and other publications helpful to teachers, administrators, and policymakers regarding research in English language arts;
- to maintain a presence in [AERA](#) and pursue efforts to secure private grants and foundation funding for [NCTE research initiatives](#).

### 2. What have you accomplished so far, and what is your timeline for future work?

#### *Accomplishments*

##### **Chair Transitions:**

- The Standing Committee on Research successfully changed leadership. Ebony Thomas (University of Pennsylvania) concluded her successful 2-year term at the conclusion of NCTE 2017; Timothy San Pedro (The Ohio State University) began his 3-year term at that point.

##### **NCTE 2017 Research Strand & Guaranteed Sessions:**

- For NCTE 2018 Guaranteed Sessions, Ebony Thomas is chairing the session titled: “Everything You Ever Wanted to Know About Publishing In *Research in the Teaching of English*.” In addition, April Baker-Bell is chairing the session titled “Unflattening English (Teacher) Education: A Programmatic Approach for Raising Student and Speaking Out for Equity and Justice.”
- Finally, NCTE SCR members will attend the annual research awards.

##### **Research in the Teaching of English Editorial Team**

- Gerald Campano, Amy Stornaiuolo, and Ebony Elizabeth Thomas are the new editors. Their first issue was published in August 2018. They will be submitting their annual report at the NCTE 2018 RTE meeting.

### **Promising Researcher Award**

- The 2018 NCTE Promising Researcher Award committee was chaired by Ramón Martínez (Stanford University). Members were Fahima Ife (Louisiana State University) and David Low (California State University - Fresno). Review of papers was facilitated through a blind peer-review process.
- The 2017 NCTE Promising Researcher Award winner is Cati de los Ríos (University of California - Davis), for her paper "Toward a *Corridista* Consciousness: Learning From One Transnational Youth's Critical Reading, Writing, and Performance of Mexican Corridos."

### *Timeline for Future Work*

The Standing Committee on Research anticipates the following activities during 2018-2019:

- We will review all Research Strand proposals for NCTE 2019, and provide oversight for research-related convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2019.
- We will form a review committee for the NCTE Promising Researcher Award, of which a SCR member in good standing will serve as chair.
- We will continue to serve in our advisory and support capacity for *Research in the Teaching of English*, NCTEAR, and the Research Foundation.
- We will nominate NCTE members in good standing for the roles of Chair and Member.

### **3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

The work of the Standing Committee on Research continues to shape the profession and the field by promoting national and international leadership in research on the teaching of English, literacy, and the English language arts. Our oversight of *Research in the Teaching of English*, roles in planning the Research Strand of the annual NCTE convention program as well as support of the NCTEAR annual Midwinter conferences, selection of the NCTE Promising Researcher, and connections to the Council's other research initiatives, continue to make the SCR a vital part of this organization.

**Timothy San Pedro, Chair**

# **REPORTS OF THE COMMITTEES**

## Achievement Awards in Writing Advisory Committee

**Charge:** *The NCTE Achievement Awards in Writing program makes use of an advisory committee and state coordinators.*

*Advisory Committee: To advise staff on the nature, policies, and procedures regarding the NCTE Achievement Awards, including the following issues: development of a specific plan for involving more public schools in the awards, especially those with large nonwhite populations; revision of the structure of the award to mitigate the negative effects of competition on student identity and learning; consideration and development of diversified awards: that recognize remarkable improvement or growth in writing; that recognize multimodal composition (digital or non-digital); and that recognize remarkable risk-taking with the process of writing, instead of the exclusive focus on the final draft; and consideration of revising the Achievement Awards procedure, to eliminate the test-like, single-draft, timed essay as part of the award criteria, since recent developments in high-stakes assessment already privilege those who write quickly; and to consider and make recommendations for ways that the work might interface with NCTE's National Day on Writing.*

*State Coordinators: To advise the NCTE staff liaison on any changes that should be made in the Achievement Awards program; review judging procedures; recommend judges; recommend ways of publicizing the program; investigate ways of aiding the winners; and give suggestions for the impromptu theme topic.*

For information on the Achievement Awards in Writing Program, please go to:  
<http://www2.ncte.org/awards/achievement-awards-in-writing>.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

Note: We currently do not have State Coordinators, even though our charge on the NCTE site says we do. These have not existed for the past 5 or so years. They might be reinstituted, but the state coordinator roles ceased when the contest became electronic.

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

- launching the 2019 contest:
  - We are launching the 2019 contest. The committee finished collaborative drafting (and revision, editing) of our themed writing prompt, and this is now prompt is now shared on the NCTE site.
- using social media to engage teachers/students from across the country:
  - We are now working on using social media to promote the contest, with specific goals of engaging students and teachers in all areas of the country--all states. We are targeting, in particular, states that did not have any award winners last year. Based on our contest theme, we are using the hashtag of #humanchorus--along with #aawcontest--on Twitter.
- considering changes to submissions and judging that will best support our mission

### 2. What have you accomplished so far, and what is your timeline for future work?

- revising judging criteria
- revising page on NCTE site (to provide more information and guidance)
- expanding committee in size and to include more representation from across the country
- planning/ leading a writing session at the 2017 Convention
- analyzing judging data and the judging process
- migration to new judging platform
- increasing use of social media
- writing prompt has been drafted with input from all members
- engaging committee members and other NCTE members in spreading word about the contest through social media
- July-August 2018: finalize writing prompt (by early August)

- September-October 2018: launch 2019 contest and use social media to spread the word about the contest
  - November 2018: plan for Convention meeting; review data and plan for continued progress; begin to plan 2020 contest theme; development of new leadership
3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

Promoting effective writing instruction and NCTE's writing strand:

- We are collaborating with NCTE to encourage teachers and students to engage in writing as a process--with brainstorming and drafting before revision, editing, and (ultimately) submission. We moved the submissions deadline back last year.
- We are promoting standards for quality writing through our themed writing prompt, through our evaluation criteria, and through information we share about writing.

**Dana Maloney, Chair**

## Committee Against Racism and Bias in the Teaching of English

**Charge:** *To investigate and make recommendations to counteract racism and racial bias in teaching materials, methods, and programs for language arts, English, and humanities and to recommend to the NCTE Executive Committee considerations related to professional learning and practice regarding teaching linguistically and culturally diverse students, with the assistance of appropriate scholars and experts, as well as careful documentation from the research base for the recommendations.*

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

**1. What actions, projects, initiatives, or studies are “in progress” at this time?**

- a. First days of school blog post for Literacy and NCTE blog.
- b. Resolution on guns in schools for submission at NCTE conference.

**2. What have you accomplished so far, and what is your timeline for future work?**

- a. Members (Lorena German, Holly Spinelli, and Kate Yurko) created downloadable posters / meter boards / and bookmarks for conventions. <http://www2.ncte.org/get-involved/volunteer/groups/committee-against-racism-and-bias-in-the-teaching-of-english/>
- b. Members (Lorena German and Katie Dredger) composed a blog post as an answer to Charlottesville terrorism. <http://www2.ncte.org/blog/2017/08/there-is-no-apolitical-classroom-resources-for-teaching-in-these-times/>
- c. Members (Jazmen Moore, Keisha Rembert, and Crystal Beach) hosted February, 2018 Twitter chat. Other members participated.
- d. Members (Lorena German and Jazmen Moore) presented on behalf of NCTE at ILA 2018 conference. Here is a link: <https://www.youtube.com/watch?v=K7eQ7JP5UHw#action=share>
- e. Blog posts by Holly Spinelli, Jazmen Moore, Lorena German.
- f. Revision of position statement on antiracist teaching (Chair: Jazmen Moore)
- g. Group blog post about the intersection of guns and schools.

TIMELINE for future work:

By September 1<sup>st</sup>: Post on First Day of Schools

BY October 15<sup>th</sup>: Resolution for submission on guns and schools

**3. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

The work of this group has been shared through conferences, social media, and written posts. We have focused on getting our message INTO SCHOOLS through these avenues. We have also seen ways the NCTE community has worked on building allies and building ally capacity. More so, we have offered ways to support ELA / Literacy anti-racist teachers who may be marginalized in their schools. This group’s work online builds community so the work can continue in our NCTE community and in the world.

**Katie Dredger, Chair**

## Lesbian, Gay, Bisexual, Transgender, and Queer Advisory Committee

**Charge:** *To develop plans to assist teachers in making schools, colleges, and universities safe and welcoming places for lesbian, gay, bisexual, transgender, gender nonconforming, intersex, queer, and questioning people, and their allies to initiate and sustain conversation about the relevance of gendered, sexual, and affectional identities to reading and writing lives, to teaching lives, and to the well-being of students; to promote inquiry into issues of sexuality and gender identity and expression in the teaching of literacy and literature; to encourage proposals for presentation of such inquiry through public meetings such as the NCTE Annual Convention; to support individuals in the production of publishable written reports of such inquiry; and to select excellent proposals for inclusion in Annual Convention.*

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

### 4. What actions, projects, initiatives, or studies are “in progress” at this time?

The LGBTQ Advisory Committee has been involved in a five key initiatives over the past year:

- (1) working with NCTE to select and promote a range of conference sessions that address the committee’s charge;
- (2) partnering with the Diversity and Inclusivity Committee and the GSEA to address instances of social injustice;
- (3) creating a grant to include support for our LGBTQIA\* community of scholars
- (4) proposing an LGBTQIA\*-themed issue for *English Journal*
- (5) promote continuity among the Committee through monthly Zoom meetings

### 5. What have you accomplished so far, and what is your timeline for future work?

#### Actions/Initiatives

- (1) working with NCTE to select and promote a range of conference sessions that address the committee’s charge
  - Committee members proposed, solicited proposals, and promoted sessions that address the committee’s charge for the 2018 conference. Here is the information regarding the LGBTQ strand:
    - 102 proposals submitted (36 in 2017). This is a record-setting number of session proposals for the LGBTQ strand. It is more than a 70% growth in proposals submitted in 2017. In 2016, approximately 80 session proposals were submitted and that was believed to have been a record.
    - 7 roundtables or panels accepted, as submitted (meaning they were not combined with any other proposal)
    - 24 proposals accepted by other sections or strands:
      - Secondary: 10
      - Middle: 5
      - General: 4
      - Teacher Education: 2
      - Research: 2
      - Whole Language Umbrella: 1
    - 4 poster sessions submitted: 3 accepted, middle level accepted 1
    - No individual sessions accepted by any strand or section (all morphed into roundtables or panels). Five roundtables or panels were formed under the following headings: digital tools (8 roundtables), elementary (6 roundtables), rural (2 panel – 4 people), practical teaching strategies (10 roundtables), and



high school literature (8 roundtables). This allowed us to accept 34 total proposals.

- We filled our 12 spots and 66 total proposals with the LGBTQ tag were accepted throughout the sections.

Here is the breakdown by section of accepted LGBTQ proposals:

Number Accepted	Section Represented	Tech tools	Elementary	Rural	Practical Strategies	High School Literature
2	College	II				
18	Secondary	II		I	IIII IIII	IIII I
2	Teacher Education		I			I
5	Elementary		IIII			
3	General			I	I	I

**Panels:** Secondary Section: 3; Middle Section: 2; General: 1; Teacher Education: 1

- Members of the committee volunteered to serve as reviewers for each NCTE section. (*Reviewers:* Craig Young, Roxanne Henkin, Paula Greathouse, Cody Miller, Judith Hayn, Tiffany Rehbein).
- Tiffany Rehbein attended the selection session in Washington, D.C., in February, 2018, to assist with the process of evaluating conference proposals. In 2017, Matthew Kim and Tiffany Rehbein attended the session. In 2016, Toby Emert and Matthew Kim attended the session. In 2015, Toby Emert and Tiffany Rehbein attended the session. In 2014, Toby Emert and Craig Young attended. The objective as to prepare several committee members for this work, as a way of ensuring that at least one committee member has experience with the process and can serve as a mentor for other committee members in future selection efforts.

- (2) partnering with the Diversity and Inclusivity Committee and the GSEA to address instances of social injustice which meet the goals of NCTE's vision to "actively pursue justice and equity for all students and educators who them."

At the 2016 annual meeting, the Committee established a new Standing Committee on Diversity and Inclusivity (Toby Emert Chair; Julia Torres, Co-Chair in 2017). Continuing to follow through on a goal, the Committee renewed its commitment to growing the number of conference proposals submitted each year, with the goal of seeing even more sessions included in the program that address LGBTQ issues in education.

- (3) creating a grant to include support for our LGBTQIA\* community of scholars which aligns with NCTE's vision to "align this expertise to advance access, power, agency, affiliation, and impact for all learners."
- On August 31, 2018, Darryn Diuguid, Paula Greathouse, and Judith Hayn of the LGBTQ Advisory Committee submitted a plan to the committee for review before putting before the Executive Committee of the National Council of Teachers of English the following grant proposal:

From: Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues in Academic Studies Advisory Committee

To: National Council of Teachers of English Executive Committee

Date: August 31, 2018

Subject: Supporting NCTE's LGBTQIA\* Community through Awarding a Conference Stipend to Advocates Who Promote Equality

The Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues in Academic Studies Advisory Committee is seeking further commitment from the National Council of Teachers of English Executive Committee. Educators have always been at the forefront of change; thus, we enter the profession with a moral purpose. Specifically, who can forget Rosa Parks' mother (and teacher), Leona Edwards, who gave Rosa the sense to believe "in freedom and equality for people." Who can forget Erin Grunwell who helped her students embrace their "dangerous neighborhoods and immigrant communities" as Freedom Writers; students were asked "to pick up a pen, instead of a gun." In addition, who can forget Julie Anne Peters' reminder to LGBTQ teen readers: "You're a normal person and a beautiful person and you should be proud of who you are. You deserve to live and live with dignity and show people your pride." *Keeping You a Secret* (2003)

Our committee is proud of the work NCTE has done with adding a National African-American Read-In, the *El día de los niños/El día de los libros*, and the Cultivating New Voices among Scholars of Color which "is designed to provide two years of support, mentoring, and networking opportunities for early career scholars of color."

After reflecting on this thoughtful work, our committee believes it is the perfect time for NCTE to also include support for our LGBTQIA\* community of scholars. In the classroom, educators who include the study of LGBTQIA\* texts and/or topics are often considered brave, fighters for equality, and willing to put themselves on the right side of progress. With the evolving political culture, we believe it is the right time to salute these professionals and celebrate their endeavors in fostering communities of fairness, equality, and diversity.

Proposal: The Lesbian, Gay, Bisexual, and Transgender (LGBT) Issues in Academics Studies Advisory Committee proposes NCTE award an educator who has furthered our vision and purpose. The award would consist of a conference fee stipend to attend the national convention. Educators worthy of this award should have made major contributions such as the initiatives described below:

☐ Dedicated lifelong passion to LGBTQIA\* causes in the classroom or school ☐ Transformed the curriculum from previous models

☐ Added LGBT themed curriculum, literature, and discourse into their own curriculum ☐ Taken political action in the name of LGBTQIA\* fairness ☐ Created a "culture of change" in their school ☐ Advocated for LGBTQIA\* equality in other creative ways

Thank you for your time and consideration of our proposal. We look forward to your response and hopefully celebrate individuals who promote equality for our future generation.

Best wishes,

Darryn Diuguid, Paula Greathouse, and Judith Hayn

(4) proposing an LGBTQIA\*-themed issue for *English Journal*

- At the 2017 annual convention, it was suggested that the Committee propose an LGBTQIA\*-themed issue for *English Journal*. The editorial team of Paula Greathouse, Brooke Eisenbach, and Judith Hayn submitted the proposal to committee members for review. The editorial team was adjusted with Judith Hayn moving to a consulting role and Henry "Cody" Miller moving onto the editorial team. A Call for Proposals has been submitted to Toby Emert and R. Joseph Rodriguez, *English Journal* editors.
- The Call for Proposals (which is currently being revised) follows:

## EJ Themed Proposal

Guest Editors: Paula Greathouse, Brooke Eisenbach, Judith Hayn

The March 2009 *English Journal* was a themed issue that focused on sexual orientation and gender variance. The call for this issue spotlighted the need for teachers to include the study of the LGBTQ culture and issues in their curriculum as a means for students to learn about themselves and others. The guest editors maintained that in most educational settings lesbian, gay, bisexual, transgender, intersex, genderqueer, those questioning their sexual orientation and gendered identity feel they must hide these aspects of themselves or face negative consequences. Furthermore, they posit that those trying to balance sexual orientation and gender identity and expression with race and other marginalized identities, the struggle for voice and acceptance can be even more complicated. While almost a decade has passed since this issue was released, not much has changed. The latest results from the GLSEN National Climate survey (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2016) inform us that:

- 57.6% of LGBTQ students felt unsafe at school because of their sexual orientation, and 43.3% because of their gender expression.
- 56.2% of students reported hearing homophobic remarks from their teachers or other school staff.
- The vast majority of LGBTQ students (85.2%) experienced verbal harassment (e.g., called names or threatened), 27.0% were physically harassed, 48.6% experienced electronic harassment, and 13.0% were physically assaulted at school.
- 57.6% of LGBTQ students who were harassed or assaulted in school did not report the incident to school staff, most commonly because they doubted that effective intervention would occur or the situation could become worse if reported. 63.5% of the students who did report an incident said that school staff did nothing in response or told the student to ignore it.

These experiences have a direct effect on the educational outcomes and mental health of students who identify as LGBTQ, as the school day becomes more about survival than learning (Miller, 2016). As teachers, we took an oath of ethics to advocate for and educate all our students, yet our students who identify as LGBTQ are still encountering hostile school environments. In remedying this problem, we must ask ourselves what we can do as ELA teachers to combat such a stigmatic social issue whose repercussions can be life altering and damaging for any adolescent.

While the past decade has seen remarkable changes in the cultural visibility, legal status, and social acceptance of lesbian, gay, bisexual, transgender, and queer people, there is still much room for increasing the power, presence, and visibility of LGBTQ voices and issues and embracing the many intersectionalities of our students' identity within our curriculum (Miller, 2016). This themed issue of *English Journal* will explore the ways in which ELA teachers are celebrating the intersectionality of identity within today's classrooms and bringing the voices of students representing all sexual orientations and gender identities and expressions into the classroom conversation. We are seeking to share the ways ELA teachers are helping to dispel prejudices and strengthen positive identities of not only our students who identify as LGBTQ, but of all students (Miller, 2015). We do so by drawing on questions for exploration similar to that which appeared in the 2009 issue call for manuscripts.

How do new and experienced English teachers address sexual orientation, gender variances, and intersecting identities within their curriculum and classroom? How have you helped students better understand people whose sexual orientations, gender identities, and gender expressions differ from their own? How have you worked with YA texts featuring a diverse array of LGBT themes or characters without "othering" such texts or characters in the classroom? How have you worked with canonical authors whose identities or works can be read through a "queer" or intersectional lens? How do you create safe opportunities for students to research, write about, and discuss issues of gender or sexuality? What other actions do we take outside the English classroom to affect professional development, school safety policies, responses to censorship, and legislation regarding LGBTQ rights and allyship? How do you engage students in curriculum and texts that celebrate the many intersectionalities of identity within the LGBTQ community?

- (5) promote continuity among the Committee through monthly Zoom meetings

- The Committee met once in 2018 to share ideas. Although this was not consistent, it is something the Committee would like to continue.

**6. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**

- In an ongoing effort, new members are encouraged to join the Committee, in an effort to promote the work of the Committee among a broader range of constituencies within NCTE.
- The Committee continues to encourage members and others within the NCTE community who represent LGBTQ identities and issues to run for elected office within the organization.
- The Committee, in partnership with the GSEA, continues to work to ensure that conference site includes easily-identifiable (i.e., clear signage) gender-neutral restrooms. This has been a goal of the Committee for several years, and it has seen significant progress each year. In 2017 and 2016, there was positive responses from the membership in regard to the signage, though 2015's conference was less accessible than the conferences in 2013 and 2014.
- There has been a continued effort of the NCTE Executive Committee to discuss the committee's work and to offer perspectives and advice. In 2016, this process began, and we continue to appreciate the invitation to be consulted in such a meaningful way.

**Submitted by Tiffany L. Rehbein on behalf of Matthew Kim, Chair**

## NCTE Children's Poetry Awards Committee

**Charge:** To recommend every two years a living American poet or anthologist to receive the NCTE Award for Excellence in Poetry for Children in recognition of his or her aggregate work.

- To establish an annual list of Notable Poetry Books published in the current year by any poet, living or deceased, and of any nationality.
- To establish an annual list of Notable Verse Novels published in the current year by any poet, living or deceased, and of any nationality.
- To sustain a collection of poetry books of past and future award winners in the University of Minnesota, Kerlan Collection (<https://www.lib.umn.edu/special>)
- To recognize and foster excellence in children's poetry by encouraging its publication.
- To explore ways to acquaint teachers and children with poetry through such means as publications, programs, and displays.

For more information on the NCTE Award for Excellence in Poetry, please go to:  
<http://www2.ncte.org/awards/excellence-in-poetry-for-children-living-american-poet/>.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

### 1. What actions, projects, initiatives, or studies are "in progress" at this time?

- We are in the final stages of selecting the new 2019 Poet/ Award for Excellence in Children's Poetry considering the four criteria for the award: literary merit (art and craft of aggregate work--as poet or anthologist), poet's or anthologist's contributions, evolution of the poet's or anthologist's work, and appeal to children. The goal is to have this poet selected prior to our meeting prior to the start of NCTE 2018. The 2019 poet will be announced at the Books for Children Luncheon.
- Another current project is reading, reviewing and rating the poetry books we have received from publishers. As chair, I have been communicating with publishers since late February/early March requesting them to submit their 2018 poetry titles for committee review. All books received are recorded on a Google Sheet in a Google folder accessible by the committee members. Once the books are read and rated the books, we select our top picks for the current list of Notable Poetry Books and Notable Verse Novels. We have had 62 books submitted as of this date and several more have been requested. November 1<sup>st</sup> is the deadline for accepting 2018 titles. We will use our committee session time on Thursday, Nov. 15 from noon to 4:00 to discuss our final selections with voting to conclude by December 1<sup>st</sup>. Requesting books from publishers has proven somewhat challenging as the contact person from each publishing house changes frequently. It's difficult to keep the contact list up-to-date. Without a specific person to contact at the publishing house, requests for titles often go unfilled.
- We are also planning our Conference presentation - NCTE 2018 Excellence in Children's Poetry Notable Poetry and Verse Novels – in Houston. This session will have a PowerPoint presentation with handouts and poetry "warm ups" that will provide teachers in the audience with ideas for using poetry in the classroom.

### 2. What have you accomplished so far, and what is your timeline for future work?

- We wrote and submitted an article about the 2018 Notable list for *School Library Journal*. Three of our committee members prepared an article about the 2018 Notable verse novels for *The New England Journal of Reading*.

### 3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

- Poetry is a genre that not all teachers are comfortable teaching or promoting in the classroom. The goal of our committee is to do just that – promote good poetry and provide teaching ideas through our conference presentations and journal publications. We have shared, and will continue to share, not only what we consider the best poetry available from the current publishing year and offer suggestions to teachers to make them more comfortable in reading and teaching poetry in the

classroom. We want to encourage the writing of poetry on the part of students and the enjoyment of listening to and discussing poetic language.

- Because one of our goals is to seek out poetry from diverse languages and cultures, we hope to promote the multicultural and diverse language and setting that poetry offers. This speaks directly to the opening sentence of the NCTE Vision statement: "NCTE and its members will apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them."
- We are also striving to find and recommend notable poetry books for the youngest children in our age range – 3 to 5 years old.

**Patricia Bandré, Chair**

## NCTE Charlotte Huck Award for Outstanding Fiction for Children

**Charge:** *To select the recipient of the annual Charlotte Huck Award® and up to five honor books, and to promote the use of children's fiction books in the classroom.*

*The Charlotte Huck Award® was established in 2014 to promote and recognize excellence in the writing of fiction for children. In particular the award recognizes fiction that has the potential for transforming children's lives by inviting compassion, imagination, and wonder. The award is presented at the Children's Book Awards Luncheon at the NCTE Annual Convention.*

For more information on the Charlotte Huck Award, please go to: <http://www2.ncte.org/awards/ncte-childrens-book-awards/charlotte-huck-award/>.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

The committee is moving ahead with the charge of identifying outstanding works of fiction that meet the established criteria of the Charlotte Huck book award and are published in the year 2018. We will meet on Thursday, November 15 at the annual conference to deliberate and select the winners. At the conference, we will also participate in two conference presentations: in one session, the authors and illustrators who were recipients of last year's award will present their work, and in the *Build Your Stacks* forum, committee members will also share several of the 2018 award winning titles.

Additionally, this year the chair of the Orbis Pictus Committee, Dr. Mary Ann Cappiello, and I have worked with NCTE staff to develop materials to support teachers to conduct Mock Huck and Mock Orbis Pictus awards in classrooms this fall.

### 2. What have you accomplished so far, and what is your timeline for future work?

We have been contacting publishers to request particular titles, reading titles that have been nominated for the award, and participating in monthly video conferences. These conference calls will facilitate conversation and selection during our deliberation session. Committee members have been submitting monthly spreadsheets indicating whether titles should remain under consideration and for the past three months have been submitting top 20 lists.

Additionally, committee members have taken responsibility for seeking out excellent titles that we have not yet received from publishers, sharing the search by working on different sub-genres of fiction: contemporary realistic fiction, historical fiction, graphic novels, poetry, and fantasy. We are using Google Sheets to record recommendations. We believe that this process will help us to be sure that we receive and read titles well matched to the award criteria.

To support teachers to participate in the Mock Huck award, we have developed a resource guide, this guide can be accessed at: <http://www2.ncte.org/ncte-mock-book-awards/>. Additionally, Dr. Cappiello and I composed a blog post describing the initiative.

We look forward to our deliberations at the 2017 conference and to announcing the award winners at the Children's Book Luncheon.

### 3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

With thousands of children's books published each year, teachers need support in selecting high quality titles for use in their classroom. Book awards help them to focus their search. The Charlotte Huck criteria are particularly critical in our current sociopolitical environment. The criteria include a focus on empathy and compassion, important qualities for our current times. The launch of the Mock Huck Award bring more active involvement of teachers and their students to award activities. The work of the

committee is most directly related to the mission statement in connection with: “**Impact:** Ultimately, NCTE and its members’ efforts will deepen every student’s consciousness of worth and widen possibilities for all students’ access, power, agency, affiliation, and impact, across a lifetime.”

**Erika Thulin Dawes, Chair**



## Orbis Pictus Award for Outstanding Nonfiction for Children

**Charge:** *To select the recipient of the annual Orbis Pictus Award® and up to five honor books, and to promote the use of children's nonfiction books in the classroom.*

*The Orbis Pictus Award® was established in 1989 to promote and recognize excellence in the writing of nonfiction for children. The name Orbis Pictus, commemorates the work of Johannes Amos Comenius, Orbis Pictus—The World in Pictures (1657), considered to be the first book actually planned for children. The award is presented at the Children's Book Awards Luncheon at the NCTE Annual Convention.*

For more information on the Orbis Pictus Award, please go to: <http://www2.ncte.org/awards/orbis-pictus-award-nonfiction-for-children/>.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

In December of 2017, applications for membership on the Orbis Pictus Committee were collected by NCTE and shared with the committee chair. In January, a single invitation was issued to invite a new member onto the committee to replace our outgoing member.

The committee chair continued to coordinated communication with children's book publishers with the Huck Book Award committee chair. We sent out our introductions to publishers on the same day, using the same letter, with appropriate changes made to share information on each committee. We encouraged publishers to send books as soon as possible. The committee began receiving books in February.

From March-May, the 2019 committee met monthly via Zoom Conference to mentor our new member, review processes and procedures, develop a group identity, answer questions, and discuss the Orbis Pictus evaluation criteria. and discuss articles about the process of evaluating nonfiction and content analyses of prior Orbis Pictus book award-winning books.

We have been making recommendations regarding books moving forward or getting dropped from consideration monthly since March. The Assistant Chair has been handling the record-keeping regarding monthly considerations, and we will soon transition to documenting our “Top 20” in the final months leading up to the conference. The committee chair continues to send reminders to publishers about sending titles.

The 2018 committee also met several times during the winter months to discuss changes to our format for the 2018 conference presentation.

Finally, along with the Huck Chair, the chair outlined a process and materials for a Mock Huck/Mock Orbis Pictus Award process for Fall of 2018 that is currently rolling out.

### 2. What have you accomplished so far, and what is your timeline for future work?

Instead of presenting on the books at our Orbis Pictus book presentation at the NCTE conference, we are presenting on teaching with the books. While this has created a new layer of work for the committee, we think this is an important next step in supporting teachers as they try to scaffold more nonfiction into the everyday lives of their elementary and middle school classrooms. We hope that these teaching ideas will be uploaded and available from the Orbis Pictus page of the NCTE website, so that we can begin to curate teaching ideas each year.

### 3. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

We think that the Orbis Pictus award is very important in the field of children's literature, and that there is a growing understanding of the significance of quality nonfiction in the classroom. Teachers still need more professional development on how nonfiction books operate and the multiple roles that nonfiction can play in the classroom. We think our revised format for the Orbis Pictus Committee presentation at the 2018 conference will help further that.

**Mary Ann Cappiello, Chair**

## Public Language Awards Committee

**Charge:** *To select the recipients of the annual George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language and The Doublespeak Award.*

- The NCTE George Orwell Award (<http://www2.ncte.org/awards/george-orwell-award/>), established in 1975, recognizes writers who have made outstanding contributions to the critical analysis of public discourse.
- The NCTE Doublespeak Award (<http://www2.ncte.org/awards/doublespeak-award/>), established in 1974, is an ironic tribute to public speakers who have perpetuated language that is grossly deceptive, evasive, euphemistic, confusing, or self-centered.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

- The committee is preparing to study the nominations and decide upon recipients.
- The committee will discuss ways its members can promote awareness of the Public Language Awards through social media, essays and speaking opportunities in the coming year.

### 2. What have you accomplished so far, and what is your timeline for future work?

- Allison Berryhill became the committee chair, and new committee members were added:  
Kristina ByBee  
Michelle Devereaux  
Stephanie F. Reid  
John Ritchie  
Executive Committee Liaison, Leah Zuidema  
NCTE Administrative Liaison, Linda Walters-Moore
- We have received five nominations for the Orwell Award: four books and one essay. We will consider three nominations for the Doublespeak Award. The nominated books and articles have been delivered to the committee members; our meeting for award selection set for Sept. 26.

### 3. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

- The Orwell Award “recognizes writers who have made outstanding contributions to the critical analysis of public discourse” in an era when the very notion of truth is debated among politicians, pundits, and journalists. Our challenge is to educate students to both recognize and value language intended to clarify rather than obfuscate, to explain rather than confuse, and to enlighten rather than deceive.

**Allison Berryhill, Chair**

## Recognizing Excellence in Art and Literary Magazines

**Charge:** To advise the NCTE staff liaison on any changes that should be made in the Recognizing Excellence in Art and Literary Magazines, review judging criteria, develop and review criteria for selecting Highest Award winners, and to select Highest Award winners.

For more information on the Recognizing Excellence in Art and Literary Magazines, please go to: <http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/>.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2017? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

### 1. What actions, projects, initiatives, or studies are “in progress” at this time?

- Our team rated literary magazines at the NCTE convention in St. Louis.
- We applied for a name change and transitioned from PRESLM to REALM.
- Our group talked about the redesign of NCTE and new goals for next year.
- We are expanding our committee and have reached out to several teachers across the country to try to increase membership generally and expand our judging panel.
- We modified the rubrics for high school, including a name change for the top awards.
- We created a middle school rubric.

### 2. What have you accomplished so far, and what is your timeline for future work?

Gillian Schneider held a video conference with Jenna Fournel and Lu Ann McNabb to discuss possible initiatives. We developed a digital submission form and modified how lit mag sponsors may submit. We continued to allow free first-time submissions (or free submissions for those schools in financial distress) in order to expand our program toward 500 magazines.

Accomplished and future goals for our November meeting:

- Committee Expansion and Presentation
  - We started by reaching out to schools that received the “Highest Award” to invite teachers to guest judge.
  - We also invited schools in states that are not represented (from whom we did not receive any magazines last year).
  - We discussed our presentation for this year and worked with Franki to modify our focus.
  - We still hope to work with NCTE to develop a digital maps with all of the schools that have online magazines.
- Award Shifts
  - We renamed the top award Nominated for REALM First Class (93-100), Superior (86-100 points), Excellent (71-85 points), Merit (70 or fewer points)
  - We worked on the point system to switch to EventPower for judging... we will need to get feedback from judges about what went well and what we need to improve.
  - We will work toward a college rubric for next year.
- Judging shifts
  - Will we offer feedback to magazine sponsors? How might we help them improve their magazine for future?
  - Do we need additional changes to the rubric?
  - Have we appropriately expanded the state coordinators? Do they need more guidelines? Do we need to continue to recruit?
  - Do we need to recruit more judges to rate magazines at the state level?
  - How was Event Power for judging?

### 3. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?

- Our group is working with teachers to offer opportunities to publish student work.
- We hope to inspire more schools to take advantage of technology to publish digitally (especially when funding prohibits publication of a physical magazine).

- We want to expand our base (of 300+ submitting sponsors) to inspire more teachers to give more outlets for creativity.
- We hope to remind teachers that writing can be fun and publishing a literary magazine can be rewarding. Our committee recognizes magazines on a national stage to inspire creativity and teamwork.

**Gillian Schneider, Chair**

# **REPORTS OF THE PUBLICATION EDITORS**

## **NCTE Books Program**

Total revenue for the year was \$350,602 (\$65,398 below budget); expenses totaled \$770,389 (about \$112,776 *better* than what was budgeted), resulting in a total program deficit of \$419,787. Though this deficit is larger than last year's, it is better than the projected deficit of \$467,165.

We received 40 book proposals during the fiscal year; of these, 10 were encouraged for development (based either on the initial submission or on a revised proposal).

We continue to offer PDF ebook versions of all new titles and of several older ones.

### **Book Series**

#### Continuing the Journey

November 2017 saw the release of the first book in a projected five-book series by longtime members (and former *English Journal* editors) Leila Christenbury and Ken Lindblom. The series is intended primarily for teachers with 3–10 years of experience and those who support them (mentors, senior colleagues, department chairs, and school leaders). The books will be enhanced by in-person professional learning opportunities, with the first such summer institute being held in July 2018.

#### CCCC Studies in Writing & Rhetoric (SWR)

Steve Parks began his 5-year term as series editor in July 2016. Eight proposals were submitted for consideration in FY18, with one being encouraged for development. In FY18, we published 5 books in the series (all of these were projects developed by the previous series editor, Victor Villanueva). Parks anticipates having at least 3 manuscripts ready for production in FY19.

#### NCTE-Routledge Research Series

Susi Long and Valerie Kinloch continued as series editors, working with authors to develop a half-dozen projects for possible publication in the series.

#### Principles in Practice (PIP) imprint

Cathy Fleischer continues as special imprint editor, working closely with NCTE publications staff to develop and promote projects. Two more titles were released in the Teaching English Language Learners strand, and one title was added to the Adolescent Literacy strand. Manuscripts for a new strand on the Students' Right to Read and Write, as well as a few titles for existing strands, are in development.

Staff are indebted to these field editors for their commitment, dedication, collegiality, and generous sharing of their time and talent.

### **Promotional Efforts**

Marketing efforts this year included targeted email promotions; a catalog released in July 2017; highlighting of new and featured titles in the twice-monthly INBOX newsletter; posts on the Literacy and NCTE blog by authors and about new titles; increased social media outreach (Facebook, Instagram, Twitter); feature stories in the *Council Chronicle*; and visibility through the NCTE Online Store. We continue to partner with Amazon.com to ensure that NCTE titles are available through the online retailer.

We have also worked this year with book marketing firm the Princeton Selling Group to expand our reach to nonmembers and to book distributors. PSG compiled lists of nonmember faculty in teacher education and college-level composition and literature courses, and they created 8 email campaigns to inform these audiences of new and featured (topical, bestselling) NCTE books.

In June 2018, we conducted another month-long discussion in our Facebook book club, NCTE Reads, this time organized around James S. Chisholm and Kathryn F. Whitmore's *Reading Challenging Texts: Layering Literacies through the Arts* (a copublication with Routledge). The group included over 150 members, including the book's authors. Group members interacted often during the guided discussion of the book in June, and they continue to share resources and experiences.

NCTE book authors continue to be deeply involved in other Council activities and services. Our authors

- present in sessions at the NCTE Annual Convention, CCCC Annual Convention, WLU Literacies for All Summer Institute, and other meetings
- frequently publish in journals produced by NCTE and others
- appear in interviews on Education Talk Radio
- participate in Twitter chats
- provide professional learning opportunities through Web seminars (available through the NCTE Online Store in On Demand archived form after the live event) and online courses

## Editorial Board

New members welcomed to the Board this year were Antero Garcia (Secondary) and Staci Perryman-Clark (College). They joined the other members of the Board: Catherine Compton-Lilly and Vivian Yenika-Agbaw (Elementary), Jennifer Ochoa (Middle), Steven Bickmore (Secondary), Deborah Dean (Teacher Education), Bruce McComiskey (College), and Anne Elrod Whitney (Research).

As always, we are indebted to the members of the Board for their dedication. They generously give of their time and of their scholarship, serving the Council by advising the Books Program in fiscally and educationally challenging times.

## New Titles (published July 2017–June 2018)

*Continuing the Journey: Becoming a Better Teacher of Literature and Informational Texts*, Leila Christenbury and Ken Lindblom [Continuing the Journey Series]

*The Incarceration of Japanese Americans in the 1940s: Literature for the High School Classroom*, Rachel Endo [NCTE High School Literature Series]

*The Lifespan Development of Writing*, Charles Bazerman, Arthur N. Applebee, Virginia W. Berninger, Deborah Brandt, Steve Graham, Jill V. Jeffery, Paul Kei Matsuda, Sandra Murphy, Deborah Wells Rowe, Mary Schleppegrell, and Kristen Campbell Wilcox

*Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom*, 2nd edition, Deborah Dean

*Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs*, Michelle Cox, Jeffrey R. Galin, and Dan Melzer

*Workshopping the Canon*, Mary E. Styslinger

*Writing Together: Ten Weeks Teaching and Studenting in an Online Writing Course*, Scott Warnock and Diana Gasiewski

Principles in Practice imprint (imprint editor: Cathy Fleischer)

*Rethinking the “Adolescent” in Adolescent Literacy*, Sophia Tatiana Sarigianides, Robert Petrone, and Mark A. Lewis

*Understanding Language: Supporting ELL Students in Responsive ELA Classrooms*, Melinda J. McBee Orzulak

*Writing across Culture and Language: Inclusive Strategies for Working with ELL Writers in the ELA Classroom*, Christina Ortmeier-Hooper

CCCC Studies in Writing & Rhetoric (SWR) series (series editor through June 2016: Victor Villanueva; after June 2016: Steve Parks)

*Collaborative Learning as Democratic Practice: A History*, Mara Holt

*Genre of Power: Police Report Writers and Readers in the Justice System*, Leslie Seawright



*Inside the Subject: A Theory of Identity for the Study of Writing*, Raúl Sánchez

*Reframing the Relational: A Pedagogical Ethic for Cross-Curricular Literacy Work*, Sandra L. Tarabochia

*Translanguaging outside the Academy: Negotiating Rhetoric and Healthcare in the Spanish Caribbean*, Rachel Bloom-Pojar

Copublication

*Reading Challenging Texts: Layering Literacies through the Arts*, James S. Chisholm and Kathryn F. Whitmore (Copublisher: Routledge)

**Kurt Austin, NCTE Publications Director**

## **College Composition and Communication (CCC)**

*College Composition and Communication* (<http://cccc.ncte.org/cccc/ccl/>) publishes research and scholarship in rhetoric and composition studies that support college teachers in reflecting on and improving their practices in teaching writing and that reflects the most current scholarship and theory in the field. The field of composition studies draws on research and theories from a broad range of humanistic disciplines—English studies, rhetoric, cultural studies, LGBT studies, gender studies, critical theory, education, technology studies, race studies, communication, philosophy of language, anthropology, sociology, and others—and from within composition and rhetoric studies, where a number of subfields have also developed, such as technical communication, computers and composition, writing across the curriculum, research practices, and the history of these fields.

### **Current Activities**

This report outlines the current work of the journal, *College Composition and Communication*. I include submission and decision data, as well as information on the current rotation of CCC editorial board members. My term as editor ends with the December 2019 issues, and I am in the process of finalizing my remaining issues for 2019, and I am in discussion with Kurt Austin and Malea Powell, incoming editor, about the transition. My goal is to have Malea begin vetting articles before the end of 2018.

### **Submission Data at a Glance (July 1, 2017 – June 30, 2018)**

#### Submissions and Statuses:

<b>Decisions Made</b>	<b>146</b>		
	Submissions and Statuses		
	Initial Submission (125)		
	Accept Conditionally	3	
	Rejected after Review	35	
	Desk Rejected	51	
	Revise and Resubmit	36	
	After First Revision (18)		
	Accept	4	
	Accept Conditionally	7	
	Rejected after Review	7	
	After Second Revision (3)		
	Accept	2	
	Reject	1	
<b>Pending Submissions</b>	<b>10</b>		
<b>Total Decisions/Submissions</b>			<b>156</b>

## Performance Statistics:

### **Review Process**

	Total Reviewers Utilized	178	
	Unique Reviewers Utilized	146	
	Average Days to Complete Review	47.5	
	# of Early Reviews	137	
	Average # of Days Early	24.9	
	# of Late Reviews	49	
	Average # of Days Late	23.1	
	Reviewer "Accept" Recommendation Rate	23%	

### **Decisions**

	<b>Turnaround Time (Average, in Days)</b>	<b>63.2</b>	
	Acceptance Rate (New)	2.4%	
	Acceptance Rate (Revised)	60.0%	
	<b>Acceptance Rate (Overall)</b>	<b>10.3%</b>	

### **Editorial Board**

Here are the current members of our twenty-member editorial board:

- Steven Alvarez, St. John's University (2018-2020)
- Olga Aksakalova, LaGuardia Community College (2018-2020)
- Chase Bollig, Gonzaga University (2017-2019)
- Dylan Dryer, University of Maine (2015-2018)
- Frank Farmer, University of Kansas (2017-2018)
- Joanne Giordano, University of Wisconsin-Marathon (2018-2020)
- D. Alexis Hart, Allegheny College (2018-2020)
- Tobi Jacobi, Colorado State University (2016-2018)
- Diane Kelly-Riley, University of Idaho (2017-2019)
- Steve Lamos, University of Colorado Boulder (2017-2019)
- LuMing Mao, Miami University (2015-2018)
- Paula Mathieu, Boston College (2015-2018)
- Heidi McKee, Miami University (2017-2019)
- Vorris Nunley, University of California, Riverside (2016-2018)
- Octavio Pimentel, Texas State University (2016-2018)
- Katrina Powell, Virginia Tech (2016-2018)
- Jessica Restaino, Montclair State University (2018-2020)
- Keith Rhodes, University of Denver (2016-2018)
- Kate Vieira, University of Wisconsin-Madison (2018-2020)
- Melanie Yergeau, University of Michigan (2018-2020)

We thank the following members who are cycling off the board at the end of 2018 for their service to the journal: Dylan Dryer, Frank Farmer, Tobi Jacobi, LuMing Mao, Paula Mathieu, Vorris Nunley, Octavio Pimentel, Katrina Powell, and Keith Rhodes.

I will be discussing with Malea Powell, the in-coming editor, how she would like to proceed with the selection of replacement board members.

**Jonathan Alexander, Editor**

## **College English (CE)**

*College English* (<http://www2.ncte.org/resources/journals/college-english/>) is the professional journal for the college scholar-teacher. *CE* publishes articles about literature, rhetoric-composition, critical theory, creative writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional issues related to the teaching of English. Issues may also include review essays.

This report includes information on the past year of activity and describes new and ongoing initiatives.

### **Editorial Board**

The composition of the editorial board remains consistent, with the addition of Andrew Jeter of Niles West High School. Other board members include:

Brenda Jo Brueggemann, University of Connecticut  
Michelle Cox, Cornell University  
Anne Ruggles Gere, University of Michigan  
Karen Keaton Jackson, North Carolina Central University  
Seth Kahn, West Chester University of Pennsylvania  
Neal Lerner, Northeastern University  
Susan Wolff Murphy, Texas A&M University-Corpus Christi  
Susan Schorn, University of Texas-Austin  
Krista Ratcliffe, Arizona State University  
Jacqueline Rhodes, Michigan State University  
Jenny Rice, University of Kentucky  
Tiffany Rousculp, Salt Lake Community College  
Shirley K. Rose, Arizona State University  
Howard Tinberg, Bristol Community College  
Elizabeth Wardle, Miami University of Ohio  
Kathleen Blake Yancey, Florida State University

Members of the board served as proposal reviewers for both the special issue and the scholarly editing issues as described below. I'll take this opportunity to thank them again for their service and hard work.

### **Ongoing and New Initiatives**

In my application for the *CE* editorship, I named an increased attention to the classroom as an area of central concern. To those ends, and in addition to the "And Gladly Teach" feature, I've attempted to find other means to encourage scholarship from teacher-scholars, including participating in a half-day workshop on pedagogical scholarship at the 2018 CCCC Convention and presenting on its role in *College English* at both the 2017 MLA convention and at the 2018 NCTE meeting.

*CE* has a tradition of publishing special issues produced by guest editors. In order to continue to this tradition and widen access to this opportunity, a call for special issues was released in April 2018. Proposals were reviewed by the *CE* Editorial Board after the July 15 deadline. Eighteen proposals were received. In consultation with the board, we offered two special issues. "Weaving the Text: Transdisciplinary Redefinitions," to be edited by Suresh Canagarajah, which examines textual studies from multiple disciplinary orientations, will be published as the September 2019 issue, and "Transdisciplinary Intersections in Composition Studies and Technical Professional Communication," to be edited by Anis Bawarshi, Laura Gonzales, and Ann Shivers-McNair, will appear as the September 2020 issue.

In addition to these special issues, in April 2018 a call went out for a themed issue, "Scholarly Editing: History, Performance, Future." By the 1 July 2018 deadline, we had received 47 essay proposals. We invited five essays, which have been received and are currently under review by the editor for the May 2019 issue.

### **Editorial Queue**

*Manuscript decisions\**

Manuscripts Received: 136

Rejected: 119

Accepted: 17

\*These numbers do not include submissions for the scholarly editing issue nor proposals for the special issues.

**Melissa Ianetta, Editor**

## English Education (EE)

English Education (<http://www2.ncte.org/resources/journals/english-education/>) is the journal of English Language Arts Teacher Educators (ELATE), formerly the Conference on English Education (CEE), a constituent organization of the National Council of Teachers of English (NCTE). The journal serves teachers who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy at all levels of instruction. (Published October, January, April, and July.)

### First, a brief overview of the journal's statistics:

We<sup>1</sup> received on average just over 1 new manuscript per week between July 1, 2017, and June 30, 2018, which is reasonably consistent with previous years as follows:

Fiscal year	2014-15	2015-16	2016-17	2017-18
# of new ms's	72	60	80	61

The average time between submission and initial decision letter (whether that be “reject,” “revise and resubmit,” “conditionally accept,” or—in one case—“accept”) was **just over two months**. Our acceptance rate was **about 15%**. These statistics are in keeping with our goals of reasonably prompt feedback and maintaining the rigor and quality of the journal.

### Second, highlights of the year's accomplishments:

Our third themed issue, *Designing Professional Development for Equity and Social Justice* (January 2018), was in keeping with the previous themed issues' orientations toward social justice. Interestingly, the Emig Award winners selected during my tenure were both from their respective year's themed issues, which I think affirms the socially just stance we've taken. Other than that, we're just chugging along, happy to bring attention to the good work in our field.

### Third, plans for the future:

Our fourth themed issue, titled *Working Through Whiteness and White Supremacy in English Education*, is in the pipeline for publication for January 2019, fulfilling our initial intent of reserving one issue per year for a themed issue. Also in the works are two editorials celebrating *English Education's* 50<sup>th</sup> anniversary (began in 1969, so 2019). The first editorial will be written by a group of former editors (anticipated April 2019); the second by a group of Emig Award winners (anticipated July 2019). These editorials will dovetail with an anniversary event at the 2019 ELATE conference. Speaking of ELATE, the October issue of *EE* will reflect the new name on its covers and front matter.

Finally, I also would like to see what we (both the editorial team and NCTE writ large) can do to document and increase the journal's impact beyond the scope of our readership.

**Tara Star Johnson, Editor**

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<sup>1</sup> By “we” I mean the editorial team, which during FY 17-18 consisted of Tara Star Johnson as editor; Shea Kerkhoff as assistant editor; and Tiffany Karalis as editorial assistant, all affiliated with Purdue University. As of Fall 2018, the team still consists of Tara and Shea (now at UMSL), but we've added Lanette Jimerson as an assistant editor and David Premont as editorial assistant (both at Purdue).

## ***English Journal (EJ)***

*English Journal* (<http://www.ncte.org/journals/ej>) is a journal of ideas for English language arts teachers in junior and senior high schools and middle schools. *EJ* presents information on the teaching of writing and reading, literature, and language. Each issue examines the relationship of theory and research to classroom practice in the teaching of English. *English Journal* is published bimonthly - September, November, January, March, May, and July.

### **Editorial Team**

The editorial team consists of Editor Julie Gorlewski and Associate Editor David Gorlewski. During this volume period, Julie served as an Associate Professor and the Chair of the Teaching and Learning Department at Virginia Commonwealth University in Richmond, Virginia; and David was serving as an Affiliate Faculty member at VCU. Both are now affiliated with the State University of New York at Buffalo. Theresa Kay, senior editorial associate, operates out of Fairbanks, Alaska. The editorial associate was Nicholas Shipman. In addition, NCTE production assistant Rona Smith provides expert assistance in preparing the journal for final publication. Finally, members of the Secondary Steering Section contribute theme-based introductory articles in each issue under the heading of *High School Matters*.

### **Writers and Published Manuscripts**

The co-editors have access to an online manuscript submission and peer review system for scholarly publications called Editorial Manager (EM). Data from EM indicated that there were 225 manuscript submissions to *English Journal* from November 16, 2016 through November 15, 2017 (which was the submission deadline for volume 107.6). From these submissions, 69 peer reviewed articles were selected for publication. Of that group, 45 articles had first authors who were college or university faculty. Of the remaining 24 articles, 23 had first authors who were either middle school or high school classroom teachers, and one was written by a doctoral student.

Those numbers do not include the regular columns (which are discussed in the next section). Given the number of submissions and the number of articles accepted for publication, Volume 107 of *English Journal* had an acceptance rate of 30%.

### **Columns and Columnists**

Volume 107 continued the *English Journal* tradition of including columns under the following titles and with the following editors:

- Carpe Librum: Seize the (YA) Book - Pauline Skowron-Schmidt (Offers reviews of current Young Adult literature)
- Continuous Becoming: Moving Toward Mastery – Victoria P. Hankey (Provides a forum for teachers to explore their craft)
- Disabling Assumptions – Patricia A. Dunn (Addresses issues related to students with disabilities)
- Lingua Anglia: Bridging Language and Learners – Pamela J. Hickey (Reviews topics related to English Language Learners)
- Soft(a)ware in the English Classroom – Tom Liam Lynch (Explores the implications of educational software)
- Speaking Truth to Power – P.L. Thomas & Christian Z. Goering (Focuses on power, resistance, and equity)
- Under Discussion: Teaching Speaking and Listening – Lisa Barker (Explores direct instruction in speaking and listening)
- Book Reviews – Ken Lindblom (Provides overviews and critiques of current educational texts)

### **Issue Themes and Content**

All six issues that comprise Volume 106 had specific themes and two had guest editors (who added a layer of expertise to the respective topic). These included:



- 107.1 (*Multicultural and Multivoiced Stories for Adolescents*, guest edited by Kelly Byrne Bull and Jacqueline Bach – with Julie Gorlewski)
- 107.2 (*Death in the English Classroom*)
- 107.3 (*Writing Is Power: Helping Students Craft Their Wor(l)ds*, guest edited by Pamela J. Hickey and Vicki McQuitty – with Julie Gorlewski)
- 107.4 (*The Essence of Improvement: Leadership in English Language Arts Instruction*)
- 107.5 (*Embracing Enduring Tensions in English Education*)
- 107.6 (*Equity and English: Constructing a Just Future*)

Each issue in Volume 107 included a *From the Editors* section and each included a *High School Matters* column. In all, Volume 107 consisted of:

- 69 articles
- 19 poems
- 40 columns
- 0 “*EJ* in Focus”
- 3 “Speaking My Mind”

## Poetry

The poetry section was edited by Lauren Gatti. The topics and emotions explored in the poems are often related to the respective issue’s theme.

## Anonymized Reviewing Process

*EJ* is refereed by peer reviewers from both the United States and Canada. Reviewers consist primarily of college faculty members and middle and high school English teachers, as well as ELA consultants and librarians. The editorial team has continued the practice of publishing the names of all reviewers in the July issue.

## English Journal Writing Awards

The **Paul and Kate Farmer Awards** are presented annually to authors of the best articles published in the journal during the previous volume year. Eligible entrants must be secondary school teachers and may include those on leave or not currently teaching.

This year’s selection committee was chaired by Amanda Palmer with members Courtney Morgan, Tiffany Rehbein, Ann Quinlan, and Vaughn Watson.

The 2017 award recipients were:

- First Selection: Nicole Boudreau Smith for *A Principled Revolution in the Teaching of Writing* which appeared in Volume 106.5, May, 2017.
- Honorable Mention: Jaclyn Burr for *Springsteen, Spoken Word, and Social Justice: Engaging Students in Activism through Songs and Poetry* which appeared in Volume 106.6, July, 2017.

The **Edwin M. Hopkins Award** is named after the author of the lead article in the very first issue of *English Journal* over a century ago. Edwin M. Hopkins was a professor of rhetoric and English language at the University of Kansas, a member of the first Board of Directors of NCTE, and co-author of the first NCTE constitution. The purpose of the award is to recognize outstanding *English Journal* articles written by someone who does not qualify for the Farmer Award. Recipients are generally from higher education. This award is presented biennially so recipients will be honored at the 2018 conference. Those eligible will be drawn from articles that appeared in Volume 106 and 107.

## A Final Note

As noted earlier, Volume 106 included four issues with guest editors. Though the inclusion of guest editors entails additional work on our part, we believe that the practice taps into the unique expertise and experiences of educators, and offers *EJ* readers topics and discussions of greater variety, depth and focus.

We urge the incoming editorial team to consider continuing this practice when unique situations present themselves.

**Julie A. Gorlewski, Editor**

**David A. Gorlewski, Associate Editor**

## Language Arts (LA)

Language Arts (<http://www2.ncte.org/resources/journals/language-arts/>) provides a forum for discussions on all aspects of language arts learning and teaching, primarily as they relate to children in pre-kindergarten through the eighth grade. Issues discuss both theory and classroom practice, highlight current research, and review children's and young adolescent literature, as well as classroom and professional materials of interest to language arts educators. (Published September, November, January, March, May, and July)

### Volume 96: September 2018 - July 2019

Issue Theme	Date	Submitted MS	Rejected MS	Published MS	Invited MS	Percent Published
Youth Culture(s) and Childhood	Sept. 2018	6	5	1	2	16.6%
Viewpoints and Visions	Nov. 2018	22	21	1	1	4.5%
Life Lessons: Autobiographies, Biographies, and Memoirs	Jan. 2019	6	5	1	2	16.6%
Language Learning and Linguistic Diversity	Mar. 2019	23	22	1	2	4.3%
Critical Literacies	May 2019	26	TBD	TBD	TBD	TBD
Viewpoints and Visions	July 2019	24	TBD	TBD	TBD	TBD
TOTALS		106	TBD	TBD	TBD	TBD

### Volume 96 Feature Articles, Perspectives on Practice, and Departments

#### Feature Articles

Feature Articles include original research studies of literacy and language, preschool-grade 8. Characterized by methodological and theoretical soundness, Feature Articles include portraits of the language arts across multiple contexts and modalities, provide clear implications for teaching and learning, and make a significant contribution to advancing knowledge in the field. We also consider submissions that are conceptual in nature and that attend to broader issues, research trends, and policies shaping the field of language arts. (approximately 6,500 words)

#### Perspectives on Practice

These submissions speak directly to the diverse practitioners of the language arts, including teachers, librarians, literacy specialists, children's book authors and illustrators, professional development providers, and more. Submissions may include a description of an innovative teaching strategy; an exploration of promising new apps, book series, or games that support literacy learning; insights related to creating children's literature; professional learning opportunities that nurture inquiry and reflection; perspectives on current or controversial issues in the field of language arts; or additional topics determined by the author. These first-person contributions are chosen by the editors and are engaging and accessible to the multiple audiences of Language Arts. (approximately 1000-1500 words)

#### Research & Policy

The goal of this Department is to offer insightful research and policy pieces related to the field of Language Arts. Articles will be invited and include the following: research synthesis, emerging or cutting edge theoretical frameworks or studies, past/present perspectives on seminal research, or reviews of critical areas of policy. A few scholars who have contributed to this department are Anne Haas Dyson, Vivian

Vasquez, and Mileidis Gort. Elizabeth Marshall and Theresa Rogers are the department editors. (approximately 5,000 words)

### **Invited Dialogue**

Some issues will include interviews with a variety of individuals who can provide additional insights related to the themes for each issue. Guests include notable scholars and authors of children's literature as well as publishing representatives such as editors and book designers. Individuals interviewed in volume 96 include Carole Boston Weatherford, Hilary Janks, and Jabari Mahiri. Jennifer D. Turner is the department editor with assistance on occasions from Alan R. Bailey. (approximately 4,000 words)

### **Language Arts Lessons**

This department brings a range of pedagogical and literary theories to the classroom in accessible and meaningful ways. We invite experts to offer a short, lively description of a pedagogical practice (e.g., writing workshop) or theoretical perspective and to provide questions and activities that teachers can use immediately in their classroom. For instance, a scholar or teacher may write a short piece about how to read comics and then demonstrate how to invite students to make meaning with visual texts; a feminist scholar may offer ideas about how to engage young people in analyzing the construction of gender in a picturebook or novel. In each Language Arts Lessons column, we will also highlight 2-3 professional texts to extend and enrich the inquiries. Scholars who have been invited to write for this department include Kathleen M. Collins, Jackie Marsh, and Caitlin Ryan. Elizabeth Dutro and Mary Kelly are the department editors. (approximately 1500 words)

### **Children's Literature Reviews**

This department will continue to highlight recently published children's literature for children. It will feature the Notable Children's Books in the English Language Arts (March issue) as well as the winners of the Charlotte Huck and Orbis Pictus Awards (November issue). Notable poetry books will be published in the July issue. Our department editor will work closely with the editorial team to ensure that the column aligns with themed issues. Grace Enriquez is the department editor. (approximately 3,500 words)

### **Volume 97 Calls for Manuscripts**

#### **September 2019: Engaging Families in Language Arts Learning**

For this issue we seek Feature Article and Perspectives on Practice submissions that explore the participation of families in language and literacy learning. How are definitions of families changing, and in what ways does this impact our understandings of family engagement in literacy learning? What is "family literacy" and how might it be viewed differently by parents, guardians, teachers, schools, and librarians? How can teachers, schools, and librarians reach out to all families in new and different ways while drawing on their "funds of knowledge" to support and enhance their children's language arts learning? What roles can families play in supporting their children's literacy learning? For instance, seminal studies of early readers demonstrated the significance of families and the home environment in helping young children learn to read before entering school without having had any formal instruction. What recent studies build upon this scholarship? How are family literacy practices evolving in the digital era in which we live? Should family literacy programs support language arts learning for family members and children simultaneously? What theoretical frameworks attuned to racial and linguistic diversity, asset-based pedagogies, and social class can help us envision more culturally responsive family literacy engagements and programs? Are there particular literacy practices teachers have implemented (e.g., writing suitcases and collecting family stories) that lead to increased engagement with the language arts for children and their families? Join us in putting together an issue that will give us much to consider in regard to engaging families in language arts learning.  
**Due September 15, 2018**

#### **November 2019: Viewpoints and Visions**

For this unthemed issue, we invite Feature Article and Perspectives on Practice submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today's readers of *Language Arts*? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are

engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children's literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. **Submission deadline: November 15, 2018**

### **January 2020: Multimodal Literacies**

In 2005, NCTE framed its "[Position Statement on Multimodal Literacies](http://www2.ncte.org/statement/multimodalliteracies/)"

(<http://www2.ncte.org/statement/multimodalliteracies/>) with a question from William Kist, asking, "Has there ever been a time when we have not been awash in a remarkable torrent of symbols and opportunities for reading and writing them?" More than a decade later, teachers, researchers, librarians, and policy makers are continuing to grapple with expanding definitions and practices of multimodal literacies. Across PreK-8 classrooms and in community-based programs, we see incorporation of the arts, music, and drama into literacy education as well as expanding definitions of texts to include the written, digital, visual, and the embodied. As children navigate multiple modes (visual, aural, gestural, etc.) across an increasingly diverse set of digital and social media platforms, many teachers have created educational contexts responsive to the range and variation of children's multimodal literacies. In this issue, we invite Feature Articles and Perspectives on Practice submissions that explore multimodal literacies. Some questions you might consider include: How are you incorporating multimodalities into your teaching? What are you noticing about how young people read multimodal texts (e.g., picturebooks, graphic novels, e-books) and create multimodal texts (e.g., podcasts, comics, digital stories)? In what ways are you assessing students' multimodal compositions? How are you striving to capture and represent the complexities of multimodal literacies within your research? What are promising theoretical frameworks that we can draw on to understand and illuminate children's multimodal composing processes? In what ways can multimodal literacies help advance equity-oriented and social justice pedagogies? Join us as we craft an issue responsive to and reflective of the multimodal nature of literacy.

**Due: January 15, 2019**

### **March 2020: Readers, Reading, and Responding**

For this issue we seek Feature Article and Perspectives on Practice submissions that explore the nuances, complexities, and practices of children responding to a range of print, multimodal, and digital texts. We ask you to consider whether and how modes of response have remained the same or developed in the many years since foundational reader response theorists such as Louise Rosenblatt, Richard Beach, Lawrence Sipe, and Judith Langer encouraged teachers to value readers/texts/contexts (albeit across a continuum) while fostering literary understandings? What current pedagogies, theories, and studies build upon or complicate this earlier reader response criticism? Some questions you might consider include: How do teachers, reading specialists, literacy coaches, and librarians decide the importance of responding to texts in their classrooms or other teaching contexts? What are you noticing about features or genres of diverse series and/or multimodal texts that evoke certain kinds of responses in readers? In what ways have educators considered or negotiated tensions between asking students to engage in 'close readings' versus interpreting texts from experiential, cultural, social, or other stances and positionalities? What emerging theories of response incorporate the intersectional nature of student characteristics of race/ethnicity, class, gender, development, geography, etc. within the meaning making process? Beyond reading and writing, how are the arts, music, dance, drama or other modalities viewed as ways of responding in classrooms and other out-of-school spaces? How might studies of response help us to better understand or advance children's racial literacy, critical literacy, agency, introspection, and awareness of social justice? Join us in putting together an issue that will give us much to consider in regard to broadening our understandings of the many ways youth respond to texts. **Due: March 15, 2019**

### **May 2020: Teacher Learning and the Language Arts**

Teaching the language arts in PreK-8 settings is oftentimes challenging for novice and veteran teachers alike and requires ongoing professional learning. For this themed issue, we invite Feature Article and Perspectives on Practice submissions that address teacher learning and the language arts across a continuum. Some questions to consider might be: what do highly effective language arts teachers look like and what can others learn from their everyday classroom practices? In what ways do teacher beliefs, identities, and ways of knowing contribute to the successful implementation of language arts instruction? What kinds of texts, communities, or practices support teachers' learning? Where are teachers finding inspiration and resources for ongoing growth in the profession? What can be done to ensure that educators

are successful in teaching the language arts to students who are often marginalized in schools due to factors such as race, socioeconomic status, sexual orientation, etc.? Students often inspire new lines of inquiry into our teaching practice. Are there particular students or problems of practice that have catalyzed teachers' learning trajectories? How can teacher education programs prepare preservice teachers to become highly effective teachers of reading and writing and how can this work be sustained when preservice teachers become inservice teachers? What accounts for teacher development and adaptation throughout the trajectory of a teaching career? What types of professional learning groups and contexts help to sustain and further develop growth in teacher practices? How are teachers engaging in inquiry related to the language arts to improve their pedagogy and what kinds of insights does this inquiry provide? Join us in putting together an issue that will give us much to contemplate about teacher learning and the language arts. **Submission deadline: May 15, 2019**

### **July 2020: Viewpoints and Visions**

For this unthemed issue, we invite Feature Article and Perspectives on Practice submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today's readers of *Language Arts*? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children's literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. **Submission deadline: July 15, 2019**

**Wanda Brooks, Jonda C. McNair, and Kelly Wissman, Co-Editors**

## Research in the Teaching of English (RTE)

*Research in the Teaching of English* (<http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/>) is the flagship research journal of the National Council of Teachers of English (NCTE) in the United States. It is a broad-based, multidisciplinary journal composed of original research articles and short scholarly essays on a wide range of topics significant to those concerned with the teaching and learning of languages and literacies around the world, both in and beyond schools and universities.

Housed at Northeastern University and Michigan State University in 2017, the editorial team included co-editors Ellen Cushman and Mary M. Juzwik and assistant editors Scott Jarvie, who worked as production editor, and Heather Falconer, who handled special projects and daily journal tasks. Heather continued in this position until December 2017 to finalize the last two issues in volume year 52 and to provide transition continuity to the new editorial team. The new editorial team from the University of Pennsylvania includes co-editors, Gerald Campano, Ebony Thomas, and Amy Stornaiulo, who took over the day-to-day work of the journal in September 2017.

The teams work closely with Kurt Austin and Rona Smith at NCTE.

This report represents work completed for volume year 52. Over the five years of the Cushman-Juzwik co-editorship (2012-2017), we have sought to better position *RTE* globally by continuing to expand the diversity of contributors; by supporting diverse worldviews in educational research; by exploring new, creative and divergent methods and ideas in *RTE* manuscripts; and by building upon the research and review writing capacities among authors and reviewers.

To support this vision, we took steps to:

- build a diverse knowledge base,
- improve *RTE*'s impact on educational research and literacy studies,
- maintain the quality of manuscripts, and
- promote and maintain a strong pipeline of diverse scholars.

### Pipeline and closing out the journal update

In the past year, the journal notes the following accomplishments from 9/2/2016 - 9/1/2017:

- Numbers of submissions have decreased slightly (from a high of 221 in Yr3 (2015 +13%); to 196 in Yr4 (2016 –11%) to 180 in Yr5 (2017 -8.5% ).
- *RTE* received manuscripts (articles and forums) from 27 different countries, including 91 manuscripts from outside the U.S. (46.7% of all manuscripts received).
- For fiscal year 2016 (June 2016 – June 2017), *RTE*'s circulation was 2,106. Of those, 1,483 were regular print subscriptions and 623 were Green, electronic-only subscriptions (see Table 1).
- The total income for the journal for FY 17 was \$88,118.46 (compared to \$95,417 in FY16 and \$101,900 in 2015). NCTE budgeted \$80,000 to make in FY18, compared to \$95,541.09 the previous year.
- Across the years of our editorial term, the impact factor has risen steadily (Figure 1) and now compares favorably to journals in its class (Figure 2).

The table below details the value of publishing in *RTE*.

Table 1. A summary of *RTE*'s circulation, impact factor and acceptance rate.

	Last year	This year
Circulation	2210	2106
Impact factor	1.622	1.976

Acceptance rate	5.2% without forums 6.3% with forums	4.97% without forums 6.63 % with forums
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As you can see in the Figure 1 below, the impact factor of *RTE* ranks considerably higher compared to previous years and reached an all-time record high for the journal with a 1.96 impact factor for 2017. This impact factor also surpassed other Q1 journals in education and education research (figure 1) (such as *Written Communication*, *all other NCTE journals*, and *The Journal of Literacy Research*, and the *Journal of Adolescent and Adult Literacy*, see figure 2).

#### 2017 Journal Impact Factor & percentile rank in category for: RESEARCH IN THE TEACHING OF ENGLISH

**1.976**

2017 Journal Impact Factor

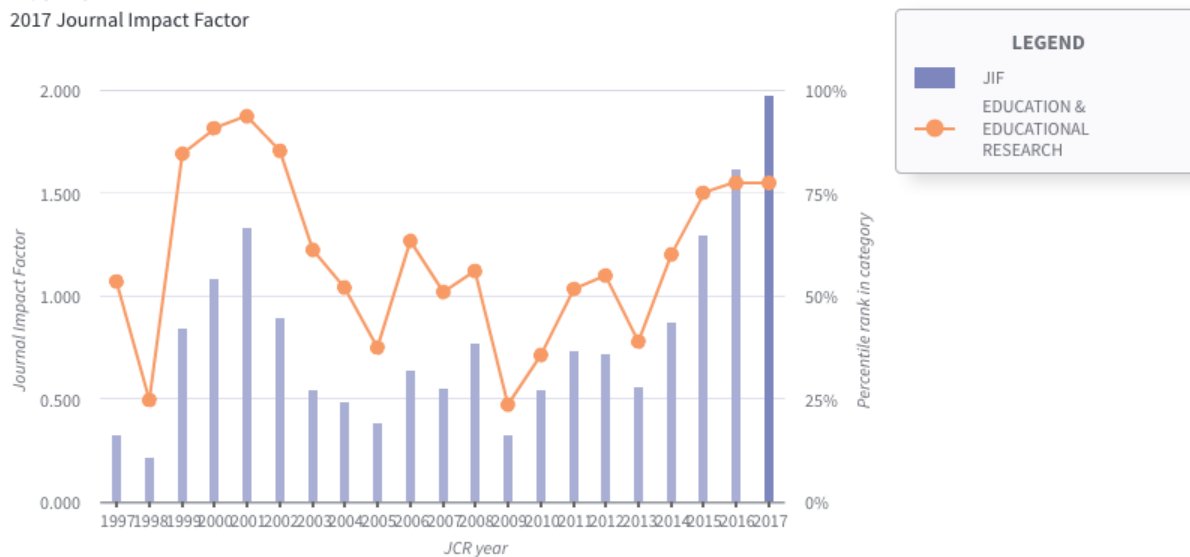


Figure 1: RTE Journal Comparison of Impact Factor 1991-2017; Source: InCites: Journal Citation Reports.



Citing Journal Data		
	Impact	Cited Journal
1		ALL Journals
2	1.976	RES TEACH ENGL
3		COLL COMPOS COMM...
4	2.739	READ RES QUART
5	1.267	WRIT COMMUN
6		COLL ENGL
7	2.634	HARVARD EDUC REV
8		ENGL J
9	1.178	THEOR PRACT
10	4.000	EDUC RESEARCHER
11	2.256	TESOL QUART
12		LANG ARTS
13		ENGLISH EDUC
14	1.710	J LIT RES
15	0.892	LINGUIST EDUC
16		EQUITY EXCELL EDUC
17	1.177	J ADOLESC ADULT LIT

Figure 2. Journal Comparison of Citing Journal Data: Impact Factor for 2017. Source: InCites: : Journal Citation Reports.

### What We Have Done to Increase RTE's Impact

The RTE team worked vigorously to increase the impact factor of the journal in numerous ways, such as recruiting manuscripts, encouraging citations to the journal, handing out free issues to interested authors, and to make the visible to international audiences. We're grateful to a strong board who has also supported these efforts.

In the 2016-2017 year, we received submissions from 37 different regions in the world, with reviewers representing 11 different countries. While reviewers still largely represent Anglophone countries, the editorial team has continued to recruit from underrepresented regions, such as Asia and Latin America.

### Journal Accountability Report

This section provides a summary of activities of the journal for the period between September 01, 2016 and September 01, 2017.

#### Submissions

RTE has continued to see consistency in manuscript *submissions* in the past four years. The following table provides comparative statistics of manuscripts submitted between the last four reporting periods.

As Table 2 will reflect, the number of revised submissions during this reporting period are significantly lower than prior years. This is due to necessary tapering given the approaching end of our editorship. Between 2015-2017 we consciously worked to ensure that the incoming editorial team had a clean slate from which to build, with only solid manuscripts in the transition pipeline (see "Pipeline" section for more information).

Table 2: A comparison of manuscript submissions for the last five years.

Reporting Period	New MS Received	Revisions Invited	Revised MS Received
------------------	-----------------	-------------------	---------------------

8/1/12 – 9/1/13	178	49	36
9/2/13 – 9/1/14	196	70	64
9/2/14 – 9/1/15	221	61	65
9/2/15 – 9/1/16	196	92	20
9/2/16 - 9/1/17	181	61	55

The manuscripts submitted for consideration have represented a wide diversity of countries and languages, from Eastern Europe to Latin America. Over our editorship, the number of countries submitting manuscripts by year end has stayed steady with marked increases in our second and last year of our editorial terms. This provides evidence of some success in our international manuscript recruitment efforts.

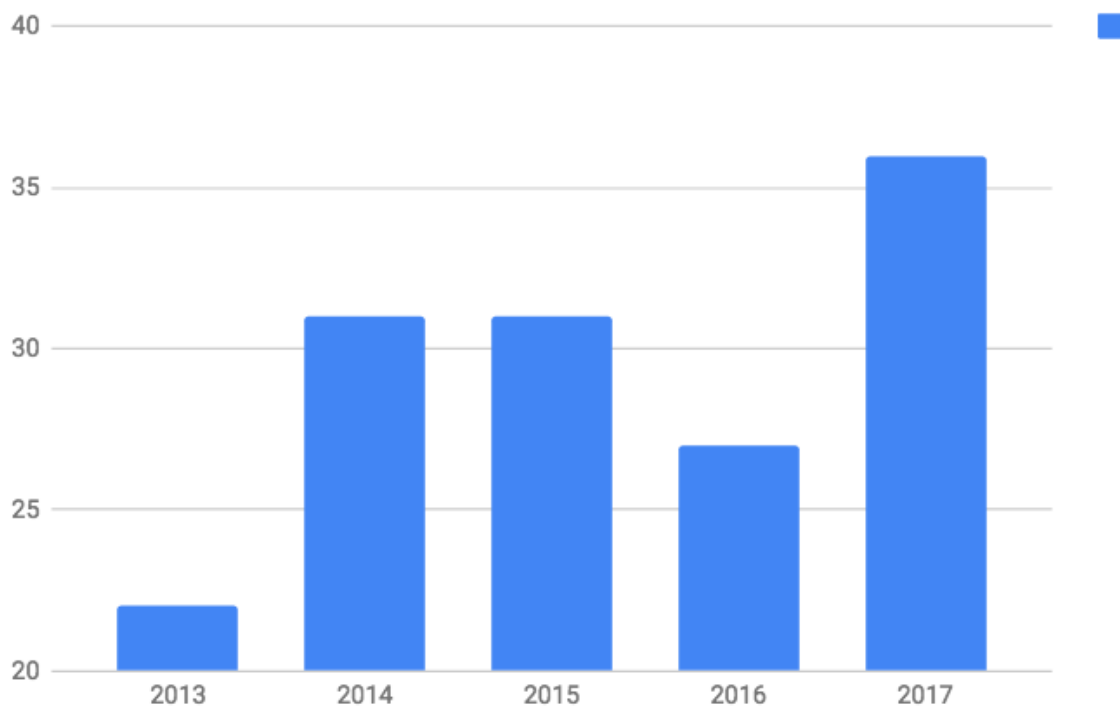


Figure 4: Total number of countries submitting manuscripts by year-ending.

Accepted submissions for publication, however, have been limited to 6 countries. This suggests that while the international reach of RTE is expanding, representation in its pages of authors outside of the United States is an area in need of improvement. One of the more noticeable factors impacting this publication breakdown is that a *timeliness* gap appears to exist in the scholarship. Submissions from underrepresented regions frequently address questions and concerns that are already fairly well addressed in the literature (e.g., the effect of educator attitudes on learning, analyses of textbooks for gendered or racialized language).

The frequency of these types of submissions suggests to us that there is a need for pedagogical help in cultivating *new* research and timeliness of scholarship. We believe that this is an important topic for the incoming editorial team to address. A second issue that has also affected this publication rate is genre- and discourse-awareness. Guidance for submitters with regard to the conventions of RTE's publications for non-Anglophone regions might also help bring these voices to the forefront.

Though no data exists from previous editorships on the matter of diversity of authors represented in the pages of the journal, we can report that our editorship saw approximately one third of the total authorship roster were persons of color\*

Volume Number	Years	Authorship representation
48	2013-14	10 of the 25 authors published were persons of color
49	2014-15	8 of 26 authors published were persons of color
50	2015-16	7 of the 20 authors published were persons of color
51	2016-17	9 of the 27 authors published were persons of color
52	2017-18	8 of the 26 authors published were persons of color

**Total** 42 (32%) of the 124 authors published

\* Authors of color include those representing a historically underrepresented group or two or more racial categories (32 authors), and Asian, including international authors (10 authors).

### ***Journal Turnaround Time***

The table below shows the average number of days between the date a manuscript was received and the first decision. This data set includes articles and forums. The turnaround time is down from 61 last year.

*Table 3: Average # of days between the date the manuscript was received and the first decision.*

<b>Submission to First Decision</b> Average number of days between the date the manuscript was received and the first decision.	41.3
<b>Time to Decision</b> Average number of days from when Ellen and Mary assumed responsibility for making decision and when decision was submitted.	44

### ***Reviewer Statistics***

This section provides the breakdown of Total Reviewers Invited to Review during the time period, which includes manuscripts *submitted before* the time period, as well as the status of each invitation as of the report date.

*Table 4: Total Reviewers Invited to Review*

Number of Manuscripts Sent Out for Review	90
Total Reviewers Invited	370
Reviewers who Completed Reviews	208
Declined to Review	85
Have Not Responded to Review Invitation	0

### ***Reviewer Recommendation Summary***

This section shows the total number of recommendation terms submitted by reviewers during the specified time period. The column of percentages is simply an indicator of the frequency with which each term is used.

*Table 5: Reviewer Recommendation Summary*

Reviewer Recommendation Term	Reviews Completed	Frequency of Recommendation
Accept with minor editing	32	13.9%
Conditional Accept with Specified Revisions	30	13%
Reject	50	21.6%
Reject and Resubmit (as new submission)	40	17.3%
Revise and resubmit	70	34.2%
Total Reviews completed	231	100%

#### **Editor Decision Recommendation Summary**

The following tables shows editors' decision summary. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time period. Total decisions for each revision number are also provided.

Editor Decision	Original Submission	Rev 1	Rev 2	Rev 3	Rev 4	Rev 5
Total	181					
Accept (includes conditionals, etc.)	1	1	7	5	2	1
Reject	145	3	2			
Reject and Resubmit (as new submission)	9	3				
Revise and resubmit*	20	11	2			

*Table 6: Editor Decision Recommendation Summary*

#### **Summary of Published Content**

The following figures reflect the types of content *RTE* has published during our editorial tenure, including topic areas, populations studied, and keyword classifications. As reflected in this data, we have made great efforts to represent topics and populations that are historically underrepresented in the English/Language Arts literature.

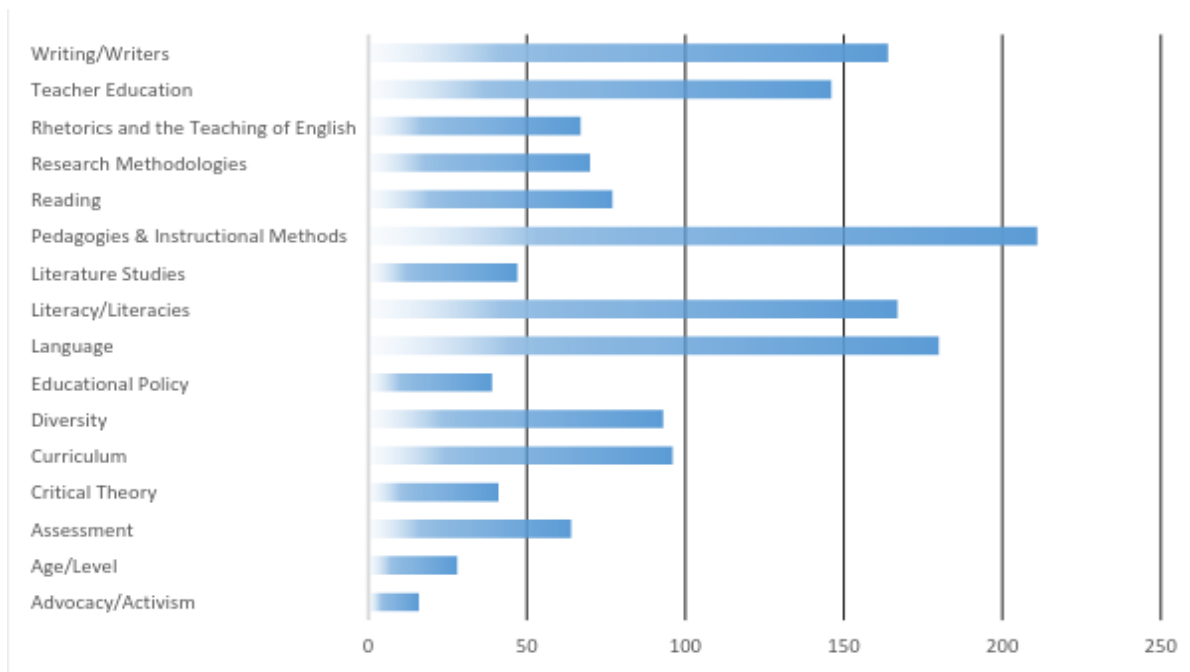


Figure 7. During our editorial tenure, publications have fallen into 16 different category types.

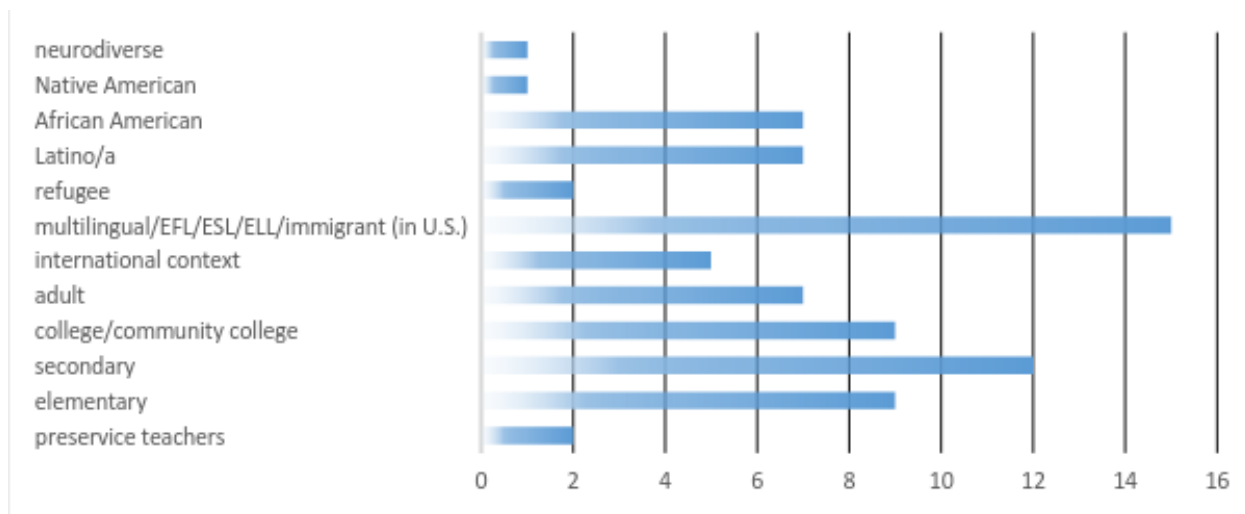


Figure 8. The data represented in this figure reflects the editorial team's commitment to giving voice to many of the populations historically underrepresented in the English/Language Arts literature.

## Special Projects

### Translations

To support the goal of increasing the global presence of the journal, *RTE* began the practice of publishing abstract translations in the following languages: Arabic, French, German, Hindi, Korean, Mandarin, Russian and Spanish.

### Capacity Building for Scholarly Writing in the Field

A topic that has become salient in this past year is the transnational nature of academic life and its influence on scholarship in the research community. In keeping with the desire to publish more authors from non-Anglophone countries, we realize that there is a need to build capacity for those scholars who find themselves working outside of their native countries and/or languages. Building capacity -- and redefining what counts as capacity -- for transnational scholarship in language, literacy, and English

education is a huge issue for the field to consider right now. We hope the next editorial team is prepared to take up this issue.

#### Purves Award

The Alan C. Purves Award is presented annually to the author(s) of an article published in the *Research in the Teaching of English* from the previous year's volume. The winning article is judged based on the committee's assessment of the likelihood of having the greatest impact on educational practice. The Purves Award committee, composed of Rob Simon (University of Toronto-OISE), Cristina Guerrero (a teacher and equity officer in TDSB, and OISE doctoral student), and Maria Paula Ghiso, Teachers College, Chair, selected two winning articles this year:

Writing the Self: Black Queer Youth Challenge Heteronormative Ways of Being in an After-School Writing Club" by Latrise P. Johnson, and "Translanguaging, Coloniality, and English Classrooms: An Exploration of Two Bicoastal Urban Classrooms" by Cati de los Rios & Kate Seltzer. Both articles appeared in issue 52.1.

**Ellen Cushman and Mary Juzwik, Co-Editors**

### ***Talking Points (TP)***

*Talking Points* (<http://www2.ncte.org/resources/journals/talking-points/>) is published by WLU, the Whole Language Umbrella, a conference of NCTE. *Talking Points* helps promote literacy research and the use of whole language instruction in classrooms. It provides a forum for parents, classroom teachers, and researchers to reflect about literacy and learning. (Published semiannually, October and May.)

*Talking Points* journal published two issues beginning July 1, 2017 and ending June 30, 2018. The October 2017 issue was "Composing and Creating in Writing Classrooms," and the May 2018 issue was "Teaching Literacy as a Tool for Social Action." We are continuing with our non-themed issues since it has helped with increasing the number of manuscripts submitted without having to extend the deadlines.

For the year, we received 17 submissions that went out for review and five that were rejected by the editors before being sent out for review. There are currently 63 reviewers in the EM system. We sent 56 invitations to 39 reviewers. From the total invitations sent, 34 were accepted, 14 were uninvited because reviewers did not respond to the invitation, and eight invitations were declined. In total, 21 different reviewers completed reviews. Seven of those completed multiple reviews (up to four) during the year. Twenty-five reviews were submitted on time and nine were submitted late. While we have a strong group of committed reviewers, we continue to work at recruiting additional reviewers, as our work as editors depends on the timely response of reviewers. Our committed reviewers provide to authors extensive constructive feedback with a positive and encouraging tone.

Kathryn Mitchell Pierce and her professional study group continue to write a column for each issue of *Talking Points*. The "Classroom Voices" column includes classroom teacher profiles, teacher comments on issues in whole language education, including a focus on teachers who are taking up leadership positions in their educational settings. Topics for the column during 2017-2018, which will correlate with each issue's theme were:

- Exploring literature with and for young children and adults
- Composing and creating in writing classrooms

Each of the editors has been supported by graduate assistants, Megan Anderson and Kim Aitkens, who assist with the editorial process as well as the continued support of Rona Smith at NCTE.

As our second term as editors of *Talking Points* will end with the May 2019 issue, a call for new editors came out in the May 2018 issue with a proposal submission data of July 1, 2018. Three quality proposals were received by NCTE. At the Literacies for All Summer Institute in Baltimore in July 2018, the WLU Board developed a process to evaluate the proposals and select the next editor/editors. Beginning with the October 2019 issue, the co-editors of *Talking Points* will be Dr. Pat Paugh, University of Massachusetts, and Dr. Sherry Sanden, Illinois State University. Dr. Paugh and Dr. Sanden are both active members of WLU. In their proposal, they shared a vision that reflects the goals and values of the Whole Language Umbrella.

**Sally Brown, Deborah MacPhee, Co-Editors**

## ***Teaching English in the Two-Year College (TETYC)***

*Teaching English in the Two-Year College* (<http://www2.ncte.org/resources/journals/teaching-english-in-the-two-year-college/>), the journal of the Two-Year College English Association (TYCA), is for instructors of English in two-year colleges as well as for teachers of first- and second-year composition in four-year institutions. *TETYC* publishes theoretical and practical articles on composition, developmental studies, technical and business communication, literature, creative expression, language, and the profession. Published September, December, March, and May.

In this report, I describe some of the recent activities I have engaged in as journal editor and give an overview of the recent and future issues.

One new activity is *TETYC*'s participation in the editorial fellowship opportunity created by the CCCC Executive Committee. The goal is to provide greater opportunities for new scholars to learn about the editing and publishing process. The *TETYC* fellow is Rachel Wineinger, who is an adjunct faculty member at Lewis and Clark Community College in Godfrey, IL. She attended the reviewer meeting at 4Cs in Kansas City. She has been working on different phases of the manuscript review process, including on a decision letter for a manuscript that was desk rejected and is in the process of drafting a decision letter for a revise and resubmit.

Our reviewer meeting at CCCC in Kansas City had about 20 attendees. We brainstormed some ideas for special issue emphases. I continue to be interested in a special issue with a social justice theme but would like to put out a call for self-nominations for interested guest editors. I hope to get to that before the next TYCA EC meeting. Other activities I participated in as editor at the convention were editor's office hours in which I answered questions from prospective authors, and the "think tank" session where attendees who are interested in vetting ideas in response to the next year's CCCC CFP can talk over their concepts with CCCC EC members.

I have participated in a few other activities of interest to the TYCA EC. In my new position as North Dakota State University, I'll be able to offer a graduate seminar, ENG 758: Teaching Writing in the Two-Year College. One of the affordances of taking this different position is the ability to do more work to better prepare students at the graduate level for two-year college teaching positions. A component of the course I plan to use is an interview project, where students will be asked to develop an interview protocol and schedule a skype or email interview with a two-year college teacher-scholar to learn more about the work they do. I will send out an email request looking for willing interviewees to this group but also the TYCA list, and I would gladly share the syllabus in progress with others who are potentially interested in pitching something like it with a collaborating university partner.

I was invited in April to be a guest keynote speaker at an inaugural CUNY conference focused on critical pedagogies. As part of that, I collaborated with Leah Anderst, a faculty member at Queensborough Community College, to present on placement and writing assessment; I also made a number of pitches to presenters at the conference to submit to *TETYC* and have seen an uptick in submission from that two-year college system (which is often represented in our pages, but I am glad to have the additional manuscripts).

Another project in progress that I am excited about, and will be good exposure for the journal, is a collaboratively authored article that I proposed with the prior three *TETYC* editors, Jeff Sommers, Howard Tinberg, and Mark Reynolds. In response to the *College English* editor's CFP for articles focused on scholarly editing. Our proposal was one of those accepted of 40 proposals (I include the submitted abstract below). We are excited about the prospect of having *TETYC* featured in the special issue which is slated for April 2019. As both a retrospective and forward-looking piece that draws from the experiences of a quarter-century of the journal's editorship, I hope this will be an important contribution to the scholarship on editing in English Studies.

### **Overview of journal Issues:**

The special issue in May 2018 included themed articles and was the result of a collaboration with Amy Lynch Biniek who is the editor of *Forum: The Newsletter of Part-Time and Contingent Faculty*. This journal follows traditional peer review processes and appears alternately in CCC and *TETYC*. We have decided to



partner for a special issue that will appear in May 2018 focused on Academic Freedom and Labor in College English. The table of contents is as follows:

"Col(labor)ation: Academic Freedom, Working Conditions, and the Teaching of College English,"  
Amy Lynch-Binieck and Holly Hassel (collaborative editors' introduction)

Symposium on Academic Freedom and Labor (multiple contributors)

**Feature articles:**

- A Critical Time for Developmental Reform: Empowering Interventions in a Precarious Landscape, Anthony Warnke and Kristen Higgins
- Opening Possibilities: The Expression of Academic Freedom of Teachers in a Writing Program, Jeff Klausman
- Finding Freedom at the Threshold: Liminal Positionality and Political Possibility for Dual Credit Composition Instructors, Katie McWain

**Forum Table of Contents**

- Plagiarism and Contingency: A Problem of Academic Freedom, Sandra M. Leonard
- Academic Freedom, Contingency, and the Place of Professional Learning Communities, Alexis Teagarden
- Contingent faculty and academic freedom in the age of Trump: Organizing the disenfranchised is the key to success, Bob Samuels

**September:** This issue includes pieces focused on class size, introduction to literature, creative writing in composition, and reading instruction.

- 2 feature articles
- 3 instructional notes
- One book review

**December:** Articles in this issue focus on two-year college instructor participation in scholarly dialogues about writing; writing about work, and three book reviews.

- 1 articles
- 3 reviews
- 1 ww4m
- 2 instructional notes

I also include the Journal Accountability Report below from Editorial Manager.

**CE issue proposal**

Editing at the Intersection: *TETYC* As a Site of Disciplinary Crossroads  
Holly Hassel, Mark Reynolds, Jeff Sommers, and Howard Tinberg

*Teaching English in the Two-Year College* has historically been characterized by its position in a somewhat liminal space. Cynthia Lewiecki-Wilson and Jeff Sommers called this "Professing at the Fault Lines" in CCC in 1999, while Howard Tinberg in *Border Talk: Writing and Knowing in the Two-Year College* similarly situates two-year college teaching as existing in contested spaces. More recently, the "TYCA Guidelines for Preparing Teachers of English in the Two-Year College" (2017) and an accompanying symposium (Jensen and Toth) have sought to create a professional agenda that would "make two-year colleges visible across the English studies graduate curriculum" (30) and builds on the previous call of Hassel and Giordano (2013) to move two-year college writing to the center of writing studies in ways that respond to the professional needs of the "teaching majority."

One critical factor in this work is knowledge production--the range of journals that serves writing studies teacher-scholars; however, the journal that bears a disproportionate responsibility for fulfilling the needs of the teaching majority is *Teaching English in the Two-Year College*, for several reasons: its explicit mission to focus on teaching; the responsibility *TETYC* bears for the largest institutional sector of college English teaching in the US, and because they are the most diverse institutions in the country in both the preparation of instructors to teach in them and the populations of students most likely to attend them. Last, twos-year

college English, while largely focused on writing, is less likely to be siloed among specialists--teacher-scholars in these sites teach across the full range of the English curriculum.

In this collaboratively authored piece by the last four editors of *Teaching English in the Two-Year College*, we seek to accomplish several goals:

- a) To chart some of the crossroads and binaries at which *TETYC* operates (specialist/generalist, theory/practice, writing and literature, teaching and research)
- b) To link these overlaps and fractures within two-year college English to movements and shifts within the discipline and within higher ed generally (informed by the work of Jensen and Toth, 2017)
- c) To situate *TETYC* (in its past, present, and future) within the larger conversations and purposes for scholarly editing and knowledge production in the field, through the unique lens of the collective narrative of a quarter century of editorial experience with the journal.
- d) To pose questions and identify some pathways for the future of *TETYC* in building an *integrated model of labor*, pedagogy, and scholarship for the field as pressures on academia, on the role of the faculty, and on the mission of college educations mount (see Kalish, et al 2019; Reynolds 2017).
- e) To trace the historical role of the journal as advocate for a professionalized, two-year college teacher/scholar, while considering the ways that editorial work at the two-year college level confronts several key challenges. These include limited support in such institutions for the scholarly work of editorships; the absence of graduate programs and related editorial support resources (such as a ready pool of skilled students with advanced disciplinary knowledge to provide assistance), and teaching-focused missions of such institutions.

#### Works Cited

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- Toth, Christie, and Darin Jensen, eds. "Responses to the TYCA guidelines for Preparing Teachers of English in the Two-Year College," *Teaching English in the Two-Year College*, vol. 45, no. 1, September 2017, 29-46.

#### Authors:

- Holly Hassel, current editor of *TETYC*, 2016-present, Professor, University of Wisconsin-Marathon County
- Mark Reynolds, past editor of *TETYC*, 1994-2010, Professor Emeritus, Jefferson Davis Community College
- Jeff Sommers editor of *TETYC*, 2006-2016, Professor Emeritus, Miami University; Professor Emeritus, West Chester University
- Howard Tinberg, past editor of *TETYC*, 2001-2006, Professor, Bristol Community College

#### Journal Accountability Report

Summary of activity for the journal office between Feb 09, 2018 and Aug 27, 2018.

This report was run Aug 27, 2018 08:51:14.

## Submission Statistics

<b>New Manuscripts Received (by First Receipt Date)</b>  <i>Bona Fide manuscripts submitted by Authors during the specified time period. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	33
<b>New Manuscripts Received (by current Initial Date Submitted)</b>  <i>Manuscripts submitted by Authors during the specified time period. This number may change if a submission is returned to the Author and resubmitted by the Author at a later date. In this case, the resubmission date is stored as the Initial Date Submitted, overwriting the original Initial Date Submitted. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	33
<b>Submissions Removed by the Journal Office</b>  <i>Editorial staff may remove submissions from the system before an Editor is assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
<b>Submissions Transferred</b>  <i>Manuscripts that were transferred to another publication before an Editor was invited or assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
<b>Manuscripts Submitted but not yet Assigned to an Editor</b>  <i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author for approval. This category includes any submissions being worked on, before any Editors have been assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0

<b>Manuscripts Returned to the Author and Removed by the Author</b>  <i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author. The Author can edit the submission, or approve the submission, or remove the submission. This category includes any submissions that the Author has removed (deleted), which means they cannot be resubmitted. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
<b>Revisions Requested</b>  <i>Journal rendered a Revise decision during the specified time period.</i>	13
<b>Revised Manuscripts Received</b>  <i>Author submitted a revision during the specified time period. This figure is independent of the date the original manuscript was submitted, or when the revision was requested.</i>	7

### Total Revisions Received

*This section includes revisions that were received by the journal office during the specified time period. This is not a subset of Revisions Requested in the Submission Statistics. The revision may have been requested at any time, but the counts below reflect revised submissions by the Author during the time period.*

	<b>Rev 1</b>
<b>Revisions Submitted by Author</b>	7
<b>Revisions Declined by Author</b>	0
<b>Average Turnaround Time for Author (days)</b>	107.7

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### Journal Turnaround Time

*This section includes submissions received by the journal office during the specified time period. The statistics are an indication of how long key activities are taking in the process.*

<b>Submission to Editor Assignment</b>  <i>Average number of days between the date the manuscript was received and the first Editor was assigned.</i>	1
<b>Submission to Reviewer Invitation</b>  <i>Average number of days between the date the manuscript was received and the first Reviewer was invited.</i>	17.4
<b>Submission to First Decision</b>  <i>Average number of days between the date the manuscript was received and the first decision.</i>	74.4

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#### **Reviewer Invitation Statistics**

*This section provides the breakdown of Total Reviewers Invited to Review during the time period, and the status of each invitation as of the report date.*

<b>Total Reviewers Invited</b>  <i>Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.</i>	116
<b>Agreed to Review</b>  <i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i>	5
<b>Reviewers who Completed Reviews</b>  <i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i>	63
<b>Declined to Review</b>  <i>Number of Reviewers invited during the time period who declined to review.</i>	19

<b>Have not Responded to Review Invitation</b>  <i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i>	7
<b>Uninvited Reviewers</b>  <i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i>	22
<b>Terminated Reviewers</b>  <i>Number of Reviewers invited during the time period whose roles were subsequently terminated by an Editor who chose to make a decision without waiting for the review to be completed.</i>	0

### Reviewer Performance Averages

*This section includes some key statistics about the peer review process. Unless otherwise specified, all calculations are based on reviews completed during the time period.*

<b>Days to Respond to Invitation</b>  <i>Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.</i>	1.1
<b>Days to Complete Review (from Date Invited)</b>  <i>Average days between date Reviewer was invited to review and the date the review was completed.</i>	22.4
<b>Days to Complete Review (from Date Agreed to Review)</b>  <i>Average days between date Reviewer agreed to the review invitation and the date the review was completed.</i>	21.3
<b>Number of Reviews per Reviewer</b>  <i>Average number of reviews completed by each Reviewer during the time period.</i>	1.1

<b>Number of Late Reviews</b> <i>Total number of reviews completed after the due date.</i>	17
<b>Average Days Late</b> <i>For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.</i>	6.6
<b>Number of Early Reviews</b> <i>Total number of reviews completed on or before the due date.</i>	56
<b>Average Days Early</b> <i>For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.</i>	11.5

### Reviewer Recommendation Summary

*This section shows the total number of Recommendation Terms submitted during the specified time period. The column of percentages is simply an indicator of the frequency with which each Term is used.*

Reviewer Recommendation Term	Reviews Completed	Frequency of Recommendation
Accept	16	21.9%
Accept Conditionally	12	16.4%
Decline to Publish	16	21.9%
Revise and Resubmit	29	39.7%
Total Reviews Completed	73	100%

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### Decision Summary

*A separate table is displayed for each Revision Number. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time period. The Average Time to Decision is the number of days between the date the manuscript was received by the journal office, and the date the final decision was made. For a Revision, the Average Time to Decision is the average number of days between the date the Revision was submitted to the journal office and the date the final decision was made.*

<b>Accepted On Submission</b>	<b>Total Submissions</b>
During Submission By Editor	0
After Submission to Publication	0

#### **Original Submission**

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept Conditionally	4	13.8%	99
Do Not Accept	16	55.2%	101.4
Reject MS without Field Review	2	6.9%	16.5
Revise and Resubmit	7	24.1%	138.6
Total Editor Decisions	29	100%	104.2

#### **Revision 1**

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept	4	50%	87.8



Accept Conditionally	2	25%	148
Do Not Accept	2	25%	158.5
Total Decisions	Editor 8	100%	120.5

**Holly Hassel, Editor**

## **Voices From the Middle (VM)**

*Voices from the Middle* (<http://www2.ncte.org/resources/journals/voices-from-the-middle/>) publishes original contributions by middle level teachers, students, teacher educators, and researchers in response to specific themes that focus on our discipline, our teaching, and our students. *Voices* offers middle level teachers innovative and practical ideas for classroom use that are rooted in current research; this is a journal for teachers by teachers. (Published September, December, March, and May)

### **Second Completed Volume Year**

Volume 25 was the second volume under our editorship. It featured the following themes: September 2017 – Voices’ 25<sup>th</sup> Anniversary Celebration, December 2017 – Teachers Who Write (as Teachers of Writers), March 2018 - Urban Middle Literacies, and May 2018 – What’s Next in Teaching with Digital Tools and Social Media. Each issue also included invited columnists exploring YA and Middle Grades Literature, New Teacher Voices, Student Voices, Research (in the classroom), and Reflections from the Nerdy Book Club. Each issue was also anchored by centerpiece articles written by lead thinkers in our field (entitled “Leading the Call.”)

### **September 2019 Issue Planning**

Following the success of the 25<sup>th</sup> anniversary issue which featured the voices of practicing teachers, middle school students, and YA/middle grades and practitioner authors, we are beginning to plan an invitation-only Dear Teacher issue which will print in September 2019. Submissions will be gathered across multiple opportunities for reader participation, all of which will be distributed across social media. We are very excited what this issue will offer our readers.

### **Linda Rief Voices from the Middle Award**

The recipient of this year’s Linda Rief Voices from the Middle Award is Shelly K. Durham from Central Junior High in Moore, Oklahoma. Her article, “Some Things a Poet Does: Sharing the Process” appeared in the December 2017 issue. Peter Anderson and Kaitlyn Kraushaar’s article, “We Must Write Together,” also from the December issue, received honorable mention. Both awardees will be recognized at the Middle Level Luncheon at the 2018 NCTE Convention.

### **Upcoming Issues**

To date, content has been set for all of Volume 26 with announced dates and calls for Volume 27.

### **Social Media and Digital Content Strategy**

The editors continued to develop a regular social media identity in Instagram and Facebook. Themed posts are shared on specific days of the week, all of which engage readers both in the content of the journal and emergent discussions in our field. We have completed a second season of a regular podcast which is currently themed as a multi-segmented radio show. Season Three begins with an interview with author Aisha Saeed within a series focused on the current middle grades and YA texts that our students are most excited to read. Member and reader uptake of the social media sites continues to help us build readership and buzz.

### **Sara Kajder and Shelbie Witte, Co-Editors**

# **REPORTS OF THE ASSEMBLIES**

## **Assembly for Advisers of Student Publications/Journalism Education Associate (AASP/JEA)**

*This assembly (<http://jea.org/wp/>), which includes all members of the Journalism Education Association, serves advisers of student media, such as newspapers, yearbooks, websites, literary magazines, radio, and video, by supporting free and responsible scholastic journalism; by providing resources and educational opportunities; by promoting professionalism; by encouraging and rewarding student excellence and teacher achievement; and by fostering an atmosphere which encompasses diversity yet builds unity.*

In 2018, The Journalism Education Association continues to grow with over 2,500 memberships and has seen a rise of over 125% in the state of Texas.

There were many highs and lows over the past year in journalism education. Marjory Stoneman Douglas student journalists have shown the country the power of student voice in their swift and professional coverage. The JEA could not be more excited about NCTE's theme of Student Voice at the 2018 national conference. To help with this theme at the convention in Houston the JEA will be presenting the following sessions surrounding student voice in any language arts classroom.

- Teaching Media Literacy: Lessons in Research, Fighting Fake News, and Training Truth Seekers Scheduled for: Saturday, November 17, 2018 11:00 a.m.-12:15 p.m.
- The Best of the Journalism Education Association Scheduled for: Friday, November 16, 2018 3:30-4:45 p.m.
- 21st-Century Storytelling through Digital Media Scheduled for: Saturday, November 17, 2018 4:15-5:30 p.m.

The JEA also continues to develop and promote its curriculum initiative, with great feedback from members. A team of national leaders and experts in curriculum headed up the efforts to establish curriculum in 2014 and it is continually updated online for current members. National curriculum leaders have recently added more than 50 new lessons, complete with lesson plans, slideshows, assessments, examples and ideas for differentiation. The project underscores the value of scholastic journalism in today's educational environment. It emphasizes what both educators and policy makers believe are vital aspects of the learning process: authentic audience, project-based learning, STEM communications, digital literacy, differentiation, media literacy/news and information literacy.

The organization remains committed to fighting against the continual assault of student freedoms, which aligns with NCTE's Right to Read and Right to Write programs, while also maintaining its position of aggressively promoting responsible student freedom of expression. The JEA has joined in with the NCTE Censorship committee to help promote the New Voices legislation across the country by helping make aware more regional chapters of the upcoming votes. <https://newvoicesus.com/the-legislation/>

JEADigitalMedia.org continues to grow and provides technology education support and resources to teachers as they work to stay abreast of ever-changing area of digital journalism.

This year, JEA members have and are going to present at NAMLE, NCTE, and other education conferences on the importance of Media Literacy education in all classes. In the last edition of the C;JET magazine a package was devoted to spotting Fake News and how to teach students to detect false sources of information.

Through these efforts and more, JEA hopes to encourage media literacy and provide resources for all teachers to use to promote the accurate exchange of ideas, information and stories throughout all mediums with an emphasis on digital platforms.

**Jonathan Rogers, JEA Professional Outreach Chair**

## **Assembly for Research (NCTEAR)**

*The purposes of this assembly (<http://www.nctear.org/>) are to promote inquiry into literacy practices and to consider continually what it means to engage in that inquiry; to provide opportunities for researchers in different sites and from different perspectives to come together to learn from one another; to encourage greater participation in research by teachers from all levels of schooling; to promote the growth of research and researchers through the forum provided by the Assembly for Research; to support the development of early-career researchers through assembly activities; and to provide a democratic body that strives to incorporate research activities into the broader goals and practices of NCTE.*

NCTEAR has been an open, inclusive, progressive, and friendly forum that welcomes participants from diverse research paradigms, educational practices, and ethnolinguistic backgrounds. 2018 NCTEAR would like to invite you to rethink the critical issues of inclusivity, diversity, and equity in our shared passions, dreams, and worlds of education where students, teachers, and diverse communities succeed in, through, and with our joint efforts of building the bridges.

2018 NCTEAR is committed to creating a safe dialogic space for our participants to explore the following and/or other questions that will address our conference theme.

- What can we do to build a more inclusive and equal learning environment for our diverse learners to facilitate their growth and success in language and literacy learning and practices?
- How can we provide diverse learners with equal accesses to academic learning and quality learning sources?
- How can we identify learners' learning needs as well as capital on their own cultures and languages to promote their academic achievement?
- How can we build on and strengthen learners' connections with their families, communities, and cultural backgrounds and histories?
- What and how can we emphasize languages and literacies as tools for both formal and informal learning?
- What and how can we help learners use their languages and literacies a) to build and express their social and cultural identities and b) to engage the worlds in which they live in critical, constructive, enjoyable, and caring ways.

The 2018 NCTEAR conference welcomed 165 participants from diverse research paradigms, educational practices, and ethnolinguistic backgrounds. The conference theme of 2018 NCTEAR conference is Inclusivity, Diversity, Equity, and Activism (IDEA): Research and Practice for Success of All. The conference theme was well addressed by our participants' inspiring presentations and especially the four keynote panels respectively led by past, current, and future chairs of our NCTEAR and featured by a group of international, cross-generational scholars, including our first chair, Dr. Robert Tierney.

Our NCTEAR family was honored to have NCTE president, Dr. Jocelyn Chadwick, join us and stay for the whole conference. We were also excited to welcome Dr. Sarah Michaels from Clark University and by Dr. Gerald Campano from The University of Pennsylvania who brought the two groups of community researchers of various ages from their local communities. It was a pleasure to have my 15 Towson colleagues, local teachers, and my research partner, Baltimore Youth Refugee Project, join me to welcome our participants from different countries and areas in the U.S.

From the notes, emails, and comments received from our participants who have been and become friends and part of this NCTEAR family, I am so grateful that this conference brought a very positive and pleasant experience to you and sent you a warm welcoming invitation to you to attend our 2019 NCTEAR conference at The University of Alabama at Birmingham.

In the end, I would express my heartfelt thanks again to all our conference participants, to our wonderful NCTEAR executive committee for their continuous support of our community, and to our Dean of College of Education at Towson University, Dr. Laurie Mullen, and Chair of Department of Elementary Education, Dr. Robert Blake for their amazing generous support.

**Huili Hong, Chair**

## **Assembly for the Teaching of English Grammar (ATEG)**

*The purposes of this assembly (<https://ateg.weebly.com/>) are to improve the teaching of grammar at all levels, from elementary school through college; to promote communication and cooperation among teachers, researchers, administrators, and others interested in the teaching of grammar; to provide an open forum in which advocates of all grammar theories, representing the broad spectrum of views of grammar and its teaching, can interact.*

### **Achievements during the past year**

- Hosted our annual conference at Rowan University in New Jersey
- Held an interactive and well-attended SIG session at the 2017 NCTE Convention
- Presented a Grammar Teacher of the Year Award and an ATEG Future Teacher Scholarship
- Published an issue of the *ATEG Journal*
- Implemented grammar resource promotions to increase membership
- implemented a new conference proposal submission and management system, which streamlined our conference submission process and made it easier for those interested to submit proposals
- Appointed a new journal editor, who is implementing a new and more rigorous peer-reviewed system for the *ATEG Journal*

### **Goals for the next year**

- To host another exciting and well-attended session at the NCTE Convention
- To continue to increase our membership and conference attendance numbers
- To make ATEG more well-known on a national level through outreach and networking
- To further position ourselves as an organization that promotes inclusive approaches to language that value all identities and linguistic backgrounds

**Sean Ruday, Co-President**

## Assembly on American Literature (AAL)

The Assembly on American Literature (AAL) continues to provide an intellectual and pedagogical meeting ground for NCTE members who share a common interest in teaching, research, or scholarship on American authors' works. AAL seeks to serve the NCTE community by linking teachers with the rich resources of American Literature and new approaches for teaching American Literature to meet the needs of today's students through both Convention programming and the publication of a robust journal that links content and pedagogy.

During the 2017 Convention in St. Louis, AAL held its annual business meeting in conjunction with its SIG session on using innovative approaches to teach American literature. At the meeting, the Chair reported on AAL's Convention activities and encouraged participants to consider becoming members. The Chair also shared excerpts from AAL's recently redesigned journal and encouraged participants to consider submitting an article. Under the editorial stewardship of AAL Co-Chair Joe Milner, AAL's journal *Notes on American Literature* has been reimagined and renamed *Notes on American Letters*. The journal is now a hybrid online/print publication with a dedicated website: <http://nal2ncte.wixsite.com/americanletters>

Joe Milner's summary of the contents of the Summer 2018 edition provides a representative window into the journal and its exciting contents:

*Articles by Robert Lipsyte, the celebrated author of The Contender, and Julia McNamee, an award-winning newspaper writer and teacher, explore a group of texts that center on adolescents and confirm our belief in the power of letters to freshen and deepen readers.*

*Columns authored by six writers engage texts and teaching in a variety of ways that include explorations of the connection between texts and art, research on teaching drawn from recent journals, and interviews of extraordinary teachers.*

*Brief Posts appear in each issue to prompt students' critical thinking through serious classroom exploration of controversial issues in such fields as science, health care, religion, and government.*

*A Film Review by Brianna Brown offers a thoughtful look at "The Darkest Hour" with attendant questions and lists of allied texts providing teachers with new ways to deepen students' viewing and increase their enjoyment of any film.*

*In this issue we also call attention to the PBS Masterpiece Theater's presentation of Little Women and the webinar accompanying it because the film is so exquisitely presented and so deeply captivating as it addresses issues of love, culture, literature, and engagement with the world of long ago. I recommend it to the teachers and students of today.*

AAL's roundtable session during the SIG slot on Saturday evening welcomed a committed group of attendees despite the late hour. The 2017 SIG session was inspired by the Convention's theme "The First Chapter." In the session, entitled "Unleashing American Literature: Using Innovative Approaches to Galvanize Students of Today," participants explored how we can channel the creativity and passion that mark our best endeavors as teachers of American Literature to galvanize today's students. Roundtable leaders and participants engaged in a lively sharing of innovations and strategies designed to energize students by finding new avenues to approach American texts whose provocative questions continue to challenge us. The participants expressed enthusiasm for the roundtables and were eager to take materials from tables that they had not participated in as well as those they had joined. Attendees were also excited about the resources available in *Notes on American Letters*.

Having an easy to access to the location for this end of the day session is critical to being able to draw teachers, and AAL hopes that for the 2018 Convention a room can be secured that will be easy for potential attendees to find so they can take advantage of the rich program that will be offered, "American Life Stories: A Catalyst for Student Voice." AAL was pleased to have our 2018 session proposal accepted, and we are excited to foster more dialogue about linking American texts to the development of our students' own voices and to continue involving new teachers in NCTE and the affiliate.

**Tracey Hughes, Chair**

## **Assembly on Computers in English (ACE)**

*The purposes of this assembly are to promote communication and cooperation among all individuals who have a special interest in computers and the English language arts; to present programs and special projects on this subject; to promote an increase in the number of articles and publications devoted to it; to encourage the responsible development of computer software in the language arts; and to integrate the efforts of those with an interest in this subject.*

### **What major actions or projects have been completed by your group since July 1, 2017?**

The NCTE Assembly for Computers in English (ACE) offered a workshop during the 2017 Annual Convention in Saint Louis, MO. In line with the conference theme "Teaching our students today, tomorrow, forever", this one-day conference technology workshop sponsored by Assembly on Computers in English (ACE) will invite the participants to explore virtual reality apps and apps and media production tools, in support of creativity, critical thinking, artistic responsibility, and also to give today's students and educators voice and agency.

Participants will learn how to give students practice with a variety of social media apps and creative tools, such as text, still and moving pictures, sound effects and music, as well as virtual reality apps and comics creation software, to both critique and present varying points of view. The sessions will provide opportunities to discuss how to move learners from merely consuming content, to curating content, to finally creating digital content and in this way to empower them to be advocates of social change, equity, responsible citizenship in online, offline and hybrid spaces.

Workshop leaders, drawn from both K-12 and post-secondary faculty, will incorporate hands-on activities, group discussions, and instruction to familiarize participants with newer generation of apps and technology tools. The sessions feature student work, classroom activities, and teacher resources.

Following a practical engagement with each new application, participants will have ample time to ask additional questions about incorporating each tool into their classroom and schools. Participants will also be invited to join the ACE organization and ACE connected community, allowing them to work with ACE consultants throughout the year to develop technology projects for their own classrooms.

### **What projects, initiatives, or studies are "in progress" at this time?**

ACE members are planning the workshop for the 2018 Annual Conference. ACE has attracted a group of consultants for this forthcoming workshop.

**Ewa McGrail, Chair**



## **Assembly on Literature for Adolescents of NCTE (ALAN)**

*The purposes of this assembly (<http://www.alan-ya.org/>) are to promote communication and cooperation among all individuals who have a special interest in adolescent literature; to present programs and conferences on this subject; to promote and increase the number of articles and publications devoted to it; and to integrate the efforts of all those with an interest in this literature. Members receive three issues annually of The ALAN Review, a journal emphasizing new books, research, and methods of teaching adolescent literature. For more information go to <http://www.alan-ya.org/>.*

For the Assembly on Literature for Adolescents of NCTE (ALAN), the 2017-2018 year included some encouraging improvements. We have begun to discuss the creation of new diversity/inclusion efforts and expect our ALAN Board of Directors to vote on a proposal for permanent personnel and committee additions at the 2018 annual meeting. As in 2016 (thanks to Jennifer Buehler), our 2017 president, Laura Renzi made a concerted effort to improve the ALAN Workshop offerings of Indigenous authors by soliciting help from Scholastic, Penguin Random House and Cinco Puntos, which resulted in big names, such as Eric Gansworth (Haudenosaunee), Marcie Rendon (White Earth Anishinabe), and Joseph Bruchac (Abenaki). These efforts continue into 2018 as our current president, Mark Letcher, has successfully engaged Cynthia Leitch Smith (Muskogee Creek) as ALAN Workshop keynote speaker in Houston.

Membership numbers are stable and increasing (soon to approach 1500), and membership subscription records and journal deliveries no longer involve a deficit in timely delivery of *The ALAN Review*. We are no longer receiving large numbers of missed delivery calls from libraries and individuals. Our efforts to reinstitute the ALAN State Representatives as a means for recruiting new members is now on solid ground and a plan is developing for state representatives in attendance in Houston to take on new tasks. Many thanks to membership secretary Suzanne Metcalfe and her work with Marge Ford and Daria Plumb.

Our journal on adolescent literature, *The ALAN Review*, which is peer-reviewed and highly regarded, was printed in three issues of the volume year (fall, winter, summer). The editors of the journal, Wendy Glen, Ricki Ginsberg, and Danielle King-Watkins, have been flawless in the timely production of the journal, both timely in content and timely in print and distribution. The Nilsen-Donelson Award and the Editors' Award continue. The Nilsen-Donelson Award, named for YAL pioneers and *The ALAN Review* creators, Alleen Nilsen and Ken Donelson, goes to the best article of the years as selected by a committee composed of librarians, teachers, and professors, all of whom are members of ALAN. The Editors' Award, chosen by the journal editors, goes to the best column of the year among the regularly featured columns. The editorship of *The ALAN Review* will be changing this coming year, and interviews for new editors will take place at NCTE/ALAN in Houston, and an announcement will be made by Monday.

*ALAN Online News*, under the capable hands of Helene Halstead, is a monthly service to members that includes ALAN news items but it has more than just this. The newsletter also carries feature articles that are too timely to appear in our journal, such as election instructions and results, award winners, and information on breaking censorship court cases.

Our website, available at [www.alan-ya.org](http://www.alan-ya.org), is up-to-date and highly informational, in addition to being user friendly and eye appealing, thanks to webmaster Jon Ostenson. The website includes regular components, such as monthly "ALAN Real Quick Picks Book Reviews," "Speak Loudly" news on banned books, "Under the Radar" highlights on the publication of smaller presses, our ALAN Speakers Bureau, information on our seven grants, ALAN Workshop information, and means for joining ALAN.

Our social media campaign continues on Facebook (<https://www.facebook.com/groups/alanyalit/> 854 members) and Twitter (<https://twitter.com/ALANorg> 1,986 followers), thanks to Ricki Ginsberg and Kellee Moyer. One especially effective regular event on our ALAN Facebook page is the YAWednesday feature administered by Steve Bickmore and featuring presentations from scholars, teachers, librarians, and author every Wednesday. It has become quite an honor to be the featured presenter on YAWednesdays!

Our ALAN Foundation, along with individual donors, continues to fund both research and attendance for newcomers to the ALAN Workshop. As closely calculated by our ALAN Secretary, Daria Plumb, our financial situation is solid and our bottom line is improving each year (in the black). With additional awards requiring further funds and the Walden Endowment having some volatility, however, we predict a need for

greater resources down the road. We did add a portal for donation on our website in 2017 and hope to see greater benefits from it in the future.

In 2017 our various assembly's awards went to the following:

Amelia Elizabeth Walden Award: Jeff Zentner

ALAN Award: Neal Shusterman

Ted Hipple Award: Lois Stover

Gallo Awards: Amy Banks (Utah), Diana Fliginger (North Dakota)

Nilsen-Donelson Award: Sean P. Connors

*The ALAN Review* Editors' Award: Robert Bittner and Angel Daniel Matos

The ALAN 2017 election winners welcomed to the ALAN Board include ALAN President-elect, Steve Bickmore and new ALAN Board of Directors members (three-year term) Nancy Johnson, Courtney Johnson, and Jennifer Ansbach. Goals for the future include continuing to increase diversity in all aspects of our operation, increasing membership, expanding to university and high school student ALAN chapters, revising our Procedures and Protocol document, and pursuing wise investment of our funds.

**James Blasingame, Executive Secretary**

## Children's Literature Assembly (CLA)

*This assembly provides a forum for interested people with all points of view and levels of experience in the field of children's literature. The Children's Literature Assembly undertakes programs and projects of special concern to professionals interested in children's literature. CLA promotes the field of children's literature, disseminates scholarship, and advocates for children's literature in the classroom. The assembly offers multiple sessions at the NCTE Annual Convention, including a children's literature workshop, a breakfast featuring a children's author or illustrator, a session introducing the results of a search for the year's Notable Children's Books in the Language Arts, and a Master Class focusing on the teaching of children's literature. Published twice per year, *The Journal of Children's Literature* is our refereed journal, presenting critical discussions of trends and issues in children's books, reports and reviews of research, interviews with authors and illustrators, and practitioner pieces related to teaching with children's books. The assembly's website is <http://www.childrensliteratureassembly.org>.*

### **Actions or projects completed July 1, 2017-June 30, 2018**

1. Selected and presented the Notable Children's Books in the Language Arts booklist at the 2017 NCTE Annual Convention. The presentation included animated talks by authors and illustrators, Sharelle Moraville, Andrea Davis Pinkney, Elizabeth Atkinson, Matt Phelan, and Grace Lin, whose books made the 2017 list, as well as engaging roundtables about how to incorporate the Notables books into curricula with the Notables Committee members.
2. Sponsored a Master Class at the 2017 NCTE Annual Convention entitled "*Justice, Representation, and Nonfiction Children's Literature*." Co-chaired by Thomas Crisp, Roberta P. Gardner, and Suzanne M. Knezek, this master class enables attendees to interact with children's literature scholars, Denise Dávila, Jamie Campbell Naidoo, Ruth Quiroa, Jon Wrago, Vivian Yenika-Agbaw, Ebony Elizabeth Thomas, Rachel Kamin, and Amina Chaudhri.
3. Sponsored a Friday NCTE session entitled "*Recapturing our Shared Voices: Humor and Play as a Healing Force in Literature for Children*." Co-chaired by Angie Zapata, Miriam Martinez, and Sharon O'Neal, attendees engaged with Notable, award-winning authors and illustrators, Yuyi Morales, Dan Santat, Mac Barnett, Jon Klassen, and Nikki Grimes.
4. Sponsored our annual Sunday Breakfast at the 2017 NCTE Annual Convention featuring author and illustrator Kevin Henkes who spoke to a maximum capacity room.
5. Continued to off a CLA Booth in the Exhibitor Hall where we answered questions about the Auction art and the Children's Literature Assembly. We also had a special autographing session with award-winning picturebook creator, Jon Klassen.
6. Conducted a very successful auction of illustrator-donated art and prints to fund an award for research in the field of children's literature;
7. Published two issues of the *Journal of Children's Literature* (JCL). The manuscript acceptance rates for the fall17 and spring18 issues was 14.29% and 10.3%, respectively.
8. Conducted a search for our next editorial team for JCL and will finalize the new team in August 2018.
9. Awarded Misha Fugit, a sixth-grade English teacher in Columbus, Missouri, the annual Bonnie Campbell Hill National Literacy Leader Award. Misha received \$2500 plus \$150 in professional books from Heinemann;
10. Awarded two CLA Research Awards to Kelly Wissman, a professor at SUNY-Albany for her research focused on engaging families and enhancing literacy learning with culturally diverse children's literature, and Adam Crawley, a doctoral student at the University of Georgia for his research involving parents' responses to gay and/or lesbian-inclusive picturebooks and their

potential use in elementary classrooms.

11. Awarded Angie Zapata, assistant professor at the University of Missouri, Columbia, the inaugural CLA Early Career Award.
12. Created two new committees: the Graduate Student Committee and the Diversity, Equity, and Inclusivity Committee. Both focus on membership, event planning, and CLA's commitment to issues of diversity, equity, and inclusivity.
13. Released a CLA Statement on Zero-Tolerance Immigration Practices.
14. Continued partnership with ProQuest to help disseminate *The Journal of Children's Literature*;
15. Maintained a Facebook presence and expanded social media efforts;
16. Created a new, more interactive listserv platform to communicate with members.
17. Held two Executive Board meetings during the year (fall 2017 and summer 2018)

**Projects, initiatives, or studies “in progress” at this time**

1. Planning for our annual events at the 2018 NCTE Annual Convention,
2. Continuing to publish *The Journal of Children's Literature*,
3. Preparing to launch our new website in fall18,
4. Revisiting and revising our Policies and Procedures and Bylaws, and
5. Conducting recruitment of new members by increasing the visibility of CLA at the 2018 NCTE Annual Convention and via other means.

**Jennifer Graff, Chair (2016-2018)**

## Early Childhood Education Assembly (ECEA)

*The Early Childhood Education Assembly (<http://www.earlychildhoodeducationassembly.com>) works to support and integrate the efforts of NCTE constituents concerned with language and literacy issues in Early Childhood Education — defined as the education of children from birth to age 8. The ECEA sponsors the Day of Early Childhood on Saturday during the NCTE Annual Convention and publishes an online peer reviewed journal, *Perspectives & Provocations*, and twice-yearly newsletter. Each year it recognizes an outstanding teacher educator and teacher with an award and provides 3 scholarships to attend the Convention. ECEA's Affirmative Action Committee has created the Professional Dyads and Culturally Relevant Teaching project and developed multiple resources including a list of consultants to facilitate early childhood educators' antiracist work.*

The Early Childhood Education Assembly is a young (nine-year-old), vibrant group of teachers, teacher educators, researchers, and educational leaders concerned with issues related to the languages and literacies of children birth – age 8, their families, and their communities. Under the leadership of Vivian Vasquez (2009-2011), Mariana Souto-Manning (2011-2013), Dinah Volk (2013-2015), Erin Miller (2015-2017), and Michele Myers (2017-present), it has also become a space of advocacy which works within NCTE to:

- encourage field-based research and theorized practice in the teaching of Early Childhood Education across cultural and linguistic contexts;
- develop and promote equitable and culturally and linguistically teaching and learning in Early Childhood Education within and across diverse communities;
- develop and promote practices that lead to a more racially, ethnically, socially, linguistically diverse teaching force in Early Childhood;
- directly address issues of discrimination in the education of young children and their families with regard to elements of identity including but not exclusive to race, ethnicity, class, language, gender, sexual orientation, religion/faith, family structures, and abilities by taking a stand to challenge and change approaches to teaching and learning labeled “appropriate” or “best practice” that establish children and families of the dominant culture as the norm;
- sponsor professional development opportunities for those interested in language, literacies, and equity in Early Childhood Education;
- provide opportunities for early childhood educators and researchers to learn from and support one another; promote the articulation of thoughtful, equitable, culturally, and linguistically relevant Early Childhood literacy practices;
- promote collaboration across professional organizations that focus on the education of young children; support new teachers in Early Childhood Education; and
- encourage and sponsor the publication of articles, books, position statements and reports that reflect the above.

ECEA is especially important at this time due to pervasive mandates to implement practices that are antithetical to those supportive of young children's language and literacy learning. Teachers are asked to teach to the test in ways that prohibit opportunities for holistic, thoughtful, culturally-relevant, and play oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. We are especially interested in supporting early childhood teachers and teacher educators by promoting practices that enhance teaching and learning within and across diverse communities. We are also committed to antiracist work and promoting equity in all learning contexts.

ECEA is now in its ninth year as an assembly of NCTE, and our membership is growing. We greatly appreciate NCTE's support, especially the decision of the EC to provide funding for our Program Committee chair to attend the program planning meeting, the decision of the ESSC to establish a permanent seat for an ECEA representative (at the suggestion of the EC), the highlighting of early childhood (including prekindergarten) in the preliminary program, and the funding of the PDCRT project.

### **Actions and/or projects completed and forthcoming**

1. In support of the NAACP travel advisory, the ECEA created the St. Louis Green Book: A Guide to Black-Owned Businesses, Museums, Arts, and Events in St. Louis. This was designed to offer attendees to the NCTE Conference held November 16-19, 2017, a quick guide to Black-owned businesses in the area. It was the ECEA's goal to offer one way to support the ongoing work for civil rights.
2. The ECEA created and widely distributed a position statement, ***So Many Layers of Trauma***, against the retention and separation of immigrant children and families in the U.S. The ECEA Board of Directors and Affirmative Action Committee *strongly denounce policies and practices that lead not only to the separation of children of any age from their parents but to the conditions they endure and the immediate deportation without due process and/or long-term detention of families who request asylum in our country.* The entire statement is located on the website (<https://www.earlychildhoodeducationassembly.com/>).
3. Early Childhood Education Assembly of NCTE stood in solidarity with the brave statement put forth by the Black Caucuses of NCTE and Conference of College Composition and Communication (CCCC) denouncing racism and white supremacy released on August 21, 2017, in wake of the tragedies in Charlottesville, VA and the U.S. President's comments and actions affirming white supremacy.
4. The ECEA continues developing a tool kit of resources around anti-racism in ECE that can be accessed by anyone who goes to our website.
5. The ECEA continues updating our Social Justice website which offers schools and teacher education programs a wealth of resources, including suggested children's literature, teaching resources and professional development materials on a variety of social justice topics.
6. The ECEA also provides access to a Consultants Network consisting of key scholars and educators who work with your schools in examining existing structures and pedagogies to envision new possibilities.
7. The ECEA reviewed proposals for the NCTE Convention.
8. We organized the Day of Early Childhood and hosted a well-attended get-together after the Business Meeting at the end of the day.
9. The ECEA continues to advocate for and ensure stronger representation for our events and organization in the conference program, advertisements, and social media platforms.
10. We awarded Morgan Belcher the 2017 Dinah Volk Scholarship to attend the annual NCTE Convention. This scholarship is given to a pre-service teacher who has shown commitment to better understanding how to use the rich resources children bring to school from their homes and communities as a platform for educational achievement in schools.
11. We awarded Ana Karina Rodriguez and Ryan Tauriainen the 2017 Early Literacy Educator of the Year Award. This scholarship is awarded to an Early Childhood teacher or teacher researcher who honors the work of Vivian Vasquez by encouraging young children to be critical inquirers and activists for social change.
12. Noelle Mapes received the 2017 Mariana Souto-Manning Scholarship Award. This scholarship is awarded to an Early Childhood teacher who honors the work of Mariana Souto-Manning by exploring critical perspectives of early schooling experiences among diverse children and families.
13. We published a volume of the journal, Perspectives and Provocations.
14. We elected new board officers.
15. We published 2 newsletters.
16. We held virtual planning meetings 3 times per year to make joint decisions.
17. We maintained and upgraded our website.
18. We used our listserv to communicate with assembly members.
19. We initiated a series of Twitter chats on relevant topics.
20. We maintain our Facebook page.
21. We supported the implementation of a 4-year Professional Dyads and Culturally Relevant Teaching (PDCRT) project that is piloting ways for dyads of teachers and teacher educators to develop, evaluate, and disseminate culturally responsive literacy practices at the early childhood level (prek-3rd grade).

**Michele Myers, Chair**  
**Sandra Osorio, Assistant Chair**  
**Erin Miller, Ex-Officio**



## **Genders and Sexualities Equality Alliance (GSEA)**

*The purpose of this Assembly is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, trans, and queer (LGBTQ) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction. The Assembly is committed to the inclusion of LGBTQ voices, topics, issues, and texts in English studies and English language arts classrooms, fostering research and scholarship, addressing heterosexism and homophobia in academic and school settings, supporting lesbian, gay, bisexual, trans, and queer students and teachers, and broadening cultural diversity through more inclusive understandings of difference. The Assembly disseminates information to its members and sponsors sessions at the NCTE Annual Convention each year. An email list-serve, our Facebook page (<https://www.facebook.com/groups/1452385141717420/>), and Twitter account (@GSEA\_NCTE) facilitate communication between conventions.*

### **Convention Sessions at the 2017 NCTE Annual Convention:**

This year there were 38 LGBTQ strand sessions at the 2017 NCTE Annual Convention. Topics of emphasis for each session ranged from presentations in the areas of Equity and Social Justice to Teacher Education to Literature in Early Childhood, Elementary, Secondary, Middle, and College level education. In addition, all LGBTQ-related sessions were compiled and advertised by the GSEA on social media, via email to our members, and in a physical handout at the convention.

Attendance at each session ranged anywhere from 15-70 people, depending upon the times the sessions were offered. On Thursday, November 16, 2017, one LGBTQ strand session was offered. On Friday, November 17, 2017, 16 sessions were offered. On Saturday, November 18, 2017, 16 sessions were offered. On Sunday, November 19, 2017, 5 sessions were offered. There was one large GSEA-sponsored session titled, "Building Bridges to Empowerment: Intersectional and Transectional LGBTQ+ Voices in Classroom Spaces and Beyond" that was offered at 10:30 am on Saturday, Nov. 18, 2017 that had about 50 attendees total. This session was co-listed with the Day on Early Childhood.

The GSEA continues to support NCTE convention staff to provide gender-neutral restroom options for the annual conventions.

### **Social Media Presence:**

The GSEA used the Facebook Group (GSEA: NCTE's Genders and Sexualities Equality Alliance) to increase awareness around our issues of focus and to more actively engage its members. The Facebook Group currently has 119 members (a slight increase from last year's 110) and continues to be a space of collaboration. Members use it to share resources including LGBTQ-inclusive books for the classroom, articles and scholarly books, and to share Calls for Proposals on work relevant to the group's interest. This sharing includes an upcoming publication edited by member Paula Greathouse which includes contributions from several GSEA members. The group also serves as a space for members to connect virtually and continue conversations from NCTE. Our Twitter account has a smaller number of followers (43), but it is used to disseminate information to our members, particularly regarding relevant NCTE Annual Convention sessions, announcements for our assembly meeting, and other news such as academic articles written by members, CFPs, and advertising for Assembly officers.

### **GSEA Exhibition Hall Table:**

As in past years, the GSEA table at the 2017 annual convention's exhibition hall served as a space for the GSEA to do more programming, member recruitment, and membership incentivizing. Our exhibition hall table gives us increased visibility, as we had a steady stream of visitors who stopped by to see our compiled list of LGBTQ sessions at the convention, lists and flyers for LGBTQ-inclusive texts, and information about the Assembly.

### **Future Goals:**

As the 2018 Annual Convention draws near, we are thinking of ways our Assembly can continue to assist classroom teachers and are:

- Brainstorming ways we can provide resources, such as classroom texts, to these teachers, perhaps by offering a drawing at the convention.
- Actively looking for ways to increase our inter-group diversity and draw members from more racial backgrounds.
- Interested in writing a New Resolution on Strengthening Teacher Resources and Activism on LGBTQ Issues in Education for NCTE
- Looking to collaborate more often and more effectively with allied groups and assemblies, such as the LGBTQ Advisory Committee
- Augmenting our online presence with a new website.

**Summer Pennell, Chair**



## **Global Society of Online Literacy Educators (GSOLE)**

GSOLE (<http://www.glosole.org/>) is an international organization of teachers, tutors, and researchers dedicated to diversity, inclusivity, and access in literacy-based online education. We share an understanding that the key component linking all of online education is literacy. Although online education tends to remove the immediacy and intimacy of face-to-face instruction, we suggest that successful teaching and learning in online settings are more deeply connected to literacy-based concerns than to physical presence or lack thereof. Three of the core literacies of the 21st century are reading, alphabetic writing, and digital composition. However, these literacies largely have been studied and taught separately, and the resulting discussions about them have occurred in discrete sub-disciplines where their connections have not been fully explored or acknowledged. GSOLE strives to connect educators of reading, alphabetic writing, and digital composition so that they might focus their energies in teaching various disciplinary content, composition strategies, and communication skills using multiple literacies thoughtfully and well.

### **Elections and Leadership Changes (as of July 1, 2018):**

Beth Hewett, former president of GSOLE, has become immediate past president.  
Scott Warnock, former vice president of GSOLE, has become president.  
Dan Seward was elected to serve as vice president.  
Cat Mahaffey was elected to serve as treasurer.  
Ryan Vingum was elected to serve as secretary.  
Mary DeNora was elected to the executive board.  
Kimberly Fahle has taken on the role of membership/communications chair.  
Amanda Bemer has taken on the role of webmaster.

### **GSOLE's Webinars**

GSOLE held 4 webinars led by experts in their respective fields:

- "Contacting, Conveying, and Connecting Online Literacy Instruction in International Settings" (Tuesday, April 25th, 2017, 1-2pm EST) Rich Rice, Texas Tech University and Sushil Oswal, University of Washington
- "Let's Get Meta: Designing Interactive Webinars" (Thursday, October 26, 3-4pm ET) Rochelle (Shelley) Rodrigo, University of Arizona
- "Contingency, Inclusivity, and Material Work Conditions in Online Literacy: Developing Calls to Action" (Thursday, February 8, 1-2 pm EST) Mahli Mechenbier, Kent State University: Geauga
- "Developing Online Writing Classes for Global Contexts" (Wednesday March 28, 2018, 1-2 pm ET) Kirk St. Amant, Louisiana Tech University

### **GSOLE's Inaugural Online Conference**

GSOLE held its first online conference on January 26, 2018. The theme was "Walking in the Clouds: Challenges for Online Literacy Instruction." The keynote speaker was Michelle Pacansky-Brock, author of *Best Practices for Teaching with Emerging Technologies* and a popular blog series, as well as a Faculty Mentor at Digital Innovation @ONE (Online Network of Educators), an organization that works with the California Community College system. The conference featured a plenary panel, 7 group presentations, and 8 (pre-recorded) lightning talks that could be accessed beforehand by conference attendees. Lightning talk presenters addressed participant questions live at the end of the conference day. There were 70 conference attendees and one institution with educators that attended the conference.

### **GSOLE's Publications**

The *Online Literacies Open Resource* (OLOR) website has been reconfigured to make navigation easier and to foreground access to published articles, among other features. GSOLE's peer-reviewed publication *Research in Online Literacy Education* (ROLE), published its first issue (1.1) on January 26, 2018 to

coincide with GSOLE's first online conference. The first issue includes three research articles, including Mary Stewart's, which was supported by a GSOLE research grant; two Strategies features, including a multimodal video presentation called "Walking with Berger," on the gendered nature of visual rhetoric; eight book reviews, including a multi-title series review of the Facet Publishing Digital Literacies series; and two technology reviews, one on Canva design software and one on Google Docs, both of which include video as well as text-based commentary.

### **GSOLE's Research Initiative**

Awards of \$500 each were given to the following projects:

Alex Rockley, Doctoral Student, University of California, Davis: "Ecology of feedback in online courses"

Patrick Love, Doctoral Candidate, Purdue University, "Online education, circulation, and information economies of the future"

### **GSOLE's Meetings at CCCCs and the International Writing Center Association Conference (IWCA)**

At the International Writing Center Association (IWCA) Conference in Chicago, GSOLE held two sessions. These are the first meetings GSOLE held since becoming an affiliate of IWCA. The first of these was held on November 11 from 7:30 PM to 8:45 PM to discuss GSOLE's commitment to developing an online writing tutoring network. The second session was held on November 12 from 10:30 to 11:45AM. This brainstorming session focused on diversity and inclusivity in online education and tutoring.

GSOLE held a session at the Conference on College Composition and Communication in Kansas City, MO on Thursday, March 15 from 6:30 to 7:30PM. The session provided an important overview of GSOLE's work over the past year and looked ahead to upcoming projects.

### **GSOLE's International Presence**

An overview of GSOLE and the benefits it offers to members and to individuals in the field was discussed as a part of presentations given at

- The 2018 Liberal Arts Academic Conference (LAIC) in Doha, Qatar (Feb. 2018)
- The 2018 Doha Writing Centers Network Spring Meeting in Doha, Qatar (Feb. 2018)
- Texas A & M University – Qatar in Doha, Qatar (Feb. 2018)
- Carnegie Mellon University – Qatar in Doha, Qatar (Feb. 2018)
- European Academic Colloquium on Technical Communication in Limerick, Ireland (April 2018)

### **Affiliates**

The Rhetoric Society of America (RSA) has agreed to serve as an affiliate of GSOLE. Going forward, GSOLE will have a presence at RSA's annual conference and institutes.

### **GSOLE's Membership**

Over this past year, GSOLE's number of individual members has doubled: We have about 100 members and three institutional members. In the coming year, the membership chair will focus on increasing the number of international members.

### **GSOLE's Website**

In response to the usability study conducted of GSOLE's website, mentioned in last year's report, the site has been reorganized to better serve user's needs. The newly appointed webmaster will continue to make changes and is currently working on the conference registration portion of the website to make this year's registration and related functions as user-friendly as possible.

### **Ellen Carillo, Executive Board Member-at-Large/Affiliate Chair**

## **International Writing Centers Association (IWCA)**

*The International Writing Centers Association (<http://writingcenters.org/>), an NCTE Assembly, was founded in 1983 to foster communication among writing centers and to provide a forum for concerns. Comprising directors and staffs of writing centers at universities, two-year colleges, and secondary schools, the IWCA has over 1,000 members and is governed by an Executive Board that includes officers and representatives from fourteen affiliate associations and three publications.*

### **IWCA Events**

IWCA hosted three events over the fiscal year 2017-18:

- IWCA Conference in Chicago, CO Nov 10-13, 2017. Keynote: Keisha Anne Green. Attendance: 800+.
- Collaborative Online, Mar 12, 2018. One-day online conference prior to CCCC. Attendance: ~100. Theme: Stories from the Center: Activism, Outreach, and Research.
- Summer Institute in Indianapolis Jun 15-20, 2018. Week-long professional development institute for writing center professionals. Limited to 45 participants. Leaders: Julia Bleakney, Stacia Lipscomb, Karen Keaton Jackson, & Romeo Garcia.

### **IWCA publications**

- *The Writing Center Journal* (<http://www.writingcenterjournal.org/>) published two issues during the fiscal year.
- *The Peer Review* (<http://thepeerreview-iwca.org/>) published Volume 2 on cultural rhetorics and writing centers over the 2017-18 fiscal year.

### **IWCA Awards and Grants**

- Awards: IWCA awarded the future leaders award, the Muriel Harris service award, the outstanding book, and outstanding article awards at the annual conference in November.
- Grants: Research grants (up to \$1000) were awarded in January and July 2018. The IWCA dissertation grant (\$5000) was awarded in spring 2018. The Ben Rafoth Research Award (up to \$1000) was awarded in January.
- Travel grants to those attending and presenting at the annual conference and the Summer Institute exceed \$10,000 this fiscal year.

**Jackie Grutsch McKinney, President**

## **Studies in Literacies and Multimedia (SLAM)**

*The purpose of the assembly (<https://slamassembly.wixsite.com/slam>) is to disseminate and promote research and information related to the field of multimedia and literacies; to invite dialogue among all individuals interested in the field of multimedia and literacies; and to promote advances in the field of multimedia and digital literacies not limited to uses of multimedia in classroom teaching; modes of research production with digital tools; and cultural shifts in relation to societal uses of multimedia.*

The 2017-2018 year has been a fairly quiet year. After a brief hiatus, Antero Garcia has returned with Cathy Fleischer to produce a series of five SLAM School episodes around every day advocacy. This brings the total episodes to 21 episodes, which is hosted on a SLAM Assembly YouTube Channel. Topics range from tools to promote advocacy to ways to help students be civically engaged to approaches to help students and teachers respond to larger world events. Guests have included literacy researchers, members of our assembly, and classroom teachers. As of the writing of this report, we have more than double our views since last year to 1501 views across the episodes.

During the 2017 Annual Convention, Richard Beach spoke to members (24 were in attendance) during our business meeting. Following this, we introduced our new website and SLAM School and met in small groups to identify goals for the year. Shelbie Witte, treasurer, suggested one way to increase visibility of SLAM was to propose a roundtable session sponsored by SLAM for the 2018 Annual Convention. She enlisted Hannah Gerber to serve as a keynote speaker for the session and arranged for 12-15 participants to lead each table. This session was accepted, and we look forward to introducing SLAM to attendees of this session.

Last year's SLAM-sponsored session featuring Nic Stone, who presented with Robyn Seglem, SLAM president, Sara Kajder and Sarah Bonner, SLAM members, and a group of eighth grade students was a success. As a result, we are building upon this session by continuing our work with Dashka Slater and presenting together at the 2018 Annual Convention. There are also plans in place to continue to distribute SLAM swag during the upcoming convention to continue to increase our visibility to the larger membership. Elections will also be held for officers and board members. Nicole Mirra, current vice-president, will take over as president at the end of this year.

**Robyn Seglem, President**

**IN MEMORIAM**

### **In Memoriam**

*Most teachers pass away as they have lived, quietly, but with deep effect upon those to whom they are closest. They are mourned and celebrated by their families and students, privately, often without public announcement of their loss. The profession and the world feel the loss of every individual who has spent so much of a life's energy giving, to students, to the future, whether or not we can list them by name. A few such losses from the past year—those for whom we had knowledge—are listed below. We will miss them.*

Nelda Andrewartha  
John Browne  
Joe Cash  
Charles Cooper  
Rebecca Eldred  
Linda Fracek  
David Hayward  
Robert Hill  
Rosemary Jackson  
Roderick Jacobs  
James Jennings  
Rozlyn Linder

Maureen Mahoney  
Carol Myers  
Marsha Null  
Margaret Stevenson  
Imogene Springer  
William Teale  
Barbara Teer  
Maria Torres Guzman  
Constance Weaver  
James Wilcox  
Leroy Williams  
Nell Wiseman

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