



National Council of
Teachers of English®

NCTE ANNUAL REPORTS 2017

NCTE Annual Reports

2017

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.

[NCTE Strategic Policy Goals](#) can be found on the NCTE Website.

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.

[Presidents](#)

Research Foundation

[Section Steering Committees](#)

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[2016 Annual Business Meeting Minutes](#)

No Reports Submitted

Presidents and Research Foundation

Research Foundation

Section Steering Committee

Conferences and TYCA

Standing Committees

Standing Committee Against Censorship

Standing Committee on Diversity and Inclusivity

Committees

Publication Editors

Assemblies

Assembly on American Literature

Assembly on Literature and Culture of Appalachia

English as a Second Language Assembly

Gender and Literacy Assembly

Results of the 2017 NCTE Elections

The following are the results of the Spring 2017 elections, which closed June 1. With the exception of members of the Nominating Committees, who took office September 1, 2017, all those named below will take office at the close of the St. Louis Convention in November.

NCTE General Elections

Vice President

Leah Zuidema, Dordt College, Sioux Center, Iowa

Elementary Representative-at-Large

Jessica Martell, Central Park East 2, New York, New York

Middle Level Representative-at-Large

Aurelia Davila de Silva, SAWP Community Center, San Antonio, Texas

Trustees of the Research Foundation

Isabel Baca, University of Texas at El Paso

William Banks, East Carolina University, Greenville, North Carolina

2017-2018 NCTE Nominating Committee

Tonya Perry, University of Alabama at Birmingham, Chair

Michelle Best, Austintown Local Schools, Ohio

Laura Gonzales, University of Texas at El Paso

Sara Pommarane, Indian Paintbrush Elementary School, Laramie, Wyoming

Kristen Hawley Turner, Drew University, Madison, New Jersey

Kathy Short, University of Arizona, Tucson (appointed)*

Cheryl Golden, Seneca Ridge Middle School, Sterling, Virginia (appointed)*

Section Elections

Elementary Section Steering Committee

No one elected this year.

2017-2018 Elementary Section Nominating Committee

Nancy Valdez-Gainer, Blazier Elementary School, Austin, Texas, Chair

Chinyere Harris, Teachers College, Columbia University, New York, New York

Kindel Nash, University of Missouri, Kansas City

Middle Level Section Steering Committee

Kate Roberts, Brooklyn, New York

Zanetta Robinson, Thurgood Marshall Fundamental Middle School, St. Petersburg, Florida

2017-2018 Middle Level Section Nominating Committee

Chad Everett, Horn Lake Middle School, Mississippi, Chair

Jill Adams, Metropolitan State University, Denver, Colorado

Sarah Bonner, Heyworth Jr/Sr High School, Illinois

Secondary Section Steering Committee

No one elected this year.

2017-2018 Secondary Section Nominating Committee

Jalissa Bates, East Baton Rouge Parish, Louisiana, Chair

Susan Barber, Northgate High School, Newnan, Georgia

Hattie Maguire, Novi High School, Michigan

College Section Steering Committee

April Baker-Bell, Michigan State University, East Lansing
Bradley Bleck, Spokane Falls Community College, Washington
Laurie Pinkert, University of Central Florida, Orlando
Reva Sias, California State University, Fresno

2017-2018 College Section Nominating Committee

Marcos Del Hierro, University of New Hampshire, Durham, Chair
Collin Craig, St. John's University, New York, New York
Alexandria Lockett, Spelman College, Atlanta, Georgia

CEE Elections

CEE Executive Committee

Todd DeStigter, University of Illinois of Chicago
Sophia Sarigianides, Westfield State University, Massachusetts
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York, New York

2017-2018 CEE Nominating Committee

Amy Vetter, University of North Carolina at Greensboro, Chair
Nadia Behizadeh, Georgia State University, Atlanta
Victor Malo-Juvera, University of North Carolina, Wilmington
Allison Wynhoff-Olsen, Montana State University, Bozeman
Michelle Zoss, Georgia State University, Atlanta

TYCA Elections

Associate Chair

Cheryl Hogue Smith, Kingsborough Community College, New York, New York

Secretary

Suzanne Labadie, Oakland Community College, Royal Oak, Michigan

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**

2016-2017

2016-2017 NCTE Executive Committee

President:

Susan Houser, Pinellas/Duval Counties, Florida

President-Elect:

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

Vice President:

Franki Sibberson, Dublin Public Schools, Ohio

Incoming Vice President:

Leah Zuidema, Dordt College, Sioux Center, Iowa

Past President:

Douglas Hesse, University of Denver, Colorado

Representatives-at-Large:

Kristen Sheehan, The Benjamin School, North Palm Beach, Florida (Elementary)

Alfredo Lujan, Monte del Sol Charter School, Santa Fe, New Mexico (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:

Clancy Ratliff, University of Louisiana, Lafayette

Conference on College Composition and Communication Chair:

Linda Adler-Kassner, University of California, Santa Barbara

Conference on College Composition and Communication Associate Chair:

Carolyn Calhoon-Dillahunt, Yakima Valley College, Washington

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:

Caryl Crowell, Borton Magnet School, Tucson, Arizona

Parliamentarian:

David Wendelin, Lakewood, Colorado

NCTE HEADQUARTERS STAFF

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Executive Team (Education)

Emily Kirkpatrick, Executive Director
Lisa Avetisian, Assistant to the Executive Director
Lori Bianchini, Assistant to the Executive Director

Marketing and Communications

Jenna Fournel, Director of Communication

Human Resources

Lynn Neal, Senior Developer, Human Resources
Debbie Zagorski, Administrative Liaison for Elementary, Middle Level, Secondary, College, CEL
Kristen Suchor, Administrative Liaison for CCCC, CEE
Linda Walters-Moore, Administrative Liaison for Elections/BOD/TYCA
Ruby Huffman, Program Assistant for Customer and Member Service

Finance

Jon Coffman, Senior Developer, Accounting, Finance, and Infrastructure
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

Rona Smith, Editor
Bonny Graham, Senior Editor
Pam Crews, Editor

ReadWriteThink

Lisa Fink, RWT Project Manager

Intellectual Freedom Center and Affiliates

Millie Davis, Director of Intellectual Freedom Center and Affiliate

Information Technology

Nancy Cordes, Database Administrator
Stewart McGill, Network Administrator

Conventions

Marlene Knight, Convention Manager
Emily Nafziger, Manager of Events and Trade Sales
Julie May, Program Assistant

Washington, DC

LuAnn McNabb, Policy and Alliance Associate
Jenna Fournel, Communications and Alliance Strategist

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 18, 2016
Atlanta, Georgia**

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 Doug Hesse at 5:30 p.m., November 18, 2016.

Platform guests included Kathy Short, NCTE Past President; Jocelyn Chadwick, NCTE Vice President; Beatrice Quarshie-Smith, NCTE Resolutions Committee Chair; Susan Houser, NCTE President-Elect; Doug Hesse, NCTE President; Dave Wendelin, NCTE Parliamentarian; Emily Kirkpatrick, NCTE Executive Director; Franki Sibberson, NCTE Incoming Vice President; and members of the NCTE Resolutions Committee: Lisa Martin, Erin Miller, Sharon Mitchler, and Scott Wible.

President Hesse called for a motion to adopt the rules for the Annual Business Meeting. Elizabeth McAninch, CA, presented the motion; Matt Skillen, PA, seconded it. The motion CARRIED.

Erika Lindemann, NC, moved to adopt the agenda; seconded by Tiffany Rehbein, WY. The motion CARRIED.

Carolyn Lott, MS, moved to dispense with the roll call of directors; seconded by Caryl Crowell, AZ. The motion CARRIED.

Rebecca Sipe, MI, moved to dispense with a formal reading of the 2015 Minutes of the NCTE Annual Business Meeting; seconded by Julie Roos, NV. The motion CARRIED.

Linda Adler-Kassner, CA, moved to accept the posted 2016 Annual Reports; seconded by Kathleen Blake Yancey, FL. The motion CARRIED.

President Hesse called Past President Kathy Short to the podium, who introduced the NCTE past presidents and executive directors in attendance: Kylene Beers, Sheridan Blau, David Bloome, Randy Bomer, Beverly Ann Chin, Leila Christenbury, Anne Ruggles Gere, Yetta Goodman, Shirley Haley-James, Sandy Hayes, Carol Jago, Ernest Morrell, Yvonne Siu-Runyan, John Stewig, Patricia Lambert Stock, Kathleen Blake Yancey, Joanne Yatvin, and Keith Gilyard.

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

President Hesse introduced Kia Jane Richmond, Chair of the NCTE Nominating Committee. Richmond solicited nominations for the 2017 ballots. Representatives from each of the Nominating Committees were seated at tables in the back of the room.

President Hesse introduced Jonna Perrillo, NCTE Historian. Perrillo was unable to attend the Annual Convention. Hesse asked Past President Kathy Short to read the brief "Moment in NCTE History" which was sent by Perrillo.

Dear Colleagues,

I am sorry that I have to miss the meeting for my first year as the NCTE Council Historian, but I look forward to joining you in St. Louis next fall.

My goal as a council historian thus far has been to spotlight different kinds of historical moments and issues as they relate to the teaching of English. I have done this through writing blogs based around different documents in the NCTE archives. I began my appointment with a piece on college readiness in the 1950s and how the period's definitions of what a college student should be able to

do came to impact high school English teaching. In the spring, I wrote about the struggles of women teachers to gain greater leadership in their schools in the 1970s. The NCTE had a committee focused on gender and the profession that produced many excellent publications, and I drew on a couple of those. For Columbus Day, I wrote about the Navajo Rough Rock Demonstration School in the 1960s and 70s and the ways in which it anticipated many contemporary conversations about academic and emotional wellbeing. Through reports in the NCTE collections, I saw that Navajo educators understood happiness was foundational to learning, especially for students who associated school with a threat to their culture and their personhood. In each of these columns, my goal was to speak to a contemporary issue in our schools and in our society, and to step back and see how the past can inform our thinking about teaching and learning now. These blogs are posted on Facebook and go out on email and, I hope, will continue to grow in readership.

Not surprisingly, all of these columns focused on advocacy in some way, whether it be for students, teachers, or a particular notion of what the curriculum should be or do. I have tried to show the ways in which, whether advocating for a group of people or certain ideas, schools are always a mirror onto larger societal challenges and struggles. Sometimes, schools do better than our nation at figuring their way out of discrimination or oppressive behavior.

I am sure we have all been shocked by some of the images coming out of schools in the last week. There are only a few moments in our nation's history that have produced equally disturbing images emanating from schools—the desegregation of Little Rock's Central High School and the taunting and jeering of students there comes to mind. In those historic images, like some of those of the last week, adults stand on the sidelines, sometimes participating, sometimes passively watching, but rarely trying to quell the acts of bigotry and rage. Great teachers always serve as advocates for their most vulnerable students, but that responsibility has taken on a new sense of urgency and imperative in a short period of time. We must come together as a profession to understand how we can intervene, how we can negotiate difficult political situations in our schools that are there, even if we try to ignore them. We often say that we teach writing and literature to better understand the human condition; how can we shed better light on these public conversations about advocacy and disenfranchisement in our classrooms now?

One of my objectives for the upcoming year is to continue to write about acts of teacher advocacy in the past. If we can see how teachers have been effective advocates before, we can learn more about what we might be doing now. This does not mean simply thinking of teachers as political actors in their schools. I think we need to consider more deeply the issue of civil versus civic discourse in our classrooms. Language mastery and teaching American literary works are two important ways in which English teachers have been charged with civics education and developing the citizenry. But that differs from teaching civil discourse (that is, the ability to converse or debate in respectful, informed, and learning-centered ways). Civil discourse requires more than good behavior or faith in the process but is a skill that we must teach. At times in our history, the English classroom has been the most important place in which these skills are taught. How so? And what can we be doing better now?

I would welcome your input on any of these issues and on any history-based problems you would like to learn more about. I am easy to find on email. I also welcome any input you might have for how I can make these blogs more usable for you, in your classroom or with your colleagues. Why should the NCTE have a historian? How can history better inform our work in the here and now? These are questions I have asked myself this year and that could be very helpful to hear your ideas about. This would be easier to do if I were at this year's meeting, and I apologize again for not being able to attend. I do hope you will reach out to me sooner rather than later, however, so I can be sure I am producing work that best serves the organization and its members.

President Hesse gave his presidential report:

Last month, our Denver bungalow needed a new roof. When the crew stripped off the old layers down to the pre-plywood days of 1928 they discovered that the 1 by 6 pine planks underneath it were not up to code. The crew then had to nail new decking on top of the old planks. For two days skilled men drained my wallet in doing crucial work that is invisible.

Analogies inevitably fall short so I will not press this one too far but “renovation” well represents the work of NCTE over the past year. Careful structural work has been undertaken indefectibly but largely invisibly by the Executive Committee and by the NCTE staff under our Executive Director Emily Kirkpatrick’s strong leadership. That leadership, I remind you, that began just days before the 2015 Annual Convention.

You’ve finally seen the shingles on the NCTE roof at this year’s Convention and they’re a vibrant green. There is more renovation underway.

Helping Emily get a deep sense of NCTE’s cultures, needs, and opportunities was an important activity throughout the year as was experiencing and benefitting from her strong leadership toward our future.

I can reassure you that NCTE’s house was far from shaky. We are solid financially and we draw energy from a professional edifice built across 105 years. Still it is 105 years and our membership has been leaky.

Like many professional associations the Council could, I suppose, have conceded this diminished state as our new reality inevitable. We could have deemed inexorable the social, political, educational, economic, and informational forces that threatened to make the act of joining our organization or any professional association less meaningful, central, or necessary than it once was. Instead, we chose action. We chose to grow membership after a detailed analysis of the Council’s budget, capacity, and initiatives. We broadly pursued substantial reorganizations. I’ll note two small aspects of that larger thing: the potential for a distributed workforce for NCTE staff and the securing of new office space for our Washington, DC, office. In a better location near the US Capital for less rent.

More crucially, the NCTE Executive Committee approved a thorough update of the Council and its identity. NCTE looks different in our physical and virtual spaces. More importantly, we’ll perform differently. I’ll leave Emily Kirkpatrick to elaborate on that if she wants to.

In terms of our activities as an Executive Committee, policy and advocacy was one of our focal concerns. A second was a vertical value of the Council. How should we make better use of a membership that ranges from pre-K to post-16. A third focus was how we might shape public understandings of literacy and our work.

There were some other key Executive Committee activities all, of which were undergirded by very strong committee work. I will mention a few:

- We began reviewing and revising NCTE’s 2020 Vision Statement, our values, and our core beliefs. It’s getting close to 2020.
- We established new processes for organizing, revising, updating, or archiving NCTE’s vast corpus of position statements, guidelines, and resolutions (518 of them).
- We established a new Standing Committee on Literacy Assessment which grew out of some important work that was done by an assessment task force.
- We set in motion work that will result in a strategic plan in the upcoming year.
- We have revised the NCTE Executive Committee Handbook.
- We established a new Standing Committee on Diversity and Inclusivity.

That last effort deserves some elaboration. During the first three months following the Minneapolis Convention, we dedicated extensive time and resources to rigorously investigating our practices

regarding diversity and inclusivity. Focusing that analysis and some tough questions on both the staff and the elected leadership. Along with other officers I made lots of phone calls, talked to lots of members, and we hired external expertise to analysis, review, critique, and report. In late Spring, I reported those efforts and results. Both NCTE staff and the Executive Committee benefitted from professional learning on diversity and inclusivity, on best practices, on our aspirational goals and our needs. The Executive Committee received a thoughtful set of recommendations in an insightful report produced in July by an inclusivity Task Force under the leadership of Kim Parker. We have implemented many of those recommendations already and are well on the way to implementing most of the remaining ones, including forming the Standing Committee I mentioned above being chaired by Toby Emert.

A couple of other things:

- We continued work on assessment marked by a study based on teacher knowledge by a task force chaired by Kathi Yancey.
- We had a revitalized NCTE National Day on Writing, October 20, our eighth.
- And of course, a myriad NCTE committees, contests, affiliates, awards, assemblies, conferences, and colleagues continue our strong work.

While we have been doing deep renovations within NCTE we have also been living a vital daily life under our professional roof.

It's been my honor serving as your president. I believe that the diligent crew working on behalf of the Council has raised our collective roof higher and stronger.

President Hesse introduced Emily Kirkpatrick, NCTE Executive Director:

The last year has indeed been one of turning the page. We began the year, under my leadership, strategizing and reorganizing to reverse many of the trends I will not detail in a financial report.

Decreased revenue and increased expenditures over several years compounded for NCTE creating a financially difficult environment. It's no surprise that NCTE experienced financial challenges in FY16. The year ended with a net loss from operations totaling \$1.38 million. Which was approximately \$88,000 greater than had been budgeted.

A few of the reasons behind the poor financial performance include investment income producing revenue less than budgeted due to market conditions. It alone fell short of the projected \$1.7 million investment gain that had originally been budgeted. Convention income significantly lagged behind its budgeted net income total of \$426,000. Adding to that pain point was the fact that expenses grew significantly beyond what had been budgeted. Expenses tied to audiovisual, food and beverage, and other items.

At the same time NCTE found its membership further eroding. Revenue realizing far fewer dollars than had been expected. In the neighborhood of \$102,000 below what had been budgeted. At the time this was discovered in mid-year we applied counter measures to protect the Council. NCTE's financial performance would have been far more severe without the dramatic counter measures that I will now detail:

- NCTE decreased special project funding by \$445,000 at mid-year. We determined that the special projects were unlikely to yield the return on investment that had originally been projected.
- Administrative and staff cost were also significantly reduced.
- Unfavorable contracts were either renegotiated or cancelled.
- We applied new methods of convening meetings, such as, a new video conferencing system that many of us in this room now enjoy and utilize by a matter of routine.

- Mid-year corrections decreasing expenditures among the Executive Committee's activities decreased by 5% alone.

Clearly finances are only a portion of NCTE's story. But without careful control and revenue creation our mission will rest in words alone.

In consultation with NCTE's Executive Committee, the organization set forth a vision to rebuild membership, create a new value add to NCTE's membership, and create opportunities that craft a long-term plan to rebuild the organization and move us towards a shared renaissance.

Some of those items include rebranding the organization which you now see alive here. The rebranding initiative focuses not only on a visual identity but an identity that can live in the hearts and souls and daily behaviors of teachers everywhere. This will be an instrumental asset for all of us as we move forward in a shared movement together.

In addition, as Doug mentioned, we moved the DC office. The lease had expired and we took that as an opportunity to find a property known as the Hall of the States. A stone's throw away from the nation's Capital. This is geographically advantageous to the organization. It is also advantageous at the strategic level in that it positions us near the federal offices of all 50 states and many institutions of higher education.

We also doubled down on NCTE's signature initiatives. Initiatives that NCTE can clearly own and breathe life into, be known for, and offer as advantages to membership and the teaching population. Two of those highlights include negotiation that led to assuming full control and responsibility for the very popular and impactful site ReadWriteThink. Another success was relaunching the National Day on Writing by actually adding a registration and a trademark, which is now owned by NCTE, to it, and in the process launching the "Why I Write" podcasts which creates an opportunity for NCTE to share content tied to writing and composition throughout the year. This is a bi-weekly initiative.

And, in addition, there is shared agreement that we are committed to rebuilding membership and that really has several components. Components include focusing on retention. Making sure that we are offering services and experiences of value to members so that there is a reason to stay. Having outreach and the science behind outreach to have effective new membership recruitment initiatives. And most importantly, this is what you will be seeing in the time ahead, the first quarter of the calendar year 2017, a commitment to developing a new experiences, holistic experiences, for NCTE members that enrich the daily lives of the practice of teaching literacy.

President Hesse called on Jocelyn Chadwick, NCTE Vice President, to announce upcoming meetings and locations for Council conventions. Chadwick reported the following dates and sites for upcoming NCTE Annual Conventions: November 16-21, 2017, St. Louis, MO, "The First Chapter"; November 15-20, 2018, Houston, TX; November 21-25, 2019, Baltimore, MD; and November 19-24, 2020, Denver, CO; November 18-23, 2021, Louisville, KY. CCCC Annual Conventions: March 15-18, 2017, Portland, OR, "Cultivating Capacity, Creating Change"; March 14-17, 2018, Kansas City, MO; March 13-16, 2019, Pittsburgh, PA; and March 24-28, 2020, Milwaukee, WI. CEE Summer Conference: June 1-4, 2017, Columbus, OH, "(Com)Passionate English Education." CEL Annual Convention: November 19-21, 2017, St. Louis, MO. Whole Language Umbrella Literacies for All Summer Institute: July 20-22, 2017, Tucson, AZ, "Global Literacies, Global Conversations: Celebrating Our Connections."

President Hesse moved to "New Business" and called on Beatrice Quarshie-Smith, Chair of the Committee on Resolutions. Quarshie-Smith thanked the committee for its work and noted that various committee members would present the resolutions.

Erin Miller presented the following resolution:

Resolution 1

Resolution on Contemporary Discourse and the English Language Arts Classroom

Resolved that the National Council of Teachers of English

- reaffirm its core value of diversity by helping educators create classrooms where students develop voices that make them effective participants in academic and public discourses, where multiple forms of literacy are explored, where censorship is abhorred, and where difference is valued in pursuit of an education befitting a democracy;
- reaffirm its core value of advocacy by keeping members up-to-date on issues of public policy and by supporting educators who collectively and individually influence educational policy and legislation based upon what is known about language and learning; and
- amplify its efforts to engage its members in critical scholarship and reflection on contemporary discourse and the English Language Arts classroom.

On behalf of the Resolutions Committee, Miller moved the adoption of this resolution.

President Hesse called for a discussion.

Dana Maloney, NJ, thanked the committee, especially for the first bulleted resolution is extremely important in our classrooms and in our world today and thank you for your impressions for coming up with that resolution.

President Hesse called for a vote. The resolution CARRIED.

Lisa Martin presented the following resolution:

Resolution 2

Resolution on Legislation to Protect the Rights of Student Journalists

Resolved, that the National Council of Teachers of English

- urge state legislators to pass laws protecting the rights of students in their exercise of freedom of speech and press; and
- advocate for legislation at all levels that supports both student journalists and their audiences to participate in a democracy through civic engagement.

On behalf of the Resolutions Committee, Martin moved the adoption of this resolution.

President Hesse called for a discussion.

President Hesse, hearing no discussion, called for a vote. The resolution CARRIED.

Sharon Mitchler presented the following resolution:

Resolution 3

Resolution Opposing High-Stakes Teacher Candidate Performance Assessments

Resolved that the National Council of Teachers of English

- strongly oppose legislation mandating the requirement that candidates pass high-stakes teacher performance assessments as a requirement for licensure;

- strongly oppose the use of standardized high-stakes assessments during candidates' student-teaching experiences; and
- encourage its members to engage in critical scholarship and teaching about teacher candidate performance assessments.

On behalf of the Resolutions Committee, Mitchler moved the adoption of this resolution.

President Hesse called for a discussion.

Deb Bieler, DE, shared a story.

An ironic juxtaposition of events in my English teacher preparation program that sheds light on the need to remove the obstacle of high-stakes testing from the important work in which many equity-oriented teacher preparation programs are engaged. In the past few months our program went through the national accreditation process which resulted in a decision of national recognition. So we were happy about that. More recently, we were asked to share with CAEP, the national accreditation organization, the assessment we used for NCTE's own Standard 6, The Social Justice Standard, as an exemplar. So we were happy about that too. These events seemed to indicate that our program is exemplary, and I agree, as the teacher educators in our program have built long-term partnerships with local schools, particularly in under-resourced communities, and a scaffold program of study that carefully develops our preservice teachers understanding of issues of equity and education. However, at the same time, our senior teacher candidates are panicking, seeking to back out of their teacher placements in the schools with which they have been working for some time. They are worried that the difficulties and inequities that the teachers and students in these schools endure on a daily basis may cause them to fail their Ed TPA. A situation that has caused them to question their ability and commitment to promoting justice as teachers. They are worried that they will be judged on the under-resourced conditions of the schools with whom we have been partnering, by disembodied readers who undergo only 19 to 24 hours of training and have never visited their classrooms nor are familiar with the teachers, students, and communities. Seeing how high-stakes tests undermine the effectiveness of our equity-oriented teacher preparation programs, how they weaken our relationships with local schools, and how they diminish our professionalism as teacher educators, has convinced me that NCTE must oppose high-stakes performance assessments in English teacher preparation programs.

Briana Asmus, MI, I would like to give a voice to some of our teacher educator candidates who I think would agree. I would like to read three testimonials, in this case, against the Ed TPA which is currently adopted by many states and is one of the examples of these high-stakes teacher performance assessments that we are talking about today.

First, I would like to read the testimonial of Ryan, a student teacher of history. He said, "Overall, I think the Ed TPA is a horrible, deeply flawed, and frankly corrupt assessment for all preservice teachers for several reasons. It costs \$300 per student to take it. The start costs, ironically, imposes an economic barrier to the very people who are dedicating their lives to provide greater equality of access to education."

Samantha, who is a TESOL teacher in her second year, said, "The parameters of the Ed TPA basically requires you to pass a stage performance as an example of authentic teaching. We are taught, in school, to keep instructions as simple and as direct as possible. So I found the 50+ pages of instruction to be comical."

Finally, Shannon, an English language arts teacher, said, "It would help preservice teachers suffer from a lot less anxiety about going into student teaching if they felt like the assessment was something more manageable and not a time crunching monster."

President Hesse asked if anyone would like to speak against this resolution.

Julie Gorlewski, VA, I would like to speak for the resolution and against performance assessment. Performance assessments of student teaching, such as Ed TPA, claim to be intended to professionalize the field of English education but in reality their effects contradict this intention. They remove certification decisions from local teachers and teacher educators and outsource these decisions to superficially trained temporary workers who are unfamiliar with the contexts in which candidates work. Worse, these assessments occur at a time where they enculturate candidates at their most vulnerable formative stage of their career. Teaching them to define teaching as a distinct series of visible acts rather than the complex social, emotional, physical, psychologically, intensely human, and political work that it is. On the assessment criteria, further privileges certain kinds of students in schools, which is why Deb Bieler described student candidates who are concerned about where they were teaching and whether the students in the schools, where they were teaching, would match up to the criteria set forth by standardized assessments such as Ed TPA. They do not measure what is authentic and meaningful, they focus strictly on visible performances, they are not familiar with the contexts in which our students work, and in short, standardize assessments of teaching undermine the aspects of the work that lie at the heart of our profession: voice, agency, professional judgement, complexity, intellectual and political courage, and worst of all, human relationships.

Nadia Behizadeh, GA, a teacher educator, commented on the point that is in the resolution that the quality of preservice teacher education is diminished by the Ed TPA, specifically, but these tests, in general, so I also bring the voices of my preservice teachers to share with you.

So briefly, from one of my students who said, "Unfortunately, the Ed TPA has had so much weight on my future that I began to teach how I figured the scores would want me to teach and not necessarily on how I could best educate my students. I found myself choosing the most advance class to use for my commentary which did not reflect my true abilities as a teacher."

Another student shared with me, very bluntly, "I hate Ed TPA. This sentence perfectly sums up how I felt about the whole experience. It was nothing that was brought up to me when I entered the program. It is a contradiction to real educationer form and it caused issues while I was in my placement with my mentor teacher."

Behizadeh added that all these students passed the Ed TPA. That was not the issue. It was the consequences on their experience.

President Hesse again asked if anyone would like to speak against this resolution.

Alison Dover, CA, former high school teacher and member of NCTE for eleven years, now a teacher educator said, "In my methods classes I ask my students, 'What does it mean to be a good teacher and does it mean the same thing in every context, every school, and every classroom?' I also ask them, 'Do you think everyone you know would or should respond to that question in exactly the same way?' These are the kinds of critical conversations we need to have as a field of education and as English educators. However, high-stakes teacher performance assessments or TPAs silence those conversations by asking preservice teachers to put aside their own vision of what it means to be good teacher. Visions that evolved over the course of their own K-12 education, their work in communities, their preservice course work, and their clinical placements and, instead, adopt an external vision of effective practice. There is a growing body of research critiquing the philosophical, pedagogical, and practical implications of high-stakes TPAs. I would be happy to share a reference list which anyone who is interested. Teachers, teacher educators, and education researchers have raised concerns about everything from the prescriptive and reductive nature of TPAs to the implications of the exploding TPA marketplace. For example, in 2015, 27,172 candidates took Ed TPA. At a cost of \$300 per student this amounts to \$8.1 million for an assessment that did not exist three years ago. Researchers have also raised questions about issues of equity, objectivity, and even a cottage industry of for-profit Ed TPA tutors. However, rather than citing all this research, I would like to highlight the voices of a couple of candidates themselves. The following statements are from student teachers in Illinois, all of whom passed Ed TPA. In response to an open-ended survey question, 'What did you learn from the Ed TPA process?'"

"I learned that there will often be times during my teaching career where I have to do things that don't contribute to my students learning and growth and waste important instructional and planning time because bloated bureaucracies of non-teaching professionals deemed them a good idea. PARCC is another great example of this."

A different candidate: "I learned that the state sold us out. The state does not care about teachers or students. If I actually go into teaching, after this horrific process, I'll have to accept that I will be used for profit, to the detriment of my health and actual teaching practice."

And another candidate: "I learned that Pearson has found a new way to make money off high-stakes testing while rendering authentic assessment and meaningful learning obsolete and turning future educators into dollar signs."

"Over the course of three semesters of college-wide Ed TPA participation, one-third of the 177 candidates in the study were unable to identify a single educative benefit to their Ed TPA experience and as English educators we claim to be committed to the vision of teachers as advocates with and on behalf of our students. It's time for us to advocate for those entering the field."

Tim Duggin, IL, said, "I agree with the objections to the TPAs raised in the resolution and I support the resolution and I also support the objections raised by my colleagues here on the floor. My greatest objection to the TPAs is not the incursion of the corporate profits when our students can least afford it. Though that is true and it is grievous. My greatest objection is not the stripping of authority from myself and my colleagues who best know the student teachers' work and can best judge their readiness to enter the profession. Though that is true and it is grievous. My greatest objection may not even be the potential invasion of children's privacy that the shared video-taping represents though that is true and it is grievous. Nor the fact that our students virtually all passed the assessment which to us demonstrates that we've always developed the discreet skills that the TPA claim sole authority to assess and that is true and grievous. My greatest objection to the TPAs, and particularly to Ed TPA, is a high-stakes assessment during student teaching is that it is just bad practice. Student teachers are learning to assume the full responsibilities of the job, teaching five classes a day, planning and implementing instruction, and what Ed TPA does is pose a major unnecessary stressor that takes their focus away from their responsibilities to their students and to their daily practice. Please pass this resolution."

Ken Lindblom, NY, said, "I've been working with the Ed TPA since it was imposed on teacher certification candidates in New York state as a high-stakes assessment, in Spring of 2014. The exam has turned student teaching into a full semester standardized exam. The students in our state have to do it within the first few weeks of student teaching so if they fail it they can do it a second time because if they don't they no longer have students to do the exam with. It de-professionalizes us, it marginalizes NCTE as the intellectual home of the teaching of English but mostly what it does is it completely undermines the student teaching semester as an educative experience. The last point I will make is that Ray Pecheone, one of the founders and the major guiders of the Ed TPA, himself, has stated in meetings with New York state and has published in his own research that when you make a formative assessment summative it renders it much less useful as a formative assessment. It greatly interferes with that. His own research says it. So this resolution is very important for those of us in the field fighting against Ed TPA and in New York state, this will be very helpful."

President Hesse, called for a vote. The resolution CARRIED.

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

Christopher Lehman, NY, said, "I would like to thank Susan Houser and the entire NCTE Executive Committee for selecting a convention theme that I continue to hear from many members that it is incredibly necessary for them. I believe this is not just because of its timing but because it is action-based. I would also like to state that advocacy does not end on Sunday. One area that can continue, our advocacy, is from this room. By leaders in this room advocating, encouraging, suggesting, nudging, and nominating educators of color, LGBTQ educators, and other educators from diverse backgrounds and locations into leadership

positions in our Council. I hope to see this room, our leadership, to continue to look more and more like the students we serve. Advocating for diverse leaders is a critical practice that NCTE can model for our profession and our society.”

Kim Pinkerton, Texas Council of Teachers of English Language Arts, said, “I am here to welcome you to attend our 2017 Annual Conference and Exhibition with the theme of ‘Reflections: Seeing Life through Literature.’ It will be January 20-22 in Ft. Worth. All are invited to come and hear a great list of speakers: Neal Schusterman, Sharon Draper, Penny Kittle, Jeff Wilhelm, Matt Glover, Colby Sharpe, John Shumacher, Shanna Peeples, and Jocelyn Chadwick. We also have a special authors breakfast, on Sunday, with some surprise guests, but since all of you here are friends of TCTELA we will let you in on one of those surprise guests, and because she was one of the speakers this morning, e. E. Charlton-Trujillo will be there as well.

Bruce Novak, PA, Assembly on Expanded Perspectives on Learning, said, “We are hosting a conference this summer in the Rocky Mountains with a theme of ‘Writing as a Way of Being Human.’ I think it is an especially important topic given the events in the past week. Doug Hesse is one of the speakers along with Bob Yagelski who has written a book on a similar topic and Chris Bellmeyer. This is a group who has stood for the heart and soul of education for the past 25 years and it’s a way to invigorate your heart and soul by joining us. I don’t think there is anything more important or more connecting or more hopeful that we can do than to connect at a deep level that can enable us to connect at the deepest level for our students and bring the spirit of the people together in a way that is so harshly divided these days. June 22-25 in the middle of the Colorado Rockies. If you can’t get there we have a wonderful session tomorrow night at 5:45 p.m., adapted because we have a dancer who is leading us. We are actually going to be dancing for a half hour then we will be talking about writing as a way of dancing with others and with life.”

Jean Ugalde, CA, California Association of Teachers of English, said, “We would like to invite you to CATE 2017, ‘Text and Tech: Blending Tradition with Innovation,’ February 17-19, in Santa Clara. The featured speakers are Caitlin Tucker, Doreen Rappaport, Troy Hicks, Kwame Alexander, Sarah Kay, Penny Kittle, and Robin Sloan. We encourage all of you to join us.”

Yetta Goodman, AZ, wants to “declare today a very special day and ask you to join me in wishing Kathy Short, a Happy Birthday and singing with her.”

President Hesse asked if there were any more declarations and seeing none he called for a motion to adjourn.

Linda Adler-Kassner, CA, moved to adjourn the meeting; seconded by Julie Rucker, GA. The motion CARRIED and the meeting was adjourned.

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

President

As I report on the many aspects of my presidency, I begin with the success of the 107th Annual Convention entitled, "Faces of Advocacy". We exceeded our goals of over 7,000 in attendance and had record numbers of teachers and educators presenting in a variety of different sessions, panels, roundtables and general sessions. There were so many positive aspects of these that it would be hard to single out any one as the "best". But I can share that comments were extremely positive about the panel that was facilitated by Joan Kaywell with the such a diverse group of authors. The music, provided by Adrian Fogelin, an author herself, was the icing on the cake, so to speak, and she helped bring together an event that will stay in the minds of members for a long while I suspect.

In January the Policy and Advocacy Subcommittee convened online to determine the focus for this year's advocacy efforts. It had been decided previously that we would convene a winter meeting in DC of only one day but not a winter advocacy day due to changes in the political administration going on at the time. We did however bring the subcommittee in early to the February EC meeting in order to meet and have time to work towards goals for the year. As stated, the February meeting took place in DC and was limited to a one-day meeting in order to give program reviewers the entire day on Saturday to review.

I also attended the annual meeting of GCTE which was held at Jekyll Island Resort in GA. It was a beautiful site and author Carmen Reedy was present as a key note speaker. I led a session for members regarding NCTE goals and plans, linked to our history as an organization. As you know, GCTE was our local host for convention last year and I was on hand as well to thank them for all their hard work and presented Julie Rucker, local chair, with a plaque and a gift.

CCCC's was the next event I attended in Portland, OR in March. This event planned and coordinated by rising chair, Caroline **Calhoon-Dillahunt**, was a huge success and I spent much of my time meeting with members individually and in sessions discussing plans for the upcoming year. One of the most successful outcomes of attending this meeting was that outreach and the linking with college and university members on a more personal basis. This has been my focus for the entire time of my presidency of reaching out to all our members, regardless of which of our communities they are members. One of the most interesting ideas that I experienced were the creation of "think tank" sessions where members came together to discuss issues from every perspective. The other memorable experience for me was the award session and the opportunity to meet those winners in a social gathering after the presentations. I met and networked with many new members into our organization and then subsequently, attended their sessions and presentations afterwards. The general session speakers were phenomenal with Jose Antonio Vargas wrapping up a conference devoted to social justice issues and concerns in our world and with our membership.

In June, I traveled to Columbus, Ohio where I attended the CEE conference at Ohio State University. The program, facilitated by Molly Blackburn, was a slate of very informative speakers on the issues we like to categorize as social justice issues but what I came to learn is really discussions about how we can be inclusive and respectful of all people regardless of ethnicity or beliefs. A powerful list of presenters made the workshops informative and periods of lots of discussion and work. Marcelle Haddix wrapped up this conference with some powerful insights into her work with African American girls and educators.

The month of July was a busy traveling month for me as I attended several meetings and conferences. The first was the Affiliate Leadership Meeting which was a year long project in the making. We assembled over 100 affiliate leaders from all over the country in an effort to build on strengths and discuss ways to strategize for future work in the Council. Many speakers came and presented during this short 3 days, with our keynoter, Sharon Draper, herself an affiliate member. But even with a packed agenda of learning, we managed to have a dinner night out where we could socialize around a meal in local Atlanta restaurants. The result of this meeting was truly felt when on Sunday, as the affiliate leaders all came together and worked forming natural groups with common interests and concerns. It was truly a highlight of the meeting.

Also in July I found myself in Tucson, Arizona for the WLU annual conference. Being in Tucson was such an experience of its own but the conference was so enlightening and informative that most of my time was spent in that arena. Again, as in the other two conferences I participated throughout this year, issues of social awareness and consciousness were the theme. Curtis Acosta opened this meeting with his powerful witness to us of the many years of struggle and work he has put into the mission of human rights for

members of his community. He even had to forego a court appearance which was in regard to some of his fight in the Tucson area to speak to us that morning. Other activists and educators were general session speakers including Debbie Rowe from Vanderbilt University and author, Jewell Parker Rhodes. Also, two of our most renowned and dedicated members, Ken and Yetta Goodman, were honored with a celebration at the University of Arizona campus in the World of Words International Library that past president, Kathy Short, has built and also made quite famous worldwide. It was a time of real reflection for me as I listened, once again, to member's ideas and concerns.

The July EC retreat was held in St. Louis, MO and was a time when much of the work we were trying to accomplish this year was discussed and completed. It made me very proud to be the leader of such a group who decided that early childhood work was indeed the work we wanted to fund as well as finally having a plan to move forward in some other areas that have been issues for years, such as the funding of the cultural celebration at convention. It was an extremely important meeting for me to lead as it would prove to be my last meeting that I would chair as your president.

This may or may not be the venue to discuss the happenings between July and August, when I resigned as president of the EC and the Council but I have felt for a time that I owed you all some semblance of an explanation. I did have some health issues, which have been resolved, but it became apparent as the presidential team came to an impasse in making decisions, that my time was over. I could not bear up physically under the stress and conditions that came to a head at this time. I felt that it was in the best interest of the Council and for me personally to resign from a team that could not seem to move forward. I apologize for any part I played in that. But you all need to know that the job of president is a very difficult job and not having the support of the entire team makes any progress truly unattainable. My hope was that the presidential team could and would move forward without me being a part of it. I also want to say in this forum, that I have not left NCTE and will find other areas where I can continue the work for which you know me to be passionate about. I also want to extend my sincere thanks for the outpouring of good wishes and support I received from many of you during the time of my recuperation and health issues. It truly meant more to me than I could ever express in a simple thank you here. I enjoyed knowing all of you and respect every one of you for the countless hours and time you put into work when I was president; many of you doing things you did not want to do, but did, just because I asked you. That kind of support is what got me through an extremely difficult decision and period of my professional life.

Susan Houser, President

President-Elect

All schools visited, as well as sustained and ongoing collaborations with schools, involve curriculum design, redesign, evaluation, and professional development. I collaborate with teachers and administrators, focusing on what middle and high school students are reading, writing, researching, etc., day(s) long, depending on teacher(s) request(s). Consequently, the work and resources and instructional pathways I illustrate and recommend focus on critical reading and analysis, thinking, inquiry, writing, listening, speaking, research, blended and cross-curricular collaborative and independent learning experiences.

October-November 2016

1. 14-16 October (Colorado)
 - a. Colorado Language Arts Society: Conf Theme- "Reclaiming the Classroom: For the Love of Teaching" Workshop: "The Canon, Modern Fiction, Iconic Music, and Generation Z"
2. 27-30 November (Virginia):
 - a. Commonwealth Governor's School-HS—Grades 11 and 12—consortium of five schools (Fredericksburg)
 - b. Seneca Ridge MS—(Richmond)
 - c. New Kent MS—(New Kent)
3. Capital Preparatory Magnet School—K-12 (CT)
 - a. "Justice Conference: Agents of Change"
4. Ballard-Hudson MS—(GA)
 - a. ongoing work and collaboration with Teachers and students—focusing on critical reading, writing skills as required by GA state standards
5. 16-21 November (MA)
 - a. Belmont ISD—External Curriculum Consultant for English language arts Curriculum Review and Reassessment —Grades K-12—all levels
 - b. NBC News Education Consultant—ongoing
 - c. NCSS Webinar Series-2015 and 2016: Using New-Old Tools: African-American Periodical and Literature in Social Studies—cross-curriculum instructional strategies, approaches, resources
6. Published:
 - a. Mark Twain Meets Generation Z: Their Questions, Conundrums, and Challenges," Mark Twain and Youth, Bloomsbury, 2016
 - b. We Dare Not to Teach What We Know We Must: The Importance of Difficult Conversations,"
 - c. English Journal, 106.2 (2016), 88-91.
 - d. "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

January-November 2017:

1. Center for Mark Twain Studies: Elmira College and Gov. Cuomo Initiative to address curricular ELA needs in upstate New York—ongoing
2. TCTELA-Conf: "Seeing Life Through Literature"—Workshop: Backing Into the Classics with Our Students: 21st Century Style (TX)
3. NBC News Education Consultant—ongoing
4. Diamond Elem: Reading and Writing Sustained Workshop (MD)
5. Sustained Collaboration and Teaching: curriculum, critical reading, writing, research, inquiry
 - a. Lift for Life Academy
 - b. Gateway Stem (MO)
 - c. Alternatives in Action (CA)
 - d. Cypress-Fairbanks (TX)
 - e. Denver Center for International Studies at Montbello (CO)
 - f. McCluer High School (MO)
 - g. Mark Twain House (CT)
 - h. C.S. Brown HS (NC)
6. La Tuna Federal Prison (TX)—collaboration focusing on literacy for inmates and their families
7. Publications/Interviews:
 - A. 08/10/2017 Q&A Collections: Education Policy Issues - Classroom Q&A With Larry Ferlazzo (EdWeek)

- B. 05/03/[2017 Response: Equity for Rural Schools Is 'Often Ignored' - Classroom Q&A With Larry Ferlazzo \(EdWeek\)](#)
 - C. [09/13/2017](#) "Do High School Literature Series Make the Grade? Stephen Sawchuk (EdWeek)
 - D. American Experience-WGBH-*Books Behind Bars*
 - E. Stephen Marche—"Modern Fatherhood," upcoming
 - F. In-progress: *Writing for Life: Using Literature to Teach Writing*—working with several schools around the country
8. Blog Sites:
- a. jocelynachadwick@wordpress.com
 - b. Heinemann
 - c. NBC News Education

Jocelyn A. Chadwick, President-Elect

Vice President

During the 2016–2017 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, and July. We also had regular virtual meetings throughout the year. Work on the Executive Committee has been energizing and intentional. I was liaison to the subcommittee on Professional Learning, which focused on thinking about the needs of teachers and how NCTE can better support teacher learning in the area of literacy. Some statements were created that helped clarify NCTE's philosophy on professional learning, including NCTE's role in this learning.

This year, plans began for the 2018 Annual Convention. As 2018 program chair, I have spent time meeting with the local co-chairs, and meeting with staff about timelines, visions, and details of convention planning. As part of this initial planning stage, I attended the first meeting of the St. Louis Local Arrangements Committee so that I could begin to think ahead as to how a committee like this may be helpful as we move forward in our convention planning for next year. I have also been working with member groups to get input about possible new features for the 2018 Convention.

I also worked with the Standing Committee on Affiliates (SCOA). Attending their monthly meetings and attending their convention breakfast all helped me to learn more about affiliates. This summer, NCTE hosted the first Joint Affiliate Leadership Meeting in Atlanta, Georgia. All affiliates were invited to attend, and I served as facilitator of the meeting. The meeting gave me the opportunity to connect with affiliate leaders, to learn more about NCTE initiatives, and to learn more about supporting affiliates. The joint meeting was a success, and survey results were positive.

I was also 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. Aligning application processes, updating the poetry charge, and choosing this year's books constituted the main work of these committees.

The Standing Committee on Global Citizenship was another active committee that I worked with. This committee took on a project of writing monthly blog posts for the NCTE blog as part of a series on Global Citizenship.

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:

- American Library Association Midwinter Meeting in January 2017 in Atlanta, Georgia—My purpose was to connect with publishers as well as to experience the book award celebrations and sessions at ALA. Attending the book award announcements, talking to publishers in exhibits, participating in ALA's Book Buzz Theater sessions, and connecting with NCTE members were all part of my work at ALA.
- Ohio Council of Teachers of English Language Arts in February 2017 in Columbus, Ohio—I attended my local affiliate conference and was able to connect with members, talk to affiliate leaders, present a session with local colleagues, and participate in sessions.
- Conference on English Education in June 2017 in Columbus, Ohio—This conference was held at The Ohio State University and I was able to attend one day. I presented a session on NCTE with Susan Houser and Shelbie Witte. I was able to connect with CEE members, get feedback from them on NCTE initiatives, and participate in sessions.
- North Texas Council of Teachers of English Language Arts in June 2017 in Hurst, Texas—I was an NCTE cosponsored speaker at this one-day affiliate event, presenting three sessions during the day. I was able to share NCTE initiatives and connect with members.
- International Literacy Association in July 2017 in Orlando, Florida—I attended this convention to present in two NCTE-sponsored sessions. One session was titled "Children Making Sense of Their World with Digital Tools"; NCTE members Sara Kajder, Cornelius Minor, and I presented together. "Creating Classroom Libraries for All Students" was the other session, with co-presenters Donalyn Miller and Lynsey Burkins.

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.

Franki Sibberson, Vice President

Past President

I'm happy to report on the period from November 2016 until now, the end of my term as an officer of NCTE. Being elected to these roles has been a privilege and career honor.

In November 2016, I presided over meetings at the annual convention, including the Board of Directors. I delivered the annual presidential address, which was published in full in the February 2017 issue of *Research in the Teaching of English*.

Among other speaking opportunities on behalf of NCTE during the past year were keynote addresses at the TYCA-Southwest Conference, the Illinois Association of Teachers of English, and the Assembly for Expanded Perspectives. I also spoke on panels at the CCCC annual meeting. With the help of Jenna Fournel, I wrote a lengthy piece on teaching college writing that was published in *The Chronicle of Higher Education* that I hope might correct, for a vast and diverse audience of college administrators, some misguided lore about literacy learning. I spoke on Education Talk Radio.

I attended all meetings of the Executive Committee, serving on its Operations and Policy/Advocacy subcommittees. I also served on the NCTE Audit Committee and the Presidential Team, drafting some language for the Executive Committee handbook more formally and clearly to represent the purpose and function of that last group. I served as the presidential team liaison to the Research Foundation and to several standing committees: Research, Literacy Assessment, and Public Language Awareness. I participated in Advocacy Day and Program Review/Development and in the summer Affiliate Leaders Meeting.

The Presidential Team met at least monthly (and often 2 or 3 times a month) throughout this meeting, either in person or digitally, and I participated in all conversations, whose topics ranged from policy decisions to committee appointments and charges to matters of strategy. I was often able to provide historical context and information in several conversations. In like manner, I provided perspectives to the Executive Director when asked and to individual officers regarding aspects of their roles. I trust I played a useful role when we needed to accommodate the sudden resignation of our president in 2017.

One NCTE provision is that the Past President may be invited to serve a second year in that role, if a president resigns mid-term. I considered that prospect quite seriously, fully respecting the needs of an organization I hold in utmost esteem and the opportunities to continue working with an executive director and officers who have become friends as well as colleagues. In the end, numerous professional and interpersonal commitments have led me to decline that invitation, with no small regret.

As I reflect on my four-year journey through the officer's sequence, I note a period marked by significant challenges. (Of course, that can be said of many periods in the Council's history.) In early 2014, executive director Kent Williamson took ill, eventually passing away a year later. We worked with interim executive directors before attracting Emily Kirkpatrick in fall 2015 as our new leader. I was closely involved in all aspects of those transitions. With Emily's start coinciding almost exactly with my year as president, I believe one of my most useful efforts was helping her understand some of the history, traditions, and contexts of NCTE and its members. Beginning that year, NCTE completely revised its identity, both for members and for the public; made significant, strategic, and difficult reductions in staff and altered working structures; and began revising its vision as part of a new strategic plan, an activity now largely completed. At the start of my presidency, the Council faced questions about and challenges to some of its practices, I worked extensively with Emily, other elected leaders, and expert consultants to research those practices, report reassuring findings, and chart new courses of action. I tried to contribute laying a good foundation for NCTE's core mission in times too often troubled for teachers and learners: promoting the use of language to construct personal and public worlds and to achieve full participation in society. I value the opportunity to have worked closely with Emily Kirkpatrick, who serves the Council with passion and expertise; with Sandy Hayes, Ernest Morrell, Kathy Short, Susan Houser, Jocelyn A. Chadwick, Franki Sibberson, and Leah Zuidema; with Jo Anna Wisniewski, Lori Bianchini, Lisa Avetisian, and Dave Wendelin; with numerous smart, diligent, and dedicated members of the Executive Committee; and with so many members of the Council. It was an honor.

Doug Hesse, Past President

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.

OUTSTANDING EDUCATOR OF THE YEAR and 2017 GET-TOGETHER:

With particular attention to the ESSC mission statement, and the newly adopted NCTE Vision Statement, our committee selected Randy and Katherine Bomer as Outstanding Educators of the Year. Randy and Katherine's influence spans early childhood through college, as they engage with children, teachers, teacher educators, and researchers in defense of equitable and just classrooms. Their highly-regarded publication, *For a Better World* (2001), impacts the ways in which teachers and children take up social issues and construct meaningful conversations to shape democratic ideals. This publication is even more significant now as the world struggles with racism, misogyny, and growing economic disparities that deeply impact children and their families.

As part of this process, the Bomers were interviewed for *Language Arts* journal and will have a featured session at NCTE 2017.

Randy and Katherine will have the floor for the majority of the Elementary Get-Together, to provide participants with a deep and thorough discussion about their work. Heinemann donated 30 books authored by the Bomers to be gifted to first-time attendees at the 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 Sunday at the convention on the nominations we receive.

MEET THE ELEMENTARY SECTION SESSION AT NCTE 2017:

Our session will focus on children's book author and illustrator, David Weisner, who will share his process as an author and illustrator.

DONALD GRAVES AWARD WINNER:

We selected a team of teachers as winners of our 2017 Donald Graves Award Winner. The teachers will receive the award at the Get-Together and present their work in conjunction with two ESSC members at a sponsored session.

A NEW *Language Arts* AWARD:

Our work during 2016 included the addition of the *Language Arts* Distinguished Article Award that is granted to the article in the journal that is outstanding for furthering the mission of the Elementary Section. Given it was our first time to determine the winner, we spent much of the summer reading and working through a new selection process. The first winner is an article co-authored by Stephanie Jones and Karen Spector. From issue number 5 the piece is titled, "Becoming Unstuck: Racism and Misogyny as Traumas Diffused in the Ordinary. Jones and Spector will receive framed copies of the cover of the journal at the Elementary Get-Together.

COMMITTEE WORK:

The ESSC is a committed group of elementary and early childhood educators. We meet monthly via Zoom.

Moving forward, we will continue to discuss ways to engage more frequently and productively with our membership, with discussion centered in social media and podcast options.

Finally, given that one ESSC member resigned in July we were pleased to welcome Dr. Sandra Osario to the ESSC in August.

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.

The Middle Level Section has been working hard to not just prepare an exciting program at the NCTE Convention, but to also develop the role of our Section leadership throughout the year.

Welcoming New Section Leadership

The Middle Level Section will welcome the following new members to leadership positions in November:

- Aurelia Davila de Silva, SAWP Community Center, San Antonio, Texas – Rep-at-Large
- Kate Roberts, author/consultant, Brooklyn, NY – MLSSC
- Zanetta Robinson, Thurgood Marshall Fundamental Middle School, St. Petersburg, FL – MLSSC
- Chad Everett, Horn Lake Middle School, Horn Lake, MS – Chair, Nominating
- Jill Adams, Metropolitan State University, Denver, CO – Nominating
- Sarah Bonner, Heyworth Jr/Sr High School, Heyworth, IL – Nominating

We are grateful for the members who have served our Section well and are looking forward to welcoming new leaders.

2017 Convention Planning

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, creating sessions Middle Level educators can attend and connect with one another. Our Middle Level members last year expressed how much they enjoyed these highlighted events. Our Steering Committee members have also enjoyed preparing for them. It has offered leadership and networking opportunities for all of our committee members.

Special Note of Celebration: Voices from the Middle 25th Anniversary

Special note and invitation: Our Thursday night Meet-up in St. Louis will be a Celebration of *Voices from the Middle's* 25th Anniversary. September's issue of the Journal is a special issue that bridges past articles with today's reflections and new ideas. In honor of this accomplishment, we are planning an exciting program and welcome anyone and everyone. Also, if you have ever contributed to *Voices* please join us for the festivities!

Journal Completes its First Volume Under New Co-Editors

Voices from the Middle co-editors Dr. Shelbie Witte and Dr. Sara Kajder have completed their first volume year and feedback has been strong. Their focus has been on raising a diversity of voices in the journal, including classroom teachers, coaches, authors, students, veterans and new voices. They have also reimaged the *Voices* podcast and experimenting across platforms to engage and learn with and from our members.

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. Most recently, author Jason Reynolds was interviewed.

New Award: Linda Rief *Voices from the Middle* Award

The award is named in recognition of Linda Rief, esteemed middle level educator, longstanding member of and leader within the Middle Level Section, and one of the original editors of *Voices from the Middle*. It recognizes an outstanding publication in the Journal written or co-written by classroom teachers or literacy coaches. Many of today's recognized authors and experts published their early work in *Voices from the Middle*, and this award aims to support the development of future voices to lead our profession forward.

Leadership Beyond Convention

Over the past year, the MLSSC formed Subcommittees to increase our impact beyond Convention. The three have been:

- Voices Support Subcommittee – to liaise with *Voices from the Middle Journal*
- Member Outreach Subcommittee – to liaise with NCTE initiatives related to member outreach
- Strategic Planning Advisory Subcommittee – to liaise with EC Strategic Planning Subcommittee

The Subcommittees have been producing structures, strategies, and ideas and each MLSSC online meeting they lead a portion of our time together. “Voices Support” has developed a strong link between our Journal and Steering Committee. Member Outreach is developing ideas for connecting with and supporting our members. Strategic Planning Advisory supported information gathering for the NCTE Strategic Plan and has been supporting the Middle Level in putting the new NCTE Vision Statement into action.

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.

2016-2017 Secondary Section Committee Members

- Dan Bruno
- Courtney Morgan
- Amanda Palmer
- Ann Marie Quinlan
- Tiffany Rehbein
- Shekema Silveri, Chair
- Vaughn Watson

2017 Paul and Kate Palmer 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 Nicole Boudreau Smith, Adlai E. Stevenson High School, Lincolnshire, Illinois, for "A Principled Revolution in the Teaching of Writing" (Vol. 106, No. 5, May 2017).

Honorable mention went to Jaclyn Burr, Brighton High School, Brighton, Michigan, for "Springsteen, Spoken Word, and Social Justice: Engaging Students in Activism through Songs and Poetry" (Vol. 106, No. 6 July 2017). The award presentation will be held at the Secondary Section Luncheon on Saturday, November 18 during the NCTE Annual Convention in St. Louis, Missouri.

2017 Farmer Award Committee:

Courtney Morgan
Amanda Palmer, Chair
Tiffany Rehbein
Ann Quinlan
Vaughn Watson

New *English Journal* Editors Selected

During the 2016 Convention in Atlanta, new *English Journal* (*EJ*) editors were selected by outgoing SSSC Chair Katie Greene and outgoing Secondary Section Representative At Large Shekema Silveri. The SSSC proudly welcomes new *EJ* editors Toby Emert (Agnes Scott College, Atlanta, Georgia) and Joseph Rodriguez (University of Texas at El Paso). Their first issue will appear in September 2018.

2017 Secondary Section Get Together

Daniel José Older has been selected to keynote the Secondary Section Get Together during the 2017 Convention in St. Louis. 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 and [@djolder](https://twitter.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."

2017 High School Matters

The SSSC is delighted to announce the keynote speakers for this year's High School Matters (HSM) session in St. Louis: David Kirkland (Executive Director of The NYU Metropolitan Center for Research on

Equity and The Transformation of Schools) and Susan Houser (former NCTE President). Both speakers have backgrounds in cultural consciousness and advocacy work. Given the current political climate (both nationally and in St. Louis), this year's HSM guarantees to draw a packed house!

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.

Leadership Changes

My term on the CSSC ends in November. Chairing this committee has been one of the highlights of my career, and I'm so glad to have had the opportunity to work with the members of the CSSC and the EC. Shelley Rodrigo, who's currently Assistant Chair, has been nominated for the position of Chair. If she is elected (by acclamation) to the office, we will need a new Assistant Chair. The voting period ends Friday, July 21, and at that time, I will call for nominations for Assistant Chair.

Convention Planning

This is CCCC's year to select the speaker for the College Section Luncheon. For the College Celebration, we have invited Valerie Kinloch to be our keynote speaker, and she has accepted. I'm going to touch base with her this summer to see if she has any questions about the event, planning her talk, etc. We'll also look for the best person to do her introduction.

Ongoing Work: Competency-Based Education and Prior Learning Assessment

This work has stalled in the last few months. Because I still think it's important and timely, however, I am recommending that -- because we are unlikely to finish these position statements by the end of my term as Chair -- we either continue this work when the next Chair takes office, or assign it to a task force. I can see it as a CCCC/NCTE Task Force, like the one we had for faculty hiring. I am happy to help with this effort after my term ends. If we go with a task force, I have a list of people who are best suited to serve on it.

MLA Liaison Update

Steven Alvarez is serving as our MLA Liaison, and he has formed an excellent panel for their convention:

Session Title: States of Racialized Insecurity: Antiracist Literacies in Narratives, Pedagogies, and Community Investigations

Aja Y. Martinez, "Counterstory: The Writing and Rhetoric of Critical Race Theory"
Eric Darnell Pritchard, "'Love Is Life Force': June Jordan's Rhetoric for Writing Teachers"
Donnie Johnson Sackey, "Citizen Sensors: Using Citizen Science and Participatory Design to Investigate Asthma"

We'll continue to talk about ways to strengthen this partnership by extending the reach of the MLA Liaison position. It would help to get a clearer idea of what the Liaison is authorized to do within MLA.

Upcoming CSSC Meetings

The CSSC met at CCCC in Portland, and we will meet this Monday, July 24 in Zoom. During that meeting, one major item on the agenda is circling back to the "Cross-Section Feedback Gathering from Members" effort from January to see what new ideas or reflections committee members have. Also on the agenda will be a section-specific conversation on ideas for NCTE's professional development offerings and higher education advocacy efforts.

Ohmann Award Selection

We are finishing up with the process of selecting this year's winner of the Ohmann Award for best article in the previous volume year of *College English*. Steven Alvarez has done a great job chairing this committee.

Clancy Ratliff, 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.*

CCCC's year will be most remembered for the exceedingly difficult, sometimes painful discussions that occurred around the 2018 convention, sited in Kansas City, Missouri. In August 2017, the NAACP issued a travel advisory for that state. That advisory led the CCCC Executive Committee to confront difficult questions associated with the safety of our most vulnerable members and how we address issues associated with those members as an organization. Between August and September the Executive Committee worked through a very challenging, sometimes painful, and difficult process as we sought to address complicated issues associated with the convention and consider issues raised in a document entitled "Joint Statement on the NAACP Missouri Travel Advisory and SB 43 by the NCTE/CCCC Black, Latinx, American Indian, and Asian/Asian American Caucuses," also endorsed by the CCCC Queer Caucus, as well as suggestions submitted by members about the convention. The EC's work is summarized in two statements: "Update from CCCC about Kansas City" (<http://www.ncte.org/cccc/august-2017-cccc>) and "Decision on the Kansas City Convention" (<http://www.ncte.org/cccc/sept-2017-cccc>).

Both "Update" and "Decision" are focused primarily on immediate issues associated with the Kansas City convention. But they also point to the incredibly important and challenging work ahead for CCCC as we seek to ensure that our organization is accessible, supportive, and transparent, and that it represents the interests of people: people in the discipline, the people we teach, and the people who are so affected by the important work that we do.

Prior to these intensive discussions, CCCC had continued important work on issues related to the roles that writing plays for people, in teaching, and in learning. These are summarized below.

Clarifying Our Focus

Articulating Our Principles

The CCCC Associate Chair leads a retreat at the NCTE annual convention; that person rotates into the Chair position four weeks after the retreat. This year's retreat focused on articulating CCCC's principles and values, which were then incorporated into ongoing efforts being undertaken by six EC subcommittees. At both the November and March EC meetings, these committees outlined goals for the coming year. The subcommittees and their goals are as follows:

- Diversity and inclusion – working with Assistant Chair Asao Inoue on a survey of the membership that will contribute to CCCC 2018 and future organizational activities
- Mentoring and membership – creating a "New members' guide to CCCC"
- Internal processes (awards, governance structures) – reviewing organizational structures (see "Transparency," below); reviewing awards, award categories, and possibilities for new awards

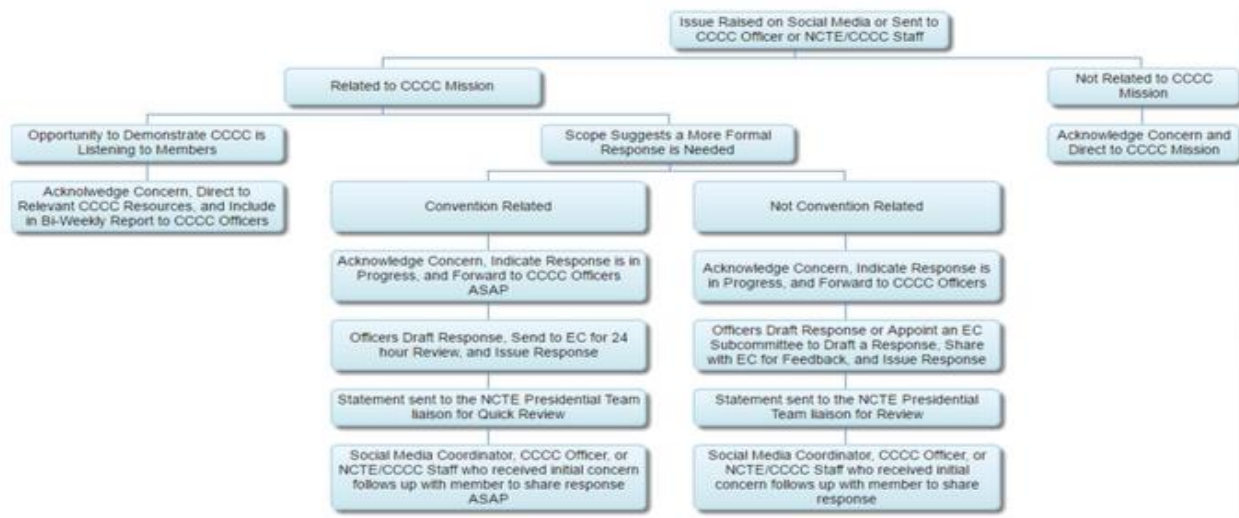
- Alliance building – identifying organizational and other allies; considering how/when to build alliances
- Position statements – ensuring that CCCC position statements reflect guidelines adopted in 2015; continuing to make position statements relevant and useful for members
- Advocacy and engagement - creating a “Write In” as part of NCTE’s National Day on Writing for writing instructors/students/others to write to public officials about the importance of high quality writing instruction; working with task force to create resources members can use to advocate for writers and writing
- Special projects – working with Assistant Chair Asao B. Inoue on opening up the exhibit hall at CCCC 2018

Transparency (‘cont.)

The 2015 report on organizational bias made clear just how mystifying CCCC and its structures seemed to many, contributing to the sense that the organization was not very transparent. The EC has engaged in a number of activities to make organizational processes and practices clearer. These include the creation of the User’s Guide to CCCC (<http://www.ncte.org/cccc/users-guide>), which outlines what CCCC is and how it is structured. The Guide defines internal governance mechanisms, lays out how committees, task forces, standing groups, and special interest groups are created and how members appointed, and includes information about how members can get involved. Additionally, the EC and officers continued an effort to make the functions and lifespans of CCCC committees and task forces more clear. The purpose of committees that do the regular, ongoing work of the organization – reviewing proposals, hosting regular events at the convention, and so on – were made distinct from committees focusing on special projects or issues; the distinction between committees with longer charges (three years) from task forces (one year) was made clearer. While attention to these kinds of internal structures may seem less glamorous than more publicly-focused efforts, the EC and officers believe that they’re critical precisely because they make the internal workings of the organization more visible and accessible for all.

Taking Action

As our members and our organization positions itself in relation to the principles we are working to articulate, we’ve also started to refine how CCCC can and should take action on issues. This action-taking includes work like developing position statements, something that we’ve done for a long while; it also includes newer activities like developing and issuing brief statements tied to action (e.g., the statement on the travel ban; the statement on Betsy DeVos’s nomination as Secretary of Education; the statement on the federal education budget). In the current political climate, we’ve heard from members about many such opportunities that they’ve identified; in keeping with our focus on strategic action, then, the Executive Committee has developed a process to consider whether and how to issue rapid statements. Fundamentally, we have endorsed a policy that begins with the question: “Is the issue related to our core focus on postsecondary writing and writers?” The full process for these decisions is represented in this decision tree:



The Executive Committee endorsed this decision tree at our meeting in March.

Principled Resource Allocation

Further articulating our organization's principles and values also helps to guide the allocation of organizational resources, since we can ensure that resources are being used in the interests of these principles and values. Resources include people, of course – without the involvement of thousands of CCCC members, little could happen. They also include financial resources. This year saw the realization of some exciting investments in making CCCC a more accessible, diverse, and transparent organization. These included:

CCCC Summer/Regional conferences

Last year, the EC committed to these conferences as a strategy to reach new/potential members who might not be able to travel to the annual meeting. CCCC provides \$6000 in funding for these efforts, as well as organizational/logistical support and travel and expenses for a keynote speakers from the NCTE/CCCC speakers' bureau. We received eight proposals from sites across the country for the initial round of summer conferences. After extensive review and discussion, the initial four conferences were awarded to San Jose State University (CA), Boston University (MA), Virginia Commonwealth University (VA), and Clermont College/University of Cincinnati (OH). Registration for the conferences was very strong across the board. This year, we have provisionally approved two summer conferences for 2018.

Labor Liaison

At the 2015 Annual Business Meeting, the membership passed several resolutions focusing on labor-related issues. To consider how to productively use the organization's existing resources and to consider what new resources need to be created, Holly Hassel (UW-Marathon County) has agreed to serve as the CCCC Labor Liaison. Initially, the liaison will be a point of contact and a resource for questions associated with the labor of composition instruction. The liaison will communicate with members who have questions about writing instruction; provide guidance about strategies, sources, and activities; develop and maintain resources related to labor issues. As the liaison is able, they will collect and communicate trends in feedback from CCCC members on labor and writing instruction to the leadership; they also will collaborate with other CCCC Standing Groups and caucuses on issues related to labor. We anticipate that this position will evolve and develop as our first labor liaison steps into the role.

CCCC Emergent Researcher Grants

These grants are intended for researchers who have not previously received funding from the CCCC Research Grants and are especially intended for junior faculty and faculty at institutions where research support is less robust. In addition to receiving research funding, recipients receive formal mentoring from an experienced researcher whose interests and expertise is aligned with that of the proposer. During the inaugural cycle for these awards in 2015-16 we received 37 proposals for emergent awards, a number that speaks to the resonance of this new category with members.

Research Grant Mentoring

As we developed mentoring structures for the Emergent grant, we also recognized that sometimes recipients of “regular” research grants could benefit from research mentoring. We’re working with the Research Committee to create a structure for this additional mentoring, as well.

And one more piece: the logo!

CCCC also approved very visible representation of these changes: a new CCCC logo.



The “Miscellany” page of CCC 13.1 (1962) provides a history of the “sun” logo that had been used by CCCC since 1961:

The sunburst design on the cover of this issue is the work of Arnold N. Fujita, 462 Vallejo Street, San Francisco. It first appeared on an announcement published by the San Francisco Museum of Art, which has kindly given permission for its use here. Mr. Fujita, a commercial designer, responded in this manner when offered payment by CCCC: "I am humbly flattered to hear that someone likes my design . . . There is one request. Please do not send me any monetary fees." To Mr. Fujita go our thanks for a rare achievement in graphics -- a design that has vigor and yet does not tire. (57)

While it might be that Mr. Fujita’s design “does not tire” per se, it does represent a moment – and a different one – in CCCC’s history and development. We hope that members appreciate the vibrant colors and dynamic nature of the “Cs” – we thought that this new look perfectly captured the dynamism and vibrancy of our organization.

The Financial Picture

In addition to tending to its members and their commitments, principles, and interests, CCCC also needs to remain financially healthy. I’m pleased to report that under the able leadership of NCTE Executive Director/CCCC Treasurer Emily Kirkpatrick, our organization has continued to realize significant cost savings and improvements in service at the annual conventions.

The Portland convention in March 2017, organized by Associate Chair Carolyn Calhoon-Dillahunt, was CCCC’s most well-attended meeting ever, with a total of 3,873 registrants. CCCC’s investments have performed relatively well this year, also ensuring a stable financial picture. In both of these regards, then, the short- and medium-term financial pictures are healthy.

That said, there are areas of concern for CCCC’s finances. Membership has continued to decline, a trend that is visible across disciplinary organizations nationally (and internationally). As of March 2017, membership dues were down 7 percent compared to the previous year. Publication income (which is generated through ad sales and sales of SWR publications) is also down. This is largely because publishers are advertising less in CCC; it also is because SWR published fewer titles during FY 15-16 than in previous years. Exhibit income produced by CCCC is also down as publishers reduce their presence in the exhibit hall. CCCC also lost the sponsorship of Cengage for the Professional Equity Project (PEP) grants; because the organization could afford to fund these grants, we did so from existing organizational resources for the 2016 convention.

Research Grants

Funding research grants is one of CCCC's central functions. In 2016, under the leadership of Chair Joyce Locke Carter, we created a new grant category for emergent researchers. During the inaugural year of this new structure we received 55 research grant proposals overall; during 18 of these were for "regular" research grants and 37 for emergent grants. Funded were:

"Regular" grants

Preparing the "New Mainstream" for College and Career: Language, Literacy, and Postsecondary Pathways

George C. Bunch, University of California, Santa Cruz

Developing Effective Online Writing Programs: A Longitudinal Case Study

Heidi Skurat Harris, Karen M. Kuralt, and George H. Jensen, University of Arkansas at Little Rock

Understanding Genre Learning and Success in an Innovative Interdisciplinary Social Change Pilot Program

Rebecca Pope-Ruark, Elon University

Hobson City Matters #blackgirls4change

Michelle Bachelor Robinson, Margaret Holloway, and Candace Chambers, University of Alabama, and Khirsten Echols, University of Louisville

Social Media in the Composition Classroom

Stephanie Vie, University of Central Florida

Writing's Potential to Heal: A Design-Based Study of a Body-focused Writing Workshop

Kate Vieira, University of Wisconsin, Madison, and Kathleen Conklin, PilateSpa International

The Writing Passport Project: Extending the Teaching for Transfer Writing Curriculum into Nine Sites, Multiple Courses, and Writing Teacher Education

Kathleen Blake Yancey, Florida State University, Howard Tinberg, Bristol Community College, Sonja L. Andrus, University of Cincinnati, Blue Ash College, Tonya Ritola, University of California Santa Cruz, Sharon Mitchler, Centralia College, Kara Taczak, University of Denver, Liane Robertson, William Paterson University of New Jersey, Matthew Davis, University of Massachusetts Boston, and Joyce R. Walker, Illinois State University

Emergent grants

Intranationalism: Conceptualizing New Intersections Between US-Based Higher Education Models and Students in Middle East and North African Nations

James P. Austin, Fort Hays State University

Becoming an insider: Exploring the development of discursive identity in science by women of color in an undergraduate research program

Heather Falconer, Northeastern University

Remediating Culture: A Rhetorical History of the Carlisle Indian Industrial School

Sarah Klotz, Butte College

Toward Data-Driven Support for Graduate and Faculty Writers: Two Inter-Informative Research Studies

Shannon Madden, University of Rhode Island, and Sandra L. Tarabochia, University of Oklahoma

"Raising Hell": African-American Literacy Instruction in the Jim Crow South

Sue Mendelsohn, Columbia University

Distant Readings of Disciplinarity: Knowing and Doing in Composition/Rhetoric Dissertations
Benjamin Miller, University of Pittsburgh

Reports of Agency: Retrieving Indigenous Professional Communication in Indian Bureau Agency Documents, 1902-1916
Julianne Newmark, University of New Mexico

Looking and Listening for Multiple Literacies and Transfer through Video in the Writing Classroom
Crystal VanKooten, Oakland University

Considering the Context: A Study of Early College and College in the High School Programs
Erin Wecker, The University of Montana, and Patricia Wilde, Washington State University, Tri-Cities

Moving forward, the EC continue to fund the new initiatives to which we've committed:

- Research grants
- Emergent Researcher Grants
- Summer conferences
- Researcher funding

In the initial round of funding, the EC had decided to evenly split funding between the Emergent Researcher Grants and "regular" research grants. However, based on the large volume of proposals for Emergent Researcher Grant funding, at its March 2017 meeting the EC voted to allocate research grant funding proportionately to the two grant types. We'll try this as a pilot for the 2018 cycle and assess the results.

Linda Adler-Kassner, Chair

Conference on English Education (CEE)

The Conference on English Education (<http://www2.ncte.org/groups/elate>) serves those NCTE members who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy.

CEE Biannual Conference

The 2017 Summer Conference, themed (Com)Passionate English Education was a success. There were a full range of panels, round tables sessions, and workshops complemented by keynote addresses by Marcelle Haddix, Valerie Kinloch, and Greg Michie, as well as a keynote panel comprised of Noah Asher Golden, Tim San Pedro, Jenell Igeleke Penn, and Tonya Perry. There were the added benefits of a letter writing campaign organized by the Commission on Social Justice in English Education and a pop-up protest regarding US failure to support the Paris Climate Accord. Many thanks to NCTE staff, Kristen Suchor and Julie May, as well as the organizing committee comprised of Amy Piotrowski, David Schaafsma, Melanie Shoffner, and Anne Elrod Whitney and the OSU graduate students who made the whole conference function.

NCTE Annual Convention

Program chairs for the 2017 Convention are Mollie Blackburn, Chair, and Ken Lindblom, EC member. The program includes CEE Commission roundtable session across the program, rather than just on Friday morning, as there has been in the past.

On the Thursday of the convention, the CEE EC will meet for most of the day.

On Friday, CEE will host its annual luncheon. We are currently negotiating with Angie Thomas as a possible speaker for the luncheon. After the luncheon, there will be the CEE Membership Meeting and Social Hour. Following that will be the CEE Graduate Student Business Meeting and Dinner.

On Saturday, recipients of the CEE Research Initiative Awards will present their work at the CEE Research Initiative Session. On Sunday, the recipients of the Emig and Moffett Awards will present their work at the CEE Awards Session.

CEE Awards

James N. Britton Award committee, chaired by David Schaafsma, reviewed nominations and decided not to offer this award this year. The purpose of the award 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 committee, chaired by Rob Petrone, will recognize Detra Price-Dennis of Teachers College, Columbia University for her article 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.

James Moffett Memorial Award for Teacher Research committee, chaired by Troy Hicks, is currently considering nominations. 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 Grant committee, chaired by Tonya Perry, will recognize Anthony Celaya and Nicholas Rink. This grant is given to first-time NCTE Annual Convention presenters who are members of groups historically underrepresented in NCTE and CEE.

CEE Graduate Student Research Award committee, chaired by Mollie Blackburn, is currently accepting nominations. 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.

CEE Research Initiative Award committee, chaired by Mollie Blackburn, is currently accepting nominations. 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.

CEE Journals

English Education

Tara Star Johnson is the editor of the journal, which has its 50th anniversary coming up. She is considering ways of celebrating this milestone.

Contemporary Issues in Technology and Teacher Education (CITE): English

Nicole Mirra is the editor of the journal, replacing Melanie Shoffner.

CEE Commissions

Our current commissions include the following:

- Commission on Study and Teaching of Adolescent Literature, chaired by Kelly Bull with Tom McCann serving as the liaison to the CEE EC
- Commission on Writing Teacher Education, chaired by Patricia Dunn and Jim Fredrickson with Anne Whitney serving as liaison to the CEE EC
- Commission on New Literacies, Technology, and Teacher Education, chaired by 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-Capuana 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 Chris Goering 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

Finances

Kristen Suchor presented the 2017 Financial Report to the CEE EC, and the CEE EC voted to approve the FY 18 Budget, also presented by Kristen Suchor.

Ad Hoc Committees

The Position Statement Committee, chaired by Melanie Shoffner, shared a draft of a revised statement with the CEE EC. They will use the feedback provided to revise the draft and share it with the CEE EC in November.

The Renaming Committee, chaired by Melanie Shoffner, conducted a survey and presented the results to the CEE EC. They found a need for a name change and have been charged to identify and propose a selection of names that might be suitable. They will present these names to the CEE EC in November.

The Member Support Committee, chaired by Tonya Perry, proposed developing a webinar series pertinent to CEE members. They will work on one of these in the upcoming year.

The Mentoring Committee, chaired by Tom McCann and to be proceeded by Chris Goering, is working on online resources as a mentor "toolbox."

Other Noteworthy Items

The CEE EC discussed the relationship between NCTE and CAEP at length. Several members are willing to work with the NCTE EC committee in their exploration of this relationship.

Emily Kirkpatrick discussed with the CEE EC the possibility of rebranding CEE, as CCCC has done. This will be discussed further in November.

Mollie Blackburn, Chair

Conference on English Leadership (CEL)

The Conference on English Leadership (<http://www.ncte.org/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 supports 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 increase its support of literacy teachers, CEL is poised to write a new chapter in our organization's story, one that will demonstrate the critical role of all kinds of leaders.

CEL 48th Annual Convention:

CEL hosted its 48th Annual Convention this November 20-22 at the World Congress Center in Atlanta, Georgia. As the field of education continues to focus on innovation, the CEL Program Chair, Tracy Recine (NJ) chose the theme "Innovative Leadership," which encouraged literacy leaders to explore and discuss ways to re-imagine how they lead. Ms. Recine secured fantastic keynote speakers who offered exceptional presentations. Speakers included Penny Kittle and Kelly Gallagher, Ernest Morrell, Kristen Turner and Troy Hicks, Jemelleh Coes, and Sara Kajder.

The 180 CEL Convention attendees had over 35 sessions from which to select to further their professional learning. Session topics included innovative professional development, technology integration, differentiated literacy instruction, effective meeting structures, and more. Near the conclusion of the convention, CEL hosted several breakout discussions that allowed participants to continue the conversations about the session strands that were particularly relevant to them.

CEL 49th Annual Convention

CEL will host its 49th Annual Convention this November 19 - 20 at America's Center Convention Complex in St. Louis, Missouri. The CEL Program Chair, Karen Raino (IL) chose the theme "Literacy Leadership for Access and Opportunity." Her programming focus, then, will ask speakers and session presenters to demonstrate ways they provide excellent literacy instruction and leadership to all their students and teachers. Ms. Raino has secured fantastic keynote speakers, some who are new to CEL programming, which will be a great opportunity for the CEL audience and the presenters. Speakers include Timothy Shanahan, John Krownapple and Cornelius Minor.

CEL 2016 Awards:

CEL recognized several individuals this year for their contributions to the field of literacy education. It was our honor to award Carol Jago with the CEL Kent Williamson Exemplary Leadership Award.

CEL presented its third Innovative Leadership Award in as many years. Kristen Hawley Turner, Associate Professor of English Education and Contemporary Literacies at Fordham University, received this recognition due to her many contributions to the evolving field of digital literacy.

CEL 2017 Awards:

CEL will recognize several individuals at our convention this year for their contributions to the field of literacy education. Tom Romano will receive the CEL Kent Williamson Exemplary Leadership Award. Tom Marshall will receive the Innovative Leadership Award, and Kate Baker will receive the Teacher Leader of Excellence Award.

English Leadership Quarterly:

CEL's journal, the *English Leadership Quarterly*, continues to thrive under the leadership of its editor, Oona Abrams (NJ). The themes she selects for each quarter are timely and engaging, prompting dozens of manuscripts for the issues. The planned themes for upcoming issues are "Tasking Time and Taking Time" (October); Conferring with Colleagues and Learners (February); and Social Emotional Learning (April).

CEL has chosen a new editor to replace Ms. Abrams when her term expires in 2018. Elaine Simoes (IL), a high school English teacher and literacy instructional coach, will assume the position. Ms. Abrams and Ms. Simoes have already started their apprenticeship work to train Ms. Simoes for her upcoming editor role.

With the exclusive digital platform, CEL will explore opportunities to embed videos into the journal as well as create online conversations around the published articles. CEL will take advantage of this opportunity in the October issue when we embed speeches of those running for Member-at-Large.

CEL EC Spring Meeting 2017:

The annual CEL working retreat was held on May 5 -6, 2017 in Philadelphia, PA. We restructured the time on site, however, to cut costs. On May 5, a very small group met to work on the convention planning and review session proposals. The rest of the Executive Council arrived that evening for a brief meeting where we set the goals and work groups for the following day. On Saturday, May 6, we focused most of our efforts on organizational goals and action plans. Below is a brief review of some goals and topics discussed:

- **Goal #1 - Increase Membership:** A work group met to discuss ways to attract new members as well as retain our current ones.
- **Goal #2 - CEL Identity:** A work group met to discuss the role CEL should be playing in our professional field and what our brand should be.
- **Goal #3 - Engaging Membership:** A work group explored ways to create more opportunities to engage our members via leadership opportunities within the organization. They also discussed other programming options (digital and in person) to keep CEL a viable and valuable investment for our members.
- **Budget:** At the time of the retreat, the CEL budget was still under development. The retreat provided needed time to review the former budget in detail, discuss future cost containment issues as well as methods of enhancing revenues, and opened discussion for some program delivery changes. CEL is still waiting to receive its budget for the upcoming year.

State Liaison Network:

The CEL State Liaison Program continues to expand. It has been a fantastic way to invite CEL members to assume leadership roles in the organization as well. As of February 2017, there are 34 CEL Liaisons from 25 States. The CEL State Liaisons charge is to spread the word about the organization within their local networks, encouraging them to become a CEL member and participate in its programs. Tom Scott (WI) and Natalie Croney (KY) continue to lead the group. They are eager to leverage the work of the State Liaisons by allowing them to make more frequent contact with leaders who may not be CEL members yet. They would like to work with NCTE to explore ways to allow more access to the contact information of this potential CEL membership base. There is tremendous potential in this CEL group, so we are interested in exploring how they can help CEL increase its membership outreach.

Emerging Leader Fellowship (ELF):

The CEL Emerging Leaders Fellowship continues to grow and change in positive ways. This program supports those new to literacy leadership by providing them a CEL member who mentors them for two years. We have two active cohorts at this time. The 2015-16 cohort has 10 members while the 2016-17 one has 12. This fall we will invite 10 new ELF members into the 2017 - 2018 cohort who will be supported by 3 CEL mentors.

CEL 2016 Elections:

Janice Schwarze (IL) ran unopposed and was elected to the Associate Chair position. Those elected to be Members-at-Large were Emily Meixner, The College of New Jersey, Ewing, NJ and Karen Reed-Nordwall, Birmingham Public Schools, Beverly Hills, MI.

CEL 2017 Elections:

Elizabeth Truesdell (HI), Nominations Chair, submitted a slate of candidates to run for Member-at-Large. The Member-at-Large candidates are Josh Flores, Oklahoma; Sara Schumacher, Illinois; Karen Mitchum, Georgia; and Virena Rossi, New Jersey.

The elections will be held via electronic ballot this fall. Winners will be announced at the Annual Convention.

CEL Regional Institute:

This year the CEL Regional Institute will be held in Chicago, Illinois on September 24, 2017. Two CEL members, Janice Schwarze (IL) and Chris Bronke (IL), will host a one day institute on differentiating instruction in literacy. This changes our previous model of running a mini convention. We are excited to see the response to this format.

Twitter Chats:

This year we revitalized monthly CEL Twitter chats. CEL renamed the chat, dropping the #LitLead hashtag to become #CELChat. This change allows CEL to highlight the organization, which is one of the goals for the chat. Thanks to the work of Member-at-Large, Matt Morone (NJ), the chats have sparked dynamic conversations about critical topics. The chats are typically hosted by CEL members and/or Matt. The chats are promoted through the NCTE and CEL Twitter handles as well as by the personal accounts of CEL members. While the number of participants has varied, the conversations are always robust. Whenever possible, the chats are archived, so they can be accessed later through a link.

CEL Blog:

Another wonderful digital space CEL has revisited is its blog. Members-at-Large Amanda Stearns-Pfeiffer (MI) and Karen Reed-Nordwall (MI) coordinate these efforts. The goal is to publish at least one post a month. These posts often align with the Twitter chat topic as well, which makes for a great starting point. All of our recent bloggers have been CEL members, which is another great way to highlight the work of our talented members.

Next Steps for CEL:

During the spring work retreat, the CEL EC voted to move forward with a rebranding effort for the organization. We set a goal to complete this work prior to our 2017 convention. Part of this work, though, included a discussion as to whether or not we should change our name to something that better reflects who we are as an organization now. In order to make this decision, the EC was surveyed as was a sample of CEL members. The data collected showed that members supported a name change, but we could not identify one possible name that members preferred over another. Due to these mixed results, we decided to wait a few months to collect more input from members during our November 2017 convention. As our 2018 convention will be CEL's 50th, we have decided to launch our rebrand then to create more energy and excitement around the convention and for the organization.

We are focusing 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. There is much more to come from CEL in the near future!

Heather Rocco, 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.

During FY2017, the WLU board consisted of Caryl Crowell, President; Roxanne Henkin, President-Elect; and board members Ray Martens, Joni Fujita, Pat Paugh, Perpie Liwanag, Deborah MacPhee, and David Schultz. Although our bylaws require that we include international board members when possible, we were unable to find any international members who would agree to run in the June 2016 election. However, our slate of candidates to replace two departing board members in July 2017 included two international candidates and five other candidates from the United States. We were pleased to have a diverse slate of excellent candidates. Two new board members were elected in June, 2017. Michele Myers and Yang Wang began their terms at the close of the 2017 WLU Literacies for All Summer Institute. Perpie Liwanag and Joni Fujita completed their terms as board members at the same time. We thank them for their dedication and service to the Whole Language Umbrella.

WLU at NCTE 2016

WLU sponsored 12 designated sessions and 44 other WLU identified sessions that were picked up by other sections, conferences, and NCTE groups out of the 150+ sessions we considered. At the conference planning meeting in February 2016, Debra Goodman and Caryl Crowell requested in writing on the conference proposal and on the spreadsheet that no other WLU identified sessions be scheduled opposite our selected Opening Session with Heidi Mills and Tim O'Keefe. However, three other WLU sessions were scheduled at the same time, one of which was a featured session. The resulting attendance at the Opening Session was disappointing. It was recommended that Caryl speak directly with Jocelyn Chadwick on planning for NCTE 2017 to be sure this doesn't happen again.

Caryl Crowell attended the February 2017 convention-planning meeting in Washington, DC. She was joined by President-Elect, Roxanne Henkin, who came at her own expense to help in planning for the WLU strand at the 2017 annual convention. We reviewed 145 sessions proposed for WLU branding and selected 12 as our secured slots and approximately 52 others as appropriately warranting the WLU logo. Our WLU Opening Session will be "Literacy Educators Talking Back to Public Education Policy, Mandates and Legislative Trends," a panel session chaired by Rock Meyer and Bess Altwerger. Roxanne's help was invaluable in making decisions and completing the process in a timely manner. Additionally, having the President-Elect participate in the planning process provided a hands-on learning experience that will allow her to better take charge of this for the 2018 annual convention. WLU hopes that in the future, NCTE will provide some financial support for this collaboration.

Caryl Crowell continued to serve on the Policy and Advocacy Subcommittee and attended all NCTE Executive Committee meetings during the last year.

WLU Board Meetings

The WLU board met in face-to-face meetings On July 13, 2016 and July 17, 2016, immediately before and after the 2017 Literacies for All Summer Institute. Emily Kirkpatrick was able to attend part of the meeting on Wednesday, July 13, 2016 and updated the board on changes at NCTE. Susan Houser was in attendance when the board met following the conference, on Sunday, July 17, 2016. Board meeting agendas included a welcome for those new board members who were able to attend and thank-you's for departing board members Jane Baskwill and Lenny Sanchez, updates for the 2016 conference, a Talking Points report, plans for the Delegates' Assembly, WLU strand sessions at NCTE 2016, desired first choice speakers for the 2017 WLU conference, participation in National Media Literacy Week partnering with the National Association for Media Literacy Education, potential WLU projects, a conference debrief, committee assignments, and fund-raising ideas.

The board also met face-to-face at the NCTE annual convention November 17, 2016, in Atlanta, GA. Agenda items included assigning board members to attend as many WLU sponsored sessions as possible, nominations for the following year's election, potential reviewers for NCTE and WLU conferences, 2017 conference budget, membership initiatives, scholarships for the conference, a book-drive service project, a Talking Points report, and support needed from a Tucson TAWL local conference committee. Emily Kirkpatrick, Kathy Short, and Doug Hesse all visited the meeting. Emily shared about the NCTE rebranding and took questions from the board. Kathy Short was present to discuss a reception at the Worlds of Words during the 2017 WLU conference.

The board also met online on Sept. 11 and Oct. 16, 2017, January 15, 2017, February 12, March 26, April 17, and June 12. The September and October meetings focused on preparations for the 2017 WLU conference, participation in National Media Literacy Education Week, the call for proposals for both NCTE and WLU conferences, and our participation at the NCTE annual convention. Additionally, we prepared and sent to Emily Kirkpatrick a list of potential publishers that would be welcome to advertise in Talking Points. At our January 2017 meeting, following committee reports, we discussed the proposal review process, our criteria for WLU strand sessions and our own conference sessions, and more details for the 2017 WLU conference. Planning for the WLU 2017 Literacies for All Summer Institute took up much of the spring agendas for these meetings, along with discussion of potential award winners for the 2017 Service Award, Life Membership Award, and Reclaiming the Joy of Teaching Award. The board wishes to commend Debbie Zagorski to the NCTE Executive Committee for being willing to give up her Sunday afternoons so the WLU board can meet.

Talking Points

Our editors, Deborah MacPhee and Sally Brown, are extremely appreciative of Emily Kirkpatrick's support in making it possible for them to use the Editorial Manager to handle submissions and reviews. Curt was very helpful as they took on a new system which has made life so much easier and efficient for our editors. The *Talking Points* editors filed a separate annual report.

WLU 2016 Conference

A report of the 2016 WLU Literacies for All Summer Institute was included in the October 2016 report to the Executive Committee. Financially, this conference was a success, helping WLU to recover from a large loss in the 2014 conference in Pasadena, CA.

Planning for 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 are confirmed and include Marissa Moss, Curtis Acosta, Joseph Bruchac, Deborah Rowe, and Perry Gilmore. 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 this year's 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. A final report of the finances for this conference is not yet available.

Strategic Planning

The board continues to follow up on issues and ideas raised in the 2016 Delegates' Assembly at our 2016 conference in St. Louis. We have added a new TAWL group in Alabama, and unofficially, a new group is also forming in Louisiana. Our scholarship committee reached out to all the TAWL groups to offer scholarships to the 2017 conference for each TAWL group. Email invitations to present at our summer conference and also in the 2017 WLU strand at NCTE went out to everyone who presented in the WLU strand at NCTE 2016. Caryl wrote to former scholarship winners to encourage them to renew their

membership in the coming year. We want to make an effort to keep sweep-ins. Our projects committee is moving forward on two fronts: Debi Goodman and Pat Paugh are working on a book proposal for NCTE publication, and a book drive project for schools on the Navajo Reservation began at our 2017 conference. We have plans to repeat this project in each city we select for our annual conferences. The social action committee saw their work continue in a preconference session at the 2017 conference. The only proposal received to date proposes to bring together groups from across the community with different focuses, but like-minded larger goals for the purpose of building coalitions. Additionally, we would like to be able to expand our journal and are hoping that Emily Kirkpatrick and the group that is handling advertising for NCTE journals can bring in the advertising that would increase the budget for Talking Points.

Finances

As noted above, the 2016 Literacies for All Summer Conference, held in FY2017, was financially successful, bringing in a profit of just over \$11,000, considerably more than the \$2300 in the projected budget. The last few years have all seen a profit from the annual conference, helping the organization to recover from a disastrous 2014 conference in Pasadena, CA that was expensive and very poorly attended.

It was suggested that WLU consider holding conferences on college campuses to hold down costs. This is an option we are willing to explore as long as we can continue to offer a quality conference experience. This would likely mean finding a hotel within walking distance to meeting rooms and a variety of restaurants and shopping also within walking distance. Additionally, holding down travel expenses for the board was recommended. While we are considering this, we also value the inclusion of international board members since we are an international organization. We recognize that when such individuals are serving on our board, our travel expenses will be higher during that person's term. To compensate, board members are willing to share rooms if they are not bringing other conference attendees with them, as the profit to be gained from additional registrations is more than hotel costs.

Caryl Crowell, WLU President

Two-Year College English Association (TYCA)

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.

TYCA membership is composed of dues paying members from each of its seven regions: Northeast, Southeast, Southwest, West, Pacific Coast (ECCTYC), Pacific Northwest, and Midwest. Each region has its own executive committee and conference. Members of the regional organizations do not necessarily belong to the national organization. NCTE members who subscribe to *Teaching English in the Two-Year College (TETYC)* and/or indicate two-year college interest on their member profiles are National TYCA members.

The National TYCA Executive Committee is comprised of eleven voting members: Chair, Associate Chair or Immediate Past Chair, Secretary, Editor of *TETYC*, and seven Regional Representatives. The TYCA EC meets on Saturday during the NCTE Convention and CCCC.

Each region contributes material quarterly to "TYCA to You," a section in *TETYC*, and each region has a member on *TETYC*'s Editorial Board. *Teaching English in the Two-Year College* provides a primary source for professional development for TYCA members. Regional conferences, open to all, provide an affordable, local conference for TYCA members and non-members alike.

Regional TYCA conferences occur throughout the fall with the exception of TYCA-SE, which takes place in February. Information about each region and their conference can be found at www.ncte.org/tyca/regionals.

Region	Upcoming TYCA Regional Conferences
TYCA Northeast	"In The Middle of It All: Moving English from the Margins of Higher Education" October 26-28, 2017 Chase Center on the Riverfront/Westin Wilmington Wilmington, DE (Visiting Officer: Past Chair: Eva Payne)
TYCA Southeast	"Confluent Teaching: Merging Tradition and Innovation in the 21st Century Classroom" February 22-25, 2017 They Hyatt House Charleston Charleston, SC (Visiting Officer: Newly Elected AC/Secretary)
TYCA Southwest	"Convergence" October 19-21, 2017 Embassy Suites Loveland, CO (Visiting Officer: Chair, Jeff Andelora)
TYCA West	"The Measure of Tomorrow: Assessment through the Lens of Race, Diversity & Inclusion" October 13-14, 2017 Glendale Community College Glendale, AZ (Visiting Officer: Secretary, Cheryl Hogue Smith)
TYCA Pacific Coast/ECCTYC	"Inspiration, Innovation, Inclusion" October 20-21, 2017 San Diego Miramar College San Diego, CA (Visiting Officer: Past Chair: Eva Payne)
TYCA Pacific Northwest	"Resist/Persist: Teaching and Tutoring College Writers for Justice, Safety, and Progress" October 13-14, 2017 UW Tacoma Tacoma, WA (Visiting Officer: Chair, Jeff Andelora)
TYCA Midwest	"Cultivating Curiosity"

	October 5-7, 2017 St. Paul Hotel St. Paul, MN (Visiting Officer: Secretary, Cheryl Hogue Smith)
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TYCA Executive Committee

The TYCA EC last met on Saturday, March 18, 201, at CCCC in Portland, OR. This was Jeff Andelora's first meeting as TYCA Chair. The following two items dominated discussion:

- **Research Committee**

With the recent completion of three TYCA documents—[TYCA Guidelines for the Preparing Teachers of English in the Two-Year Colleges](#), [TYCA White Paper on Placement Reform](#), and the [TYCA White Paper on Developmental Education Reforms](#)--the EC voted to pursue a joint research project with CCCC that addresses issues of class size and workload. This was in response to some community college faculty being required to teach a 6/6 or 7/7 load each year, even as class size goes up. The TYCA chair has met with CCCC and TYCA leadership, all of whom support this project. More to come.

- **TYCA Structure and Membership**

The EC discussed strategies to reposition TYCA within NCTE. Currently TYCA has no revenue stream with which to fund its awards, and there is considerable confusion among members about the relationship between TYCA and the regional organizations. (Regional members don't need to be part of the national organization; in fact, many aren't aware of the national organization.) The TYCA chair has sent a proposal to Emily Kirkpatrick and is awaiting a response.

TYCA Awards

TYCA honors its award winners at each year 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. Sravani Banerjee is chairing an *ad hoc* committee working on revising and clarifying the criteria for the Diana Hacker awards. Committees for each of the following awards work to decide on finalists from a list of nominations:

- **Diana Hacker TYCA Outstanding Programs in English Awards**

Winners of the 2017 Diana Hacker TYCA Outstanding Programs in English Awards were announced and honored at the 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 2017 Mark Reynolds *TETYC* Best Article Award was announced at the CCCC Awards Reception.

- **Fame Award**

The 2017 TYCA Fame award was announced in Portland at the TYCA Breakfast .

TYCA Breakfast

The TYCA Breakfast takes place on Saturday morning at 7:00 at CCCC. Suzanne Labadie from Oakland Community College, MI, is chairing the 2017 TYCA Breakfast along with her assistant chair, Brian Harrell. The breakfast remains a popular conference event.

Teaching English in the Two-Year College

TETYC continues to be the leading publication about English teaching at two-year colleges. Holly Hassel is in her first year as editor and has several innovative ideas to expand submissions and readership.

TYCA at NCTE Advocacy Day

TYCA Chair Jeff Andelora, a member of NCTE's Policy and Advocacy subcommittee, participated in NCTE's Advocacy Day, April 27-28, 2017, in Washington, D.C.

TYCA Listserv

Our new TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions.

Appreciation, Recognition, and Thanks

Congratulations to Cheryl Hogue-Smith and Suzanne Labadie, newly elected Assistant Chair and Secretary, respectively!

TYCA members and elected officers are grateful to the leaders of NCTE, the College Section, and CCCC 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, TYCA 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, 2016? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

In our ongoing effort to find additional ways to communicate with affiliates, we tried topic-driven Zoom meetings within regions. Using our own experience with Zoom for group communication allowed us to share best practices with others. A number of our regions noted successful on-line meetings and we will continue to offer these opportunities to share the wealth of information we have in our affiliates.

We continued to work with Millie Davis and for this year's leadership meeting, Susan Hauser and Franki Sibberson. The new approach to the leadership meeting was exciting to all of us since it promised us the opportunity to meet with affiliates from all regions.

We also made substantive changes to the manner in which we evaluate our newsletter, journal and website awards. Our focus will not be more on general excellence as opposed to ranking groups against each other. We feel that this is more in keeping with our desire to use named journals, websites, and newsletters as models for others to aspire to.

We attended our second Executive Committee meeting in Atlanta. We appreciated the opportunity to share Affiliate concerns with the EC and to hear about innovations from the EC that we could share with our constituencies. We were excited about to hear about the new branding and marketing efforts NCTE is undertaking and how the affiliates could be part of our part in helping to support ongoing initiatives around advocacy and the new focus on how NCTE and affiliates can work together to make both entities more useful to educators.

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 will always be working on offering more approaches to the affiliates in our regions to work together and/or share ideas. We continue to consider new ideas that would improve communication within and around the affiliates. At the summer meeting, for example, there was discussion regarding additional topic-driven collaborations.

We are also discussing ways to keep the ideas developed during the Leadership weekend front and center for liaisons and their affiliates. We also want to be a sounding board for any changes to the summer leadership meeting.

Jean Boreen, 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, 2016? 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 have started a blog addressing global citizenship that addresses individual, community, and global activities. It is the hope of the committee that this will become a permanent aspect of our committee work with an annual focus on particular aspects of our charge as a committee.

We have started to discuss the possibility of a resolution to contribute to the larger NCTE community, but this work will be developed over the next few years.

The committee has an uneven balance of literature versus language ratio, and the committee will discuss how to add more members with a language focus. Currently the committee has a gap in membership, which needs to be discussed in November, 2017.

The committee has a presentation in November at the annual conference, and presenters are working on this initiative.

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

We have contributed seven blog entries since January, 2017. This will continue, but rather than a monthly posting, the committee will move to either a quarterly posting or every other month posting. Prior to January, 2017, it is unknown what work can be reported.

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 blog directly addresses what teachers can do to facilitate the development of more globally-minded citizens, which includes literature and literacy activities.

Holly Johnson, Chair

Standing Committee on Literacy Assessment

Charge: *Assessment continues to inform, even drive, curricula and pedagogies. Because it influences literacy teaching and learning—across the country and across every section of the Council—literacy assessment is a shared concern and a shared challenge. This committee will have the following 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, 2016? 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?

Session for NCTE Annual Meeting: We are working on our presentations.

NCTE State Policy Representatives Database: See below for more information. The deadline for the Policy Reps is October 1. At this time, we have 15 states in the database.

Develop an Action Plan for the Remainder of the Committee's Appointment: We have been discussing what specific projects we can take on for the next two years. As a new committee, we spent the first several months developing the membership, discussing the broad charge, and learning about what we each can contribute and the changing nature of literacy assessment. We hope to carry on in the tradition of the task force and do more research-oriented projects that give teachers more visibility and voice. Deciding on this is our main priority now.

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

Constitute the Committee Membership: Our first order of business, after being established as a standing committee at the 2016 Annual Meeting, was to constitute a committee. The skeleton committee that carried over from the Ad Hoc Assessment Task Force, worked to identify potential members and invite them to join. We specifically wanted to branch out and include new voices with different expertise and perspectives. By the end of March, we had secured the committee membership and began working to establish an agenda.

Propose a session for NCTE Annual Meeting: Six of the committee members will be involved in our NCTE session, “Teachers as Assessment Leaders in Literacy: Roundtable Discussions.”

Develop a Questionnaire for the NCTE State Policy Representatives: The questionnaire, which will be in the form of a database, will allow us (and other NCTE entities) to get a picture the literacy assessments across the states. Because ESSA puts the onus for assessment on the states, the committee felt like it the big picture created by Race to the Top and NCLB was getting a bit fuzzy. The deadline for the policy reps to complete the questionnaire is October 1.

Media Coverage: One of our members was interviewed by a journalist for an Education Dive story and was quoted in two stories (one a brief item and one a more extensive news story <http://www.educationdive.com/news/balanced-assessments-critical-under-essas-testing-flexibility/447556/>)

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?

Developing the State-by-State database, in collaboration with the State Policy Representatives, will provide useful information for many committees and initiatives.

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, 2016? 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. Django Paris (Michigan State University) concluded his successful 3-year term at the conclusion of NCTE 2016; Ebony Elizabeth Thomas (University of Pennsylvania) began her 3-year term at that point, although a new chair must be appointed prior to NCTE 2018.

NCTE 2017 Research Strand & Guaranteed Sessions:

- NCTE 2017 has a robust Research Strand, after review of session proposals by current committee members, and program planning in Washington, DC during February 2017 by SCR members Jung Kim and Gholnecar Muhammad.
- In addition, this year, former SCR Chair Django Paris has planned a wonderful guaranteed session about English education in the era of Ferguson and Mizzou.
- Finally, NCTE SCR members will attend the annual research awards.

Research in the Teaching of English Editorial Team Search

- In 2017, there was a renewed search for a new editorial team for *Research in the Teaching of English*, as current editors Mary Juzwik (Michigan State University) and Ellen Cushman (Northeastern University) will be ending their term with the May 2018 issue. This is their last year as ex-officio members of the SCR.
- The search committee was chaired by Peter Smagorinsky (University of Georgia), and members were Jamal Cooks (San Francisco State University) and Anne Harper Charity Hudley (University of California at Santa Barbara, formerly of the College of William and Mary).
- The incoming editorial team will be Gerald Campano, Amy Stornaiuolo, and Ebony Elizabeth Thomas from the University of Pennsylvania. Their first issue will be August 2018, and their term will end in 2023. Gerald and Amy will become ex-officio members of the SCR as of the end of NCTE 2017, while Ebony will step into that role at the completion of her term as Chair in 2018.
- To that end, as current SCR chair Ebony Thomas cannot hold both roles at once, she will resign on or before June 30, 2018 so that a new chair can be appointed. She hopes to submit nominees to the Executive Committee prior to NCTE 2017 so that the incoming chair may attend the SCR meeting.

Promising Researcher Award

- The 2017 NCTE Promising Researcher Award committee was chaired by April Baker-Bell (Michigan State University). Members were Tamara Butler (Michigan State University), Ramon Antonio Martinez (Stanford University), and Gholneshar Muhammad (Georgia State University). Review of papers was facilitated through a blind peer-review process.
- The 2017 NCTE Promising Researcher Award winner is Lamar Johnson (Michigan State University), for his paper "Where Do We Go From Here? Toward a Critical Race English Education." This year, the committee chose to also give an Honorable Mention citation to Jon Michael Wargo (Boston College, formerly of Wayne State University) for his paper "Designing More Just Social Futures or Remixing the Radical Present? Queer Rhetorics, Multimodal (Counter)Storytelling, and the Politics of LGBTQ Youth Activism."

Timeline for Future Work

The Standing Committee on Research anticipates the following activities during 2017-2018:

- We will review all Research Strand proposals for NCTE 2018, and provide oversight for research-related convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2018.
- 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.

Ebony Elizabeth Thomas, 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, 2016? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement , if applicable.

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

Our committee continues to support the Achievement Awards in Writing through a variety of activities. Our work is driven by a shared belief that these awards can support both support and recognize secondary writing excellence.

We are currently finalizing this coming year's themed writing prompt, while also preparing ideas for the following year's prompt. This year's prompt will include our newly revised evaluation criteria (explained in answer 2).

We continue to investigate submissions and award data from the 2017 awards--and to problem-solve based on trends. The numbers have been on a steady decline following the transition from a paper judging process to a digital submission and judging process. These trends concern us, especially because we believe so much in the power of the awards to support writing instruction, to recognize excellence in writing instruction, and--especially—to celebrate students for their writing excellence.

We are attempting to problem-solve by working on the judging process to ensure that it is aligned with evaluation criteria and that judges are using these criteria to evaluate writing; and by using social media to advertise the awards. We are also working with NCTE headquarters to move forward with both of these endeavors.

Our committee members are also preparing to make a panel presentation at the 2017 Annual Convention (November 17 at 12:30PM: “Reaching Every Writer and Keeping Writers in Motion”). Our presentation is designed to support the awards, by helping educators consider and practice effective methods of teaching writing. We hope this presentation will be an effective method of advertising the contest too. Committee member Joseph Rodriguez has led our efforts here.

We have been adding members to our committee, to ensure and to enhance diversity of perspectives.

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

We are currently finalizing the 2018 themed prompt. This prompt will be released in October, and we hope that we can advertise the prompt and the awards to coincide with the National Day on Writing. We are also working on developing the 2019 themed prompt.

Across the fall months and as possible, our committee members will work with NCTE headquarters to celebrate the various stages of the writing process--including brainstorming, drafting, revision, and editing. We hope to do this through social media and possibly blog posts. We hope encourage teachers and students to develop their writing toward the goals set by the evaluation criteria; we do not want students to submit their writing until they have spent time revising and polishing it.

Our committee members successfully revised the judging criteria for the awards. These revised criteria are now posted on the AAW page of the NCTE site. As a next step, we are seeking to ensure that judges use these evaluation criteria when they evaluate entries. We want to ensure equity in the judging process. We are working to communicate with the judges before they begin their evaluations. This communication might be embedded in the judging process or might exist outside of it; we are working with NCTE headquarters to see what is possible. From there, we will take action.

We are also seeking judging data, to ensure that various perspectives are represented in the pool of judges. We want to ensure that judging is as equitable as it can be and that students are presented with the best opportunities to succeed.

We have also worked with NCTE headquarters to update the AAW page to include models of award-worthy writing from past winners of the AAW. This is part of our ongoing efforts to help student writers and teachers learn through the AAW page and to increase transparency. We want to support teachers of writing, as well as students who can use the additional support we provide on the page. We hope to continue to update the page to provide information and support.

Our committee members, led by Kate Walker, have advertised the awards through a combination of social media, email, and paper mailings. Kate reached out to every affiliation to seek help in spreading the word about the awards; she wrote an NCTE blog post about the awards; and she also worked with NCTE to develop a hashtag (#AAWcontest) and to use it on Twitter and Facebook. We are currently working with NCTE on increasing social media activity related to all the writing awards. We also hope that affiliates can help inform and encourage student participation in the awards.

We have expanded our committee and welcome new members who represent geographical and cultural diversity. We are still in the process of inviting additional members who are willing to contribute to our committee's work.

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 Achievement Awards in Writing supports best practices in the teaching of secondary writing. Our revised judging criteria draw inspiration from NCTE Position Statements on 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, 2016? 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 addition to local work that each member engages in daily, our current initiatives include meter boards for display at Annual Convention. The sentiments on the meter boards are being printed on posters and bookmarks for distribution to NCTE members. These texts will be available for the explicit purpose of supporting teachers who have adopted an anti-racist classroom stance and for those who are interested in ways to speak out and to support all students so that the systems of racism and bias that are perpetuated in classrooms daily may begin to be dismantled. This directly supports the vision of NCTE in that our action subcommittee has actively pursued ways that the language of already published NCTE documents can be accessed by teachers and their students.
- We have solicited blog posts from our members about ways that they are teaching in non-racist ways.
- We have requested a time for a Twitter chat and are waiting to secure that date. This opportunity will be a way for our committee to connect across community affiliates in order to collaborate in varied ways toward equipping NCTE members with the voice that is needed to speak out against racism and bias.
- We have a suggested committee shared YA book, beginning with *Does My Head Look Big in This?* by Randa Abdel-Fattah. Future discussions that have been suggested are for *The Hate U Give* by Angie Thomas and the academic text *Performing Antiracist Pedagogy in Writing, Rhetoric, and Communication* by Condon and Young. In this scholarly activity, we are examining ways to introduce more diverse voices into our reading lists and we are exploring ways to lead within and beyond NCTE.

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

- We have filled our committee. I have reached out to our one outgoing member in multiple ways and have not gotten any response. We will have one opening on the committee. I have gotten one inquiry and asked that member to attend our open meeting in St. Louis.
- We have published a blog post to *Literacy & NCTE* blog in response to the Charlottesville terrorism and continued white supremacist violence that is terrorizing our students.
- As committee chair, Katie sends out monthly updates in support of member-initiated action items.
- Lorena German, representative from the Committee Against Racism and Bias, will serve NCTE as with the local NAACP on the Local Advisory Board in response to the travel advisory announced for the state of Missouri from NAACP.

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 believe that we have been active in shaping the way that members can talk about issues of racism and we believe that we have made a case that silence on issues of politics and racism gives power to the oppressors. Asking members to confront systemic injustices in schools in addition to responding to blatant racism in their homes and communities is an important next step.

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, 2016? 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 LGBTQ Advisory Committee has been involved in four primary 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 GSEA to address the instances of social injustice in St. Louis and elsewhere;
- (3) researching the history of inclusion of LGBTQ-focused conference sessions over the past decade (2005-2015)
- (4) partnering with the Matthew Shepard Foundation to develop a curriculum guide for teaching **The Laramie Project**
- (5) creating a grant to include support for our LGBTQIA* community of scholars
- (6) and GSEA’s response to the Missouri Rep.’s horrendous statements regarding trans people; in it, the authors address safety matters and support for NCTE’s convention in Missouri.

2. 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
 - (2) partnering with the NCTE’s Executive Board to host a Presidential Panel Featured Session: Queering English Studies: Navigating Politics, Policies, and Practices in ELA Learning in 2017
- Committee members proposed, solicited proposals, and promoted sessions that address the committee’s charge at the 2015 conference. Proposals were down for the LGBTQ strand this year with 36 submitted in 2017. In 2016, approximately 80 session proposals were submitted for the conference (we believe that may have been a record number).
 - Members of the committee volunteered to serve as reviewers for the each NCTE section.
 - Matthew Kim and Tiffany Rehbein attended the selection session in Washington, DC, in March, 2017, to assist with the process of evaluating conference proposals. In 2016, Toby Emert and Matthew Kim attended the session. In 2015, Toby Emert and Tiffany Rehbein attended the session, and in 2014 Craig Young and Toby Emert attended. The objective was 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.

- At the annual meeting, the Committee established a new Standing Committee on Diversity and Inclusivity (Toby Emert, Chair). 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. We worked with NCTE's incoming president, Jocelyn Chadwick, to create a special Presidential session that features stations focusing on queering English Studies with an emphasis on queering pedagogy, learning spaces, assignments, and administrative tasks. (Presenters: Seth Davis, Cody Miller, Paula Greathouse, Judith Hayn, sj Miller, Toby Emert, and Roxanne Henkin).
- (3) researching the history of inclusion of LGBTQ-focused conference sessions over the past decade (2005-2015)
- Craig Young and Toby Emert are developing a database of all LGBTQ-focused conference sessions from the years designated as a way of beginning to research this element of the organization's commitment to inclusion of queer issues in education. To date, the database is drafted and Toby and Craig will present about themes that have surfaced as a result of the preliminary analysis of the data at the 2016 conference (during a round table session titled "Action Plans for Advocacy: LGBTQ Voices of Empowerment").
 - The data can be analyzed using a variety of research questions; we expect that the analysis and this presentation will lead to publications about the findings.
- (4) partnering with the Matthew Shepard Foundation to develop a curriculum guide for teaching **The Laramie Project**.
- Toby Emert is leading an effort to create a teaching guide for the verbatim play that explores the events surrounding the death of gay college student Matthew Shepard in 1998. The committee agreed to support and "sponsor" the guide, which, when completed, will be available for download from the foundation's website. Both Judy Shepard and Susan Burke, who serve on the board of the foundation, are involved in this project. The guide is in draft form. Several middle and high school classroom teachers are involved in developing the activities and resources that comprise the units described in the guide.
- (5) creating a grant to include support for our LGBTQIA* community of scholars.
- The letter to the Executive Committee follows:

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 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 an NCTE funded award for an educator who has furthered our vision and purpose through major contributions such as the initiatives described below:

- ❖ Dedicated lifelong passion to LGBTQIA* causes in the classroom or school
- ❖ Modeled an effective educator for LGBTQIA* equality
- ❖ 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.

- (6) and GSEA's response to the Missouri Rep.'s horrendous statements regarding trans people; in it, the authors address safety matters and support for NCTE's convention in Missouri.

The letter follows:

Words of Support and Solidarity from NCTE's GSEA and CEE-SJ's Leadership Teams

In July 2017, several watchdog groups, including the American Civil Liberties Union (ACLU) and LGBTQ Nation, brought national attention to public statements made by Missouri Representative Vicky Hartzler during a radio interview in late June. During the interview, Rep. Hartzler made a number of derogatory comments about transgender people in general and specifically about those serving in the U.S. military. In her comments, Hartzler compared transgender military personnel to the terrorist group ISIS and suggested that transgender people were a threat to national security. NCTE GSEA member Dr. sj Miller brought this radio interview to the attention of the NCTE Executive Council (EC), Genders and Sexualities Equality Alliance (GSEA), and CEE Commission on Social Justice in Teacher Education (CEE-SJ) immediately after LGBTQ Nation discussed the event.

Given that the annual convention is presently scheduled to take place in St. Louis, MO, the EC, GSEA, and CEE-SJ were immediately concerned for the welfare and well-being of transgender individuals who might plan to attend the convention. First, the EC, GSEA, and CEE-SJ emphatically declare Rep. Hartzler's statements to be abhorrent, unacceptable, and in direct conflict with the values that shape and drive NCTE. Second, the EC, GSEA, and CEE-SJ have taken numerous steps both to understand what holding a convention in St. Louis, MO might mean for any individuals who might face discrimination based on gender identity and/or gender expression, and to communicate what resources and protections exist for those individuals.

We neither wish to ignore the larger political tensions that currently affect MO, which are serious concerns regarding the NCTE Annual Convention, nor to overstate the levels of safety and reassurance that we might offer those who plan to attend the convention. However, we offer the following actions and events as indications of NCTE's commitment to transgender members, and to all members who might be rightly concerned by Rep. Hartzler's statements.

- Executive Director Emily Kirkpatrick contacted the St. Louis Convention and Visitors Bureau, which is the body overseeing the NCTE Annual Convention's meeting spaces. The Bureau's Director agreed that the representative's comments were unacceptable and emphasized that the Bureau has worked and will continue to work with NCTE to foster a welcoming and safe environment for all who plan to attend the convention.
- The Bureau is committed to, as has been the case at the NCTE Annual Convention for several years now, continuing to provide gender neutral restrooms throughout the convention center, to ensure that any who need access to these spaces will have them. The NCTE EC has assured GSEA leadership that several gender neutral restrooms will be prominently visible and accessible on each floor of the convention center this year in St. Louis, as was the case last year in Atlanta, in order to continue NCTE's established position of ensuring all NCTE members are supported, affirmed, and safe in NCTE convention spaces.

- While Rep. Hartzler's district does not include the convention's location of St. Louis, the GSEA and CEE-SJ understand that such rhetoric has had and may continue to have rippling effects both statewide and nationally. Therefore, the GSEA contacted Rep. Hartzler's office directly to condemn her statements as hate-filled and misinformed, and as reflecting negatively on her district, state, and political party.
- St. Louis, MO offers a range of resources and organizations that support transgender people, which those attending the convention may be interested in exploring and/or accessing:
 - Metro Trans Umbrella Group, <https://www.stlmetrotrans.com/about-us/>, is an advocacy and educational group that focuses specifically on transgender issues.
 - Trans Memorial Garden, <https://www.stlmetrotrans.com/trans-memorial-garden/>, is the first of its kind in the U.S. It is a garden that serves both to celebrate transgender lives and to memorialize transgender lives lost to violence.
 - PROMO, <https://promoonline.org/about/>, is an organization that advocates on behalf of LGBTQ+ individuals and issues, and has made numerous statements in support of and condemning discrimination of transgender people in the state and nation.
 - University of Missouri-St. Louis, <http://www.umsi.edu/lgbtq/community-resources.html>, offers a range of community resources for LGBTQ+ communities, including transgender people.

The EC remains in contact with the St. Louis Convention and Visitors Bureau, and Executive Director Kirkpatrick has indicated that NCTE plans to issue its own statement concerning Rep. Hartzler's comments. As the GSEA and CEE-SJ are able, the leadership teams will update members on relevant information concerning this topic and the convention site.

Additionally, the GSEA and CEE-SJ recognize that Rep. Hartzler's comments were not made in isolation, but rather represent a national trend that takes away fundamental rights of transgender people. Under Education Secretary Betsy DeVos, former President Obama's guidelines that let transgender students use bathrooms and locker rooms corresponding with their gender identity, were revoked. In June, DeVos put new guidelines in place that do not offer the same protections and instead allow for cases of discrimination to be dismissed entirely. The GSEA and CEE-SJ would also like to note that we are watching the recent statement released by President Donald Trump which indicates that a ban of transgender people in the military is forthcoming. While the Pentagon has released a statement saying that a Tweet does not constitute policy, and has therefore not enacted this ban, we again acknowledge this threat of a potential ban as another rhetorical affront to the safety and well-being of trans people in our country. In addition to recognizing the harm such abhorrent policies will have across many spheres (e.g., livelihoods, accessibility, public perceptions, visibility, education, safety, well-being), we also recognize that this would affect trans service members' access to resources such as the GI Bill and therefore educational resources. Further, this could feed into the range of school-based discriminatory policies against trans people, so as policy unfolds around this issue, we will continue to be diligent in our responses and support for our members.

The GSEA and CEE-SJ are also very aware of members' concerns related to the NAACP Travel Advisory for Missouri (<http://www.naacp.org/latest/travel-advisory-state-missouri/>). Like most NCTE members, GSEA and CEE-SJ members appreciate NCTE's most recent statement (<http://www.ncte.org/press/naacptraveladvisory>), but we are hopeful that the EC will continue to evaluate the events and tensions that have necessitated this advisory and to examine the implications for numerous NCTE members of holding the convention in MO.

Related, the NCTE Presidential Team shared on Friday, August 11 that their "next step is to create a Local Engagement Committee to recommend actions we should take while we are in Missouri." They are looking to "appoint 4-5 volunteer members to be part of a group to which representatives from the Executive Committee, the Standing Committee on Diversity and Inclusivity, the Standing Committee Against Racism and Bias, and partners in St. Louis and the state of Missouri will also be invited."

If GSEA and CEE-SJ members are interested, the NCTE Presidential Team welcomes your self-nomination for this work. Please email membership@ncte.org to provide contact information and a sentence or two about your background and qualifications for this work; put "Local Engagement Committee" in the subject line.

It is the GSEA's and CEE-SJ's wish that all individuals attending the NCTE Annual Convention will feel valued and supported in a safe and welcoming convention environment. We look forward to continuing to support our members and to learning how the EC will work to serve its members as well.

1. The chair invited new members to join the Committee, in an effort to promote the work of the Committee among a broader range of constituencies within NCTE.
2. 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.
3. The Committee, in partnership with the GSEA, continues to work to ensure that conference sites include 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, though 2015's conference was less accessible than the conferences in 2013 and 2014.
4. 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.

Tiffany Rehbein on behalf of Matthew Kim, Chair

NCTE Award for Excellence In Poetry for Children

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.

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, 2016? 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 biggest project at this time is reading, reviewing and rating the poetry books we have received from publishers. As chair, I wrote to over 100 publishers asking them to submit their current poetry titles published in this current year, 2017. Once we rate the books, we select our top picks for the current list of Notable Poetry Books and Notable Verse Novels. We use a shared Google Spreadsheet to rate and comment on the books. We have had 102 books submitted as of this date and more fall releases are expected. November 1st is the deadline for accepting 2017 titles. We will use our committee session time on Thursday, Nov. 16 from 1:00 to 5:00 to discuss our final selections with voting to conclude by December 1st.
- We are also planning our Conference presentations. We have two this year in St. Louis.
- Our Notables session on Friday is entitled, “Today, Tomorrow and Forever – Introducing the 2017 NCTE Poetry and Verse Novel Notables” and on Sunday we will introduce our 2017 Poet, Marilyn Nelson in a session entitled, “How Marilyn Nelson Helped Us Discover Poetry.” Both of these sessions 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.
- In addition, we will be introducing Marilyn Nelson at the Children’s Literature Award Luncheon
- on Saturday where she will give a short acceptance speech. I have been working with her publisher representative, Venessa Carson, to make these arrangements.
- We wrote and submitted articles on the Notables list for *School Library Journal* and *The New England Journal of Reading*. In addition, two of our committee members interviewed the new recipient of the Award for Excellence in Poetry, Marilyn Nelson, for an article that will appear in the November issue of *Language Arts*.

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

- This year was a little different for the Poetry Committee in that we restructured a bit from previous years. Based on a discussion we were able to have at our work session at NCTE Atlanta last year, we decided to update several aspects of the committee work. First, the rotation of committee members will be two members rotating off every year rather than 3 new members each year. This

provides a better transition from year to year and allow previous years' members to offer insight from past selection procedures.

- We also requested longer meeting time at annual conference. We found we did not have enough discussion time to critically discuss books for both the Poetry Notables and the Verse Novel Notables. This has been accommodated this year and we will have a 1:00 to 5:00 time frame on Thursday, November 16th.
- We also defined the criteria for selecting the Notables and added the Verse Novel category.
- Though the Verse Novels were recognized in previous years, they have never been an actual Notable list as recognized by NCTE. We worked with NCTE Exec to get this criteria in place and also suggested updates to the website to reflect these changes. The timeline for the final selection of Notable titles will be December 1st, final voting to take place after our discussions at annual conference.
- Every other year, an outstanding Poet of Excellence is selected. We completed and announced that at annual conference last year in Atlanta. Marilyn Nelson was the recipient for 2017. The next selection of the Poet of Excellence will be part of next year's committee responsibility to be announced at annual conference 2018 in Houston.
- At the request of NCTE, we rewrote the language for the nomination of poetry books for the current Notable year to be more in line with the other NCTE sponsored book awards. We have a few unique situations since poetry books are a genre unto themselves so our nomination procedure differs slightly from, for example, the Charlotte Huck Award.

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 also various journal publications, like *Language Arts*, *School Library Journal*, and *The New England Journal of Reading* to name a few. Through our presentations and publications, we can share not only what we consider the best poetry available from the current publishing year but also offer suggestions to teachers to make them more comfortable in teaching and sharing poetry in the classroom and encourage not only the writing of poetry on the part of students but to enjoy listening to 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."

Karen Hildebrand, 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, 2016? 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 working diligently to accomplish the charge of identifying outstanding works of fiction that meet the established criteria of the Charlotte Huck book award that are published in the year 2017. We look forward to our deliberations at the November conference. At the conference, we will also lead two conference sessions: in one session, the authors and illustrators who were recipients of last year's award will present their work, and in the second session, committee members will share the 2017 award winning titles.

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. 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. We believe that these conference calls will facilitate conversation and selection during our deliberation session.

Additionally, committee members have taken responsibility for seeking out excellent titles, 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. Finally, we have been focusing on aligning our processes with those of the Orbis Pictus Award for Outstanding Nonfiction committee.

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.

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, 2016? 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 2016, applications for membership on the Orbis Pictus Committee were collected by NCTE and shared with the committee chair. In January, invitations were issued to members. This year, the committee chair 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, as a reminder that this would be the third year that we would be selecting our winners at the NCTE conference in November. The committee began receiving books in February.

In January, the Huck and Orbis Pictus Committee chairs and assistant chairs had a Skype session where we discussed our processes and procedures, including using google docs to document the work (monthly books received, monthly book recommendations, etc.). The new Orbis Pictus committee has had several Skype meetings to review processes and procedures, develop a group identity, answer questions, 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 committee chair continues to send reminders to publishers about sending titles. We have moved into our “Top 20” stage of deliberations, and look forward to making our selections at the 2017 conference. At the conference, we will also lead two sessions with the Huck Committee: 2017 authors and illustrators will present their work in one, and we will share information about the 2017 titles in the other.

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

There is still more work to be done on the publisher front. There is one major publisher that has still not sent any books, despite some of their titles already getting award Boston Globe Horn Book Award honors (those are announced in June) and multiple starred reviews. Several publishers are behind in sending us major titles. We have made a lot of progress, but publishers are not treating our award with the same urgency that they treat the ALA book award committees.

For future work, we are very interested in changing the format for the Orbis Pictus book presentation at the NCTE conference starting with the 2018 award and conference. We think it is very important that the award, honor, and recommended titles are being reviewed for the November/December issue of *Language Arts*. However, because of this, we think that those reviews can have hyperlinks on the NCTE website in the weeks leading into the 2018 conference (this has remained a work in progress for several years now). We can reference those at the conference and then spend time during our presentation discussing how to use those award winning books in the classroom at different grade levels (and for both literacy and content learning). This means that it might be best to schedule the Huck and the Orbis Pictus sessions at separate times at NCTE 2018. It is more preparation work for the committee coming into the conference. But ultimately, we think it will be more beneficial for our membership. These ideas

can also be written up and included on the NCTE website after the conference. We would also like to work on creating content for the NCTE website on using the twenty-years of Orbis Pictus award-winning books in the classroom. If we can demonstrate how the books can be used with one another, we think that will bring traffic to the NCTE site, elevate the award even more, and demonstrate that our previous winners can still play a vital role in classroom life.

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 ideas for how the Orbis Pictus Committee can present our titles at the 2018 conference will help further that.

Mary Ann Cappiello, Chair

Program to Recognize Excellence in Student Literary Magazines

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

For more information on the Program to Recognize Excellence in Student 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, 2016? 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 Atlanta. Tom Feigelson worked on a digital map. Our group talked about the redesign of NCTE and new goals for next year.

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

On April 7, Gillian Schneider held a phone conference with Jenna Fournel to discuss possible initiatives. We developed a digital submission form and modified how lit mag sponsors may submit. We also allowed for free first-time submissions in order to expand our program toward 500 magazines.

Other topics on the table for November: THIS IS A WORK IN PROGRESS, so we will update after we have more direction for this year.

- Committee Expansion and Presentation
 - With rebrand, we are trying to develop new methods for getting the word out to members.
 - What type of presentation will best aid our audience?
 - Will we continue the digital map?
- Award Shifts
 - Award renaming?
 - ??NCTE Lit Mag of Excellence Award (*previously called Highest Award)
 - Vote at committee? As long as changing name doesn't change criteria
 - Google FORM FOR VOTING ON HIGHEST AWARD? If we can go digital, we could get Jenna a digital copy of our committee's results the day we vote.
- Judging shifts
 - through online system? But only works if all submissions are electronic pdfs
 - Pdfs? Offer feedback to judges?
 - Rubric

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 trying to encourage and inspire the continuation of literary (and arts) magazines in order to promote literary outlets for students and teachers.

Gillian Schneider, Chair

Promising Young Writers Advisory Committee

Charge: The NCTE Promising Young Writers program makes use of an advisory committee and state coordinators. Their charges are as follows:

Advisory Committee: To advise the NCTE staff on the nature, policies, and procedures regarding the NCTE Promising Young Writer Awards, including the following issues:

- To develop a specific plan for involving more public schools in the awards, especially those with large nonwhite populations.
- To prepare a written set of recommendations for the NCTE Executive Committee regarding the following: 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 development of English Language Learners in writing in their first language as well as English composition; 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.
- 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 on any changes that should be made in the NCTE Promising Young Writers program; to review judging procedures; to recommend judges; to recommend ways to publicize the program; to coordinate judging of papers within the state; to help disseminate information about the winners; and to suggest topics for the impromptu theme.

For more information on the Promising Young Writers Program, please go to:
<http://www2.ncte.org/awards/promising-young-writers/>.

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2016? 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?

Initiatives	Progress
<ul style="list-style-type: none">• Beginning with the 2017 PYW brochure, revise procedural language (e.g., in the prompt, guidelines/requirements, and judging criteria) to more explicitly invite writing of various genres by naming such kinds of writing and by providing a list of possible examples. Some of the types of writing to be highlighted, in addition to traditional forms historically targeted by the PYW program, are as follows:<ul style="list-style-type: none">○ writing with multiple media and in digital environments,○ writing in disciplines other than the English language arts (ELA),○ collaborative writing,○ writing in communities other than school, and○ multilingual writing, including AAL.	<p>The 2017 Theme prompt and brochure invite writing of various genres (including multiple media), writing from other disciplines (including but not limited to those required by the Common Core State Standards for Writing), and writing produced through eighth-grade writers' participation in communities beyond school. In each of these categories, we have attempted to provide specific examples.</p> <p>We have yet to invite writing that is collaborative, partly because this change would involve revision of the current judging criteria and guidelines.</p> <p>However, the current judging criteria and guidelines can be applied to the new categories we have elicited.</p> <p>We intend to devote more effort to the possibility of inviting multilingual writing in 2018.</p> <p>We hope to make progress on these goals by September 2018.</p>

<ul style="list-style-type: none"> • Make it possible for young writers to nominate themselves for the program and submit their own entries online. • Appeal more directly to young writers through social media and the PYW page of the NCTE Web site by adding the following promotional videos: <ul style="list-style-type: none"> ○ A brief promotional video featuring an interview with YA author Gordon Korman, who wrote and published his first novel, <i>This Can't Be Happening at MacDonald Hall</i>, as a middle-school student. (This interview has already been recorded and is available for upload.) ○ A series of short testimonial videos in which past PYW winners discuss their experiences with the program. (These videos would be recorded by those past winners who volunteered to create this resource/marketing initiative.) 	<p>Following the 2016 convention, the committee chair, Dr. Ann Lawrence, had a phone call with Linda Walters-Moore and Carrie Stewart about these initiatives. A number of collaborative opportunities have been proposed and are in progress.</p> <p>The promotional video continues to be a work in progress: in addition to an interview with YA author Gordon Korman, we have solicited testimony from former PYW winners, including Dr. Anne Whitney (now a professor and active member of NCTE!), as well as more recent winners (from Susan Houser's former middle school students).</p> <p>We hope to have made progress by September 2018.</p>
<ul style="list-style-type: none"> • Establish a parallel challenge for NCTE Student Affiliates across the US by which these groups of prospective ELA teachers would create short promotional videos for the PYW program. NCTE Student Affiliates would receive guidelines detailing the audience, purposes, and logistics of the PYW program. Sample video footage would also be provided for optional use. Each NCTE Student Affiliate would then have a specified period of time to compose and submit their entry. The winning promotional video would appear on the PYW page of the NCTE Web site and on social media. All participating NCTE Student Affiliates would receive certificates of recognition. This separate challenge would strengthen NCTE Student Affiliates by providing them with a collaborative professional-development project. This off-shoot program would also bolster each group's connections to NCTE and perhaps encourage attendance at local and national NCTE conferences. 	<p>We have not been able to move forward with this idea.</p> <p>However, we have begun to explore the possibility of piloting this initiative with a single state NCTE student affiliate group (Florida).</p> <p>We hope to have made progress by September 2018.</p>
<ul style="list-style-type: none"> • Publish winning and recognized PYW entries <ul style="list-style-type: none"> ○ on the PYW page of the NCTE Web site, ○ in the National Gallery of Writing, and ○ on social media. ○ Appropriate permissions would 	<p>We continue to explore the logistics of realizing these initiatives with NCTE representatives who design and administer the PYW support materials. We hope to have made progress by September 2018.</p>

<p>need to be obtained.</p> <ul style="list-style-type: none"> On the NCTE Web site, provide explicit guidance to prospective and practicing teachers on how to use published winning and recognized PYW entries as mentor texts for writing instruction both in ELA and in other curricular areas. Support these guidelines through additional tagging and links on the NCTE Web site. 	
<ul style="list-style-type: none"> Diversify the PYW judging panel to include writing teachers who specialize in <ul style="list-style-type: none"> multimodal and digital composition, disciplines other than ELA, collaborative writing, community literacy and public writing, and teaching writing to speakers of other languages, including AAL. Provide judges with additional professional-development resources (e.g., an e-mail linked to resources already posted on the NCTE Web site) to facilitate their evaluation of a wider range of genres submitted as PYW entries. Beginning with the 2018 PYW brochure, provide teachers with similar professional-development resources (e.g., an e-mail linked to resources already posted on the NCTE Web site) to facilitate their promotion of more diverse student participation in the program. Beginning with the publication of the 2018 PYW brochure, involve NCTE Affiliates (including and beyond Student Affiliates) in promoting the PYW program by appealing to the NCTE Affiliate Leadership for support. Establish connections with TESOL, and through this organization, with ELL writing teachers. 	<p>We have yet to begin work on these initiatives, but we hope to have made progress by September 2018.</p>

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

Please see the previous section.

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 PYW program continues to address the emphasis on (1) capacity building for literacy learning by encouraging partnerships among various stakeholders (for example, our current projects involve collaboration with other local committees (FCTE Student Affiliates) and with a celebrity author in order to improve the way teachers can present the program in the classroom via NCTE's website. This project also appeals to (2) educator leadership at various levels by foregrounding the work of teachers (in this

case, preservice teachers involved in the affiliates, and teachers of various disciplines, thus encouraging collaboration among those responsible for literacy writ large), as well as author-educators like Korman. PYW remains a means for teachers to encourage students to write for authentic audiences, across disciplinary subject areas, thus addressing (3) authentic assessment. Finally, by soliciting Korman's help in advocating for the value of middle school writing, the PYW program continues to promote NCTE's programs and positions, and the value of writing as a tool for all disciplines, in keeping with (4).

Ann M. Lawrence, 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, 2016? 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?

- Determining recipients of the George Orwell Award and the Doublespeak Award
- Nominating committee members

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

- We have discussed with NCTE the need for the publication dates to be changed from June 30 to August 30 (to allow the rhetoric of the political conventions to be considered that year) and the nomination deadline from September 15 to September 1 (to allow more time for committee members to receive and peruse the nominations). Doug Hesse plans to present this to the Executive Committee.
- Christian Goering will take over as chair of the committee following the November conference.

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 awards given last year went to deserving recipients. The George Orwell Award lifts up the use of persuasion in a positive manner, and the Doublespeak Award brings awareness to the manipulation of language.

Donna Niday, Chair

REPORTS OF THE PUBLICATION EDITORS

NCTE Books Program

Total revenue for the year was \$322,761 (about \$107,000 below budget); expenses totaled \$694,665 (about \$216,000 better than what was budgeted), resulting in a total program deficit of \$371,904. This is an improvement of \$11,000 over last year, and much better than the budgeted deficit of \$480,749.

We received 55 book proposals during the fiscal year; of these, 16 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

CCCC Studies in Writing & Rhetoric (SWR)

Victor Villanueva officially wrapped up his term as series editor in June 2016, but he continued to shepherd the final projects he had developed to completion. Steve Parks began his 5-year term as series editor in July 2016.

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. Longtime Routledge editor Naomi Silverman retired in April; we are grateful for her many years of collegiality and good counsel as our partner in the series. Karen Adler has taken her position and is a valued colleague.

Principles in Practice (PIP) imprint

Cathy Fleischer continues as special imprint editor, working closely with NCTE publication staff to develop and promote projects. This year she developed manuscripts for new strands (Teaching English Language Learners and the Students' Right to Read and Write), as well as a few titles for existing stands.

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; two winter mini-catalogs (K–12 and college); highlighting of 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. In late spring, we began a partnership with book marketing firm the Princeton Selling Group to expand our reach to nonmembers and to book distributors.

In June 2017, we launched a very successful Facebook book club, NCTE Reads, organized around a month-long discussion of Jennifer Buehler's *Teaching Reading with YA Literature: Complex Texts, Complex Lives*. The group attracted over 150 members, including the book's author. Group members interacted often during the guided discussion of the book in June, and they continue to share YA resources and experiences.

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

- create lessons for the very popular ReadWriteThink website (www.readwritethink.org), many of which are tied to their book publications
- 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 Steven Bickmore (Secondary), Catherine Compton-Lilly (Elementary), Jennifer Ochoa, (Middle), and Vivian Yenika-Agbaw (Elementary). They joined the other members of the Board: Deborah Dean (Teacher Education), Bruce McComiskey (College), Duane Roen (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 2016–June 2017)

Deep Reading: Teaching Reading in the Writing Classroom, Patrick Sullivan, Howard Tinberg, and Sheridan Blau, eds.

Degree of Change: The MA in English Studies, Margaret M. Strain and Rebecca C. Potter, eds.

Developing Contemporary Literacies through Sports: A Guide for the English Classroom, Alan Brown and Luke Rodesiler, eds.

Making Hybrids Work: An Institutional Framework for Blending Online and Face-to-Face Instruction in Higher Education, Joanna N. Paull and Jason Allen Snart

Mobile Technologies and the Writing Classroom: Resources for Teachers, Claire Lutkewitte, ed.

Teaching Reading with YA Literature: Complex Texts, Complex Lives, Jennifer Buehler

Principles in Practice imprint (imprint editor: Cathy Fleischer)

Beyond “Teaching to the Test”: Rethinking Accountability and Assessment for English Language Learners, Betsy Gilliland and Shannon Pella

Community Literacies en Confianza: Learning from Bilingual After-School Programs, Steven Alvarez

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

Assembling Composition, Kathleen Blake Yancey and Stephen J. McElroy, eds.

Public Pedagogy in Composition Studies, Ashley J. Holmes

Copublications

Grammar to Get Things Done: A Practical Guide for Teachers Anchored in Real-World Usage, Darren Crovitz and Michelle D. Devereaux [copublisher: Routledge]

Teaching Climate Change to Adolescents: Reading, Writing, and Making a Difference, Richard Beach, Jeff Share, and Allen Webb [copublisher: Routledge]

Teaching Composition at the Two-Year College: Background Readings, Patrick M. Sullivan and Christie Toth, eds. [copublisher: Bedford/St. Martin's/Macmillan]

“You Gotta BE the Book”: Teaching Engaged and Reflective Reading with Adolescents, 3rd ed., Jeffrey D. Wilhelm [copublishers: Teachers College Press and the National Writing Project]

Kurt Austin, NCTE Publications Director

College Composition and Communication (CCC)

College Composition and Communication (<http://cccc.ncte.org/cccc/ccc/>) 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

Our primary goal has been to continue to publish the very best scholarship in the field of composition studies. We are currently working on the next special issue, “The Public Work of Composition,” which is scheduled to appear in 2019. We are also growing our collection of CCC Podcasts, a multimedia effort that deepens readers’ engagement with published scholarship.

Submission Data at a Glance (July 1, 2016 – June 30, 2017)

Submissions and Statuses:

Decisions Made	149
Submissions and Statuses	
Initial Submission (136)	
Accept Conditionally	2
Rejected after Review	30
Desk Rejected	91
Revise and Resubmit	13
After First Revision (32)	
Accept	3
Accept Conditionally	7
Rejected after Review	19
Revise and Resubmit	3
After Second Revision (4)	
Accept	4
Pending Submissions	8
Total Decisions/Submissions	157

Performance Statistics:

Review Process

Total Reviewers Utilized	147
Unique Reviewers Utilized	126
Average Days to Complete Review	48.1
# of Early Reviews	103
Average # of Days Early	27.8
# of Late Reviews	41
Average # of Days Late	17.1
Reviewer “Accept” Recommendation Rate	16%

Decisions

Turnaround Time (Average, in Days)	34.4
Acceptance Rate (New)	1.4%
Acceptance Rate (Revised)	38.9%
Acceptance Rate (Overall)	10.7%

Editorial Board

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

- Chase Bollig, Gonzaga University (2017-2019)
- Sheila Carter Tod, Virginia Tech (2014-2017)
- Scott Lloyd DeWitt, Ohio State University (2014-2017)
- Dylan Dryer, University of Maine (2015-2017)
- Frank Farmer, University of Kansas (2017-2019)
- Cinthia Gannett, Fairfield University (2014-2017)
- Tobi Jacobi, Colorado State University (2016-2018)
- Maria Jerskey, LaGuardia Community College (2014-2017)
- Diane Kelly-Riley, University of Idaho (2017-2019)
- Steve Lamos, University of Colorado Boulder (2017-2019)
- LuMing Mao, Miami University (2015-2017)
- Paula Mathieu, Boston College (2015-2017)
- 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)
- Keith Rhodes, University of Denver (2016-2018)
- Kevin Roozen, University of Central Florida (2014-2017)
- Raúl Sánchez, University of Florida (2014-2017)
- Patrick Sullivan, Manchester Community College (2014-2017)

We thank the following members, who are cycling off the board at the end of 2017, for their service to the journal: Sheila Carter Todd, Scott DeWitt, Cinthia Gannett, Maria Jerskey, Kevin Roozen, Raúl Sánchez, Patrick Sullivan.

To fill these seven vacancies, I am soliciting recommendations from current members. I am in the process of asking the following folks if they would consent to a three-year term, and I ask the CCCC Executive Committee to approve these potential new members:

- Steven Alvarez, Assistant Professor of English, St. John's University (Interests: Literacy Studies, Composition Pedagogy, Ethnography, Writing Program Administration, Foodways Literacies, Ethnopoetics)
- D. Alexis Hart, Associate Professor of English, Allegheny College (Interests: Civic Rhetoric, Computers and Writing, Undergraduate Research, Veteran Studies)

As more recommendations are submitted, I will evaluate them and submit them for approval.

In sum, I think we are on track to continue producing a high-quality journal that speaks volumes (pun intended!) about the originality, depth, and rigor of research in composition studies

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, which accounts for my first year as editor, includes information on new features, the reconstitution of the board, and an update on the status of the submission queue.

New Features

As described in “From the New Editor” in the most recent issue, in the hopes of highlighting best teaching practices, I’ve introduced a new feature, “And Gladly Teach.” (See appendix A for submission criteria.) I’ve also concluded the “Emerging Voices” callout, preferring to use feature titles to name those texts with different submission criteria, such as “And Gladly Teach” and review essays. I’ve revised the guidelines for book reviews; they too are appended. I’ve shared these guidelines via the CE submission page and the CE Facebook page.

Another new CE feature – albeit one that does not appear in the journal – is “Ask the Editor,” a series of short YouTube videos that address elements of publication that seem helpful to a significant proportion of junior authors. These videos have received a warm welcome, and we’ve started to receive questions from readers to be answered in later videos. You can find these videos on the NCTE website.

Editorial Board

The following editorial board has been appointed:

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

Editorial Queue

Unsurprisingly, my first few months as editor included a glut of manuscripts. The flood has since reduced to a manageable stream.

Manuscripts Received: 188
Rejected: 168
Accepted: 13
R&R/Out for review: 6
Under consideration: 1

Manuscripts accepted since last report:

Published

A Pedagogy of Rhetorical Looking: Atrocity Images at the Intersection of Vision and Violence – Kristie S. Fleckenstein, Scott Gage and Katherine Bridgman
Raising Hell: Literacy Instruction in Jim Crow America – Sue Mendleson
Freshman Composition as a Precariat Enterprise – James Rushing Daniel

Forthcoming

80.2 (November)

From the New Editor

The Word Made Secular: Religious Rhetoric and the New University and the Turn of the Twentieth Century – Michelle Zaleski

And Gladly Teach: The Archival Turn's Pedagogical Turn – Wendy Hayden

"Engaging Race": Teaching Critical Race Inquiry and Community-Engaged Projects – Laurie Grobman

Comment and Response

80.3 (January)

From the Editor

In Lak'ech, The Chicano Clap, and Fear: A Partial Rhetorical Autopsy of Tucson's Now-Illegal Ethnic Studies Classes – Kimberly Owens

Mothers Against Gun Violence and the Activist Buffer—Abby M. Dubisar

Composing Crisis: Hardship Letters and the Political Economies of Genre -- Crystal Broch Colombini

Ecologies of Cancer Rhetoric: The Shifting Terrain of U.S. Cancer Wars, 1920-1980 — Lois Agnew

In Defense of Unruliness: Five Books on Reading – Kelly Blewett

80.4 (March)

Spectators, Sponsors, or World Travelers? Engaging with Personal Narratives of Others through the Afghan Women's Writing Project – Bethany Mannon

Teaching Wikipedia: Appalachian Rhetoric and the Encyclopedic Politics of Representation -- Mathew A. Vedder

And Gladly Teach: Radio Shakespeare – Cynthia Lewis

There are three other manuscripts current returned to the authors as "revise and resubmit."

There are three other manuscripts out for review.

In sum, then, it's been an exciting year as I've taken over the responsibilities for the journal. I'm grateful for the opportunities thus far and look forward to the challenges ahead

Appendix A: And Gladly Teach Submission Guidelines

And gladly would he learn, and gladly teach" – *The Canterbury Tales*

College English is accepting submissions to a new feature, "And Gladly Teach," which seeks to promote innovative classroom practices that forward the current scholarly conversation into classroom. As with the traditional-form academic essays that provide the bulk of the journal's contents, works in this feature will engage with recent research and contemporary scholarly debates. "And Gladly Teach," however, showcases primary classroom documents and empirically documented practices that translate disciplinary expertise into the instructional practice.

Evaluation Criteria

Audience awareness and broad applicability of argument provide a primary criterion for authors considering submitting to this feature. That is, published essays will demonstrate a consideration of the teaching interests of the broad readership of the journal. In addressing those interests, successful essays will describe forms of pedagogy and instructional strategies that are applicable to the wide range of disciplinary specialties that comprise contemporary English studies.

Evidence and method will be used in a persuasive fashion that allows the reader to see not just what occurred in the classroom under consideration but also the empirical data collection that allowed the author

to determine the impact of the activity. Such data might include, for example, classroom documents, student reflections, class surveys, and other learning outcomes data. As with all other research involving human subjects that is published in *College English*, all manuscripts sent out for review must have approval from the IRB at the appropriate institution(s).

Engagement with current scholarly conversations will be evident in successful “And Gladly Teach” submissions. These works will describe the scholarly research that provides the intellectual context and to which these essays respond.

Featured classroom documents are encouraged for inclusion. Such documents might include assignment prompts, syllabi, or other instructional artifacts.

Submission Process

Authors submitting manuscripts for “And Gladly Teach” should choose this article type when submitting a manuscript through [Editorial Manager](#). While these manuscripts will undergo the same evaluative process as other works submitted to the journal, reviewers will be asked to assess using the criteria described above. Manuscripts in this feature will observe the same requirements.

Appendix B: Book Review Guidelines
Book Reviews in *College English*:

Guidelines for Reviewers, Publishers, and Authors

As a journal that draws broadly across the sub-disciplines of English studies, *College English* takes as its goal to publish review essays that are relevant to a wide spectrum of scholarly interests. Review essays cover multiple related recent titles, locate them in disciplinary conversations, and evaluate their success in achieving their stated goals. Thus, review essays focus on trends in the field rather than on single titles.

Prospective Reviewers

College English only publishes commissioned review essays. Prior to drafting a review, prospective reviewers should query the editor at collegeenglishjournal@gmail.com.

Review inquiries should include the names of the proposed titles. If the proposing reviewer has any personal or professional connection to the authors of the suggested works, it should be noted. Inquiries should also describe the reviewer’s relevant expertise.

Authors

Authors are invited to have their publishers send copies of their work to the field office at the following address:

Melissa lanetta, Editor
College English
Department of English
212 Memorial Hall
University of Delaware
Newark, DE 19716

Review Guidelines

Commissioned reviews

- should be not more than approximately 6000 words
- must be approved by the editor prior to publication
- conform to MLA 8th edition guidelines

Melissa lanetta, 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 received **80** new manuscripts between July 1, 2016, and June 30, 2017—a little over 1.5 submissions per week, which is about a 30% increase over FY 15-16. The average time between submission and initial decision letter (whether that be “reject,” “revise and resubmit,” or “conditionally accept”—there were no acceptances upon initial submission) was **just over two months**. Our acceptance rate was **10-15%**. These statistics are consistent with the first two years of our editorial term and 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: The most sweat equity of the fiscal year went into the publication of our second themed issue, titled *From Racial Violence to Racial Justice: Praxis and Implications for English [Teacher] Education*, published in January 2017. The issue represents our commitment to elevating both the issues facing and scholars representing students of color. The guest editors for this issue are junior scholars who have gone on to present their work to a broader audience. I'm also really pleased with how our Provocateur Pieces section has opened up creative opportunities for authors and has, I think, generated some excitement among our readership.

Third, plans for the future: Our third themed issue, titled *Designing Professional Development for Equity & Social Justice*, is in the pipeline for publication for January 2018, fulfilling our initial intent of reserving one issue per year for a themed issue. Also on our radar is the goal of doing **something** for *English Education's* 50th anniversary (began in 1969, so 2019). Although technically 2019 will be the 51st volume of the journal, there will be an opportunity to dovetail an anniversary celebration with the next CEE summer conference. 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.

(By “we” I mean the editorial team, which consists of Tara Star Johnson as editor; Shea Kerkhoff as assistant editor; and Tiffany Karalis as editorial assistant. All of us are affiliated with Purdue University.)

Tara Star Johnson, Editor

English Journal (EJ)

English Journal (<http://www2.ncte.org/resources/journals/english-journal/>) is NCTE's award-winning journal of ideas for English language arts teachers in junior and senior high schools and middle schools. It presents information on the teaching of writing and reading, literature, and language, and includes information on how teachers are putting the latest technologies to work in their classrooms. (Published September, November, January, March, May, and July.)

Editorial Team

The editorial team consists of co-editors Julie Gorlewski and David Gorlewski. Julie is an Associate Professor and the Chair of the Teaching and Learning Department at Virginia Commonwealth University in Richmond, Virginia; and David is serving as an Affiliate Faculty member at VCU; Theresa Kay, senior editorial associate operating out of Fairbanks, Alaska; and editorial associate 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 195 manuscript submissions to *English Journal* from November 16, 2015 through November 15, 2016 (the submission deadline for volume 106.1). From these submissions, 52 peer reviewed articles were selected for publication. Of that group, 34 articles had first authors who were college or university faculty. Of the remaining 18 articles, 17 had first authors who were either middle school or high school classroom teachers, and one was written by a full time 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 106 of *English Journal* had an acceptance rate of 26%.

Columns and Columnists

Volume 106 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
- Continuous Becoming: Moving Toward Mastery – Victoria P. Hankey
- Disabling Assumptions – Patricia A. Dunn
- Lingua Anglia: Bridging Language and Learners – Pamela J. Hickey
- Soft(a)ware in the English Classroom – Tom Liam Lynch
- Speaking Truth to Power – P.L. Thomas & Christian Z. Goering
- Under Discussion: Teaching Speaking and Listening – Lisa Barker
- Book Reviews – Ken Lindblom

Issue Themes and Content

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

- 106.1 (*Native Feminist Texts*, guest edited by Eve Tuck and Karyn Recollet)
- 106.2 (*Visible Teaching: Open Doors as Resistance*, guest edited by Sean P. Connors and P.L. Thomas)
- 106.3 (*Reading and Composing Digital Video*, guest edited by Suzanne Miller and David Bruce))
- 106.4 (*"Beyond the Dream": Black Textual Expressivities Between the World and Me*, guest edited by David Kirkland)
- 106.5 (*Textual Revolution: Reading and Writing the Word and the World*)

- 105.6 (General Interest issue)

Each issue in Volume 106 included a *From the Editors* section and each included a *High School Matters* column. In all, Volume 106 consisted of:

- 52 articles
- 24 poems
- 46 columns
- 3 “*EJ* in Focus”
- 2 “Speaking My Mind”

Poetry

The poetry that appears in *EJ* is also a part of the anonymized review process. The editor of the poetry section is Nancy C. Krim who selected poetry for issues 106.1 and 106.2. The poetry section was taken over by Lauren Gatti who selected poetry for issues 106.3 through 106.6. 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 2016 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 if and when unique situations present themselves.

Julie A. Gorlewski and David A. Gorlewski, Co-Editors

English Leadership Quarterly (ELQ)

English Leadership Quarterly (<http://www2.ncte.org/resources/journals/english-leadership-quarterly/>), a publication of the Conference on English Leadership (CEL), helps department chairs, K–12 supervisors, and other leaders in their role of improving the quality of literacy instruction. *ELQ* offers short articles on a variety of issues important to decision makers in the English language arts. (Published August, October, February, and April)

“Social Justice” (August 2016): one of the honorable mentions for the *ELQ* Best Article Award (“Promoting Social Justice through School and Community Research” (Volume 39, Number 1, August 2016) by George Iannuzzi, Chatham Middle School, New Jersey, Jill Ewing Flynn, University of Delaware, Newark, and Veronica Zuccarello, Chesterfield County Public Schools, Virginia). This issue theme was selected as a result of a survey sent to CEL members.

“Connected Reading” (October 2016): This issue contained the *ELQ* Best Article (“Conversations, Connections, and Culturally Responsive Teaching: Young Adult Literature in the English Methods Class” [Volume 39, Number. 2, October 2016] by Elsie Lindy Olan and Kia Jane Richmond). For this issue, there was a concerted effort to include pieces with author interviews.

“Reflections on Coaching” (February 2017): With a modest offering of three articles, this issue still offered readers abundant perspectives on the topic of coaching. Manuscripts embedded a variety of sources and links to external articles and artifacts. This issue also included an article co-written by future *ELQ* editor Elaine Simos: “Transformative Professional Development.”

“Failing Forward” (April 2017): Of prominent note in this issue is the article by CEL member Maydie Bombart, “A Passport to Learning,” in which she describes her efforts to promote a district-wide summer literacy and service learning initiative.

All in all: The free access articles and further exposure on the NCTE Blog has helped to extend the reach of the green publication. Pamela Crews at NCTE is always open to maximizing on the digital platform of *ELQ*. For the October 2017 issue, Pam is embedding links to CEL candidates’ speeches and the ballot to vote for Member at Large.

Oona Marie Abrams, 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 95: September 2017 - July 2018

Issue Theme	Date	Submitted MS	Rejected MS	Published MS	Invited MS	Percent Published
Advocacy for the Language Arts	Sept. 2017	12	10	2	1	17%
Viewpoints and Visions	Nov. 2017	42	39	3	0	7%
"It's Primary": Literacy Learning in the Early Years	Jan. 2018	23	20	3	0	13%
Reimagining Writers and Writing	Mar. 2018	25	23	2	0	8%
Changes in Children's Literature	May 2018	12	TBD	TBD	TBD	TBD
Viewpoints and Visions	July 2018	31	TBD	TBD	TBD	TBD
TOTALS		145	TBD	TBD	TBD	TBD

Volume 95 Feature Articles, Perspectives on Practice, and Departments

* We consulted with a graphic designer who redesigned the interior pages of the journal. These changes will go into effect with the November 2017 issue (95.2).

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 Deborah Wells Rowe, Frank Serafini, and Karen Wohlwend. Gerald Campano and David Low 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 95 include William Teale, Calista Brill (an editor with First Second Press), and Maris Wicks (an author of graphic novels published by First Second Press). 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 Jesse Gainer and Nancy Valdez-Gainer, Brian Kissel, and Robert Peterson. Haeny S. Yoon is the department editor. (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 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. For example, the issue on literacy learning in the early years will feature books written specifically for this age group. Grace Enriquez is the department editor. (approximately 3,500 words)

Volume 96 Calls for Manuscripts

September 2018

Youth Culture(s) and Childhood

This issue focuses on the relationship among youth culture(s), childhood, and language arts teaching. Feature Articles and Perspectives on Practice submissions might focus on analyses of children's interactions with cultural texts, such as books, music, television, film, technology, and toys produced for, consumed by, and/or marketed to youth; children's own cultural productions, such as games, stories, songs, videos, and play; and/or teaching strategies for using youth culture in the language arts classroom. Questions to consider might include: What is "popular" or "in" now, and what do these texts teach us about contemporary childhoods? How do teachers' views of childhood influence their selection of curriculum materials and instruction? How might educators incorporate youth culture into their teaching of the language arts and/or encourage critical literacies? How do current marketing trends or multimedia franchises (e.g., Harry Potter) influence the kinds of texts available to youth? What kinds of literacies, pleasures, or difficulties does youth culture invite into the language arts classroom and afterschool programs? In what ways do cultural texts designed for children in preK-grade 8 educate readers and viewers about race, ethnicity, class, gender, sexuality, and ability and their intersections? How do youth (within and outside of the classroom) critique, parody, or otherwise subvert texts about their childhood that might be relevant to language arts instruction?

Submission deadline: September 15, 2017

November 2018

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, 2017

January 2019

Life Lessons: Autobiographies, Biographies, and Memoirs

For this issue we seek Feature Article and Perspectives on Practice submissions that offer important lessons and insights about life stories intended for youth. *El Deafo* by Cece Bell, *A Wreath for Emmett Till* by Marilyn Nelson, and *The Arrival* by Shaun Tan are exemplars of books that tell life stories using formats that are stylistically different from more traditional biographies. How are teachers and librarians engaging youth in reading, critiquing, and responding—in various modes—to life stories created in these kinds of stylistic forms? What are some of the potentialities and challenges when sharing autobiographies, biographies, and memoirs with students? For example, what types of challenges might *Hitler Youth: Growing up in Hitler's Shadow* by Susan Campbell Bartoletti present for teachers and students? How can teachers and librarians support students in deconstructing dominant narratives by reading texts such as *Claudette Colvin: Twice Toward Justice* by Phillip Hoose, a biography of a teenager who refused to give up her bus seat in Montgomery, Alabama, and was arrested before Rosa Parks, yet remains largely unknown? We are also interested in how autobiographies, biographies, and memoirs might serve as mentor texts for young writers and inspire them to tell their own life stories. Furthermore, what do content analyses of the works of authors of biographies such as Andrea Davis Pinkney, George Ancona, and Jen Bryant reveal? Please join us in putting together an issue that will provide those interested in life stories with much to contemplate.

Submission deadline: January 15, 2018

March 2019

Language Learning and Linguistic Diversity

In this issue, we invite Feature Articles and Perspectives on Practice submissions related to language learning and linguistic diversity. We want to know about instructional practices (e.g., play, storytelling, drama, debate, literature discussions, book clubs, collaborative tasks, conferencing) that support and enrich children's language learning across preK-grade 8 settings in and out of school. Are there certain types of techniques or approaches such as dialogic talk or Socratic questioning that enhance classroom discourse? In this digital age in which we live, what types of technological tools (e.g., audioblogging and podcasts) can support language learning for youth? In what ways can classroom discourse (teacher-student and student-student) facilitate children's literacy development? How are teachers building on oral language to support vocabulary growth or disciplinary knowledge? How are teachers drawing on children's linguistic capital to challenge deficit notions about the language practices of English language learners as well as children from lower socioeconomic backgrounds? In what ways might teachers honor and sustain children's home languages while teaching them to code-switch, for example, and learn "standard" English? How are educators preparing students to participate fully within an increasingly multilingual and multicultural world, a world that demands linguistic flexibility and response to rapid changes? Please join us in crafting an issue that expands our understandings about language learning and classroom discourse.

Submission deadline: March 15, 2018

May 2019

Critical Literacies

In this issue, we seek Feature Articles and Perspectives on Practice submissions that grapple with the meaning and enactment of critical literacy education in these times. Within this particular social, historical, and political moment, what does it mean to you to be a critical literacy educator and/or researcher? Across rural and urban spaces, across economic and racial divides, what role do you see the language arts playing in supporting students in valuing multiple perspectives, taking an inquiry stance, and pursuing social action? How are the young people you are working with (re)defining what we mean by "critical" and "literacy"? What materials (e.g., children's books, social media, fake news stories) and pedagogies have informed and/or

supported your efforts to build students' critical capacities? How are new theoretical frameworks addressing the intersectionality of identities, embodiment, inequities, and/or emotion, etc. (re)shaping our understandings of the purposes and practices of critical literacy? Please join us in crafting a vital collection of articles that speak to the complexities, challenges, and promise of critical literacies within the language arts.

Submission deadline: May 15, 2018

July 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: July 15, 2018

Wanda Brooks, Jonda C. McNair, 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 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.

RTE publications fall into one of two categories: (1) full-length articles or (2) Forum pieces. Full-length articles typically present empirical research (broadly defined) and analyze or interpret data the author has generated using sound research methodologies. Forum pieces follow an essayist genre and are often solicited, although they are always sent out for peer review.

Since taking over editorship of the journal in August 2012, our goal has been to build upon the established reputation of *RTE* as the premiere journal for publication of research in the teaching of English. We strive to build the capacity of the journal to elevate and extend its level of impact *globally and to a more diverse audience*.

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 have taken 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 9/2/2015 - 9/1/2016:

- Numbers of submissions have decreased slightly (from 221 in Yr3 (2015 +13%); to 196 in Yr4 (2016 -11%)).
- *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 (July 2015 – June 2016), *RTE*'s circulation was 2,210. Of those, 1,636 were regular print subscriptions and 574 were Green, electronic-only subscriptions (see Table 1).
- The total income for the journal for FY16 was \$95,417 (compared to \$101,900 for the previous fiscal year, and \$99,701 for what NCTE budgeted to make in FY16), representing a decrease of ~6% from the previous year and ~4% less than was budgeted for this year.
- *RTE* also made \$1,090 in permissions fees, slightly exceeding the projected income of \$1,000.
- Comparatively, *RTE* impact continues to rank considerably higher than others journals in writing and composition. (See graph 1).

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	2313	2210
Impact factor	0.837	1.193
Acceptance rate	4.2% without forums 4.5% with forums	5.2% without forums 6.3% with forums

As you can see in Figure 1 (next page), *RTE* ranks considerably higher compared to other NCTE journals, like *CCC* and *College English*. We continue to strive to outpace *Written Communication* and play in the same league as *RRQ*. Figure 2 (next page) compares the impact factor of *RTE* to three journals external to NCTE: *Written Communication*, *Journal of Literacy Research*, and *Reading Research Quarterly*. Important to note is that SCImago Journal and Country Rank revised their impact factor reporting procedure in 2016. The data presented has been re-tabulated based on these revised numbers and does not exactly correlate with prior-years' reports.

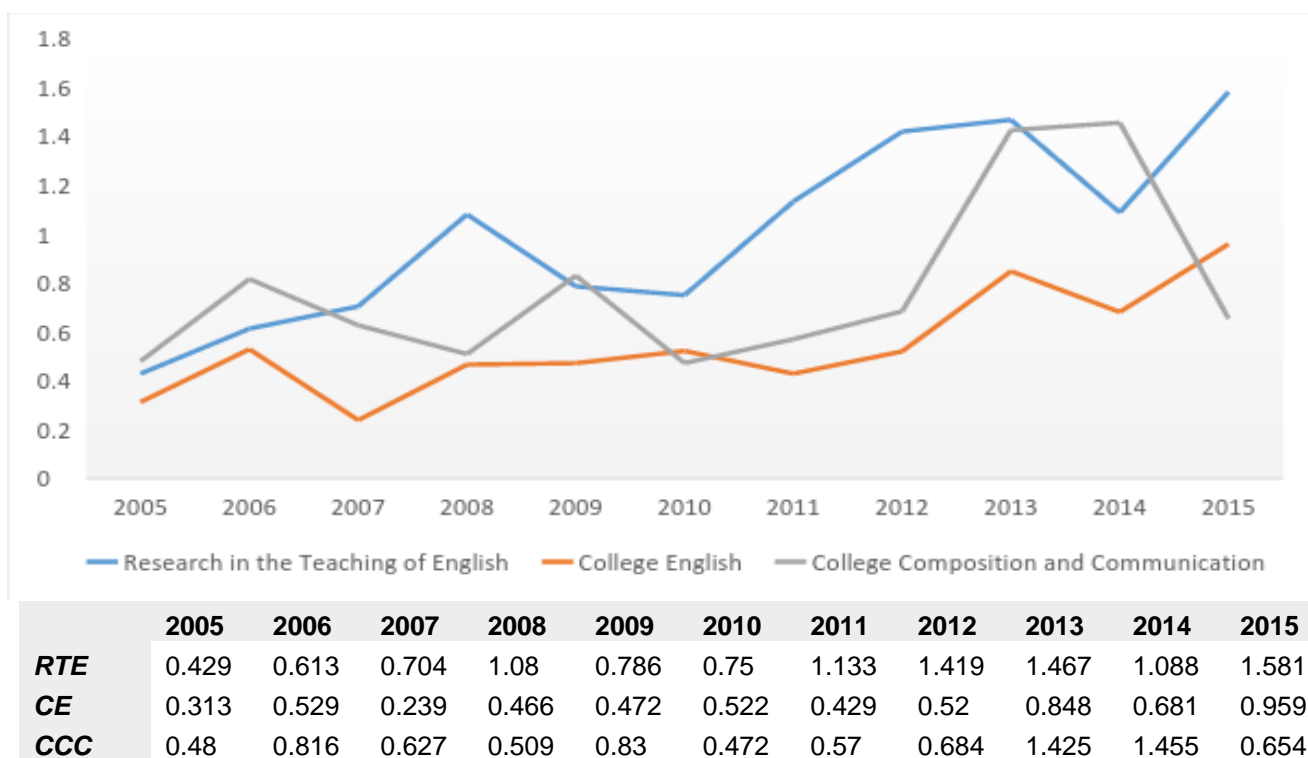
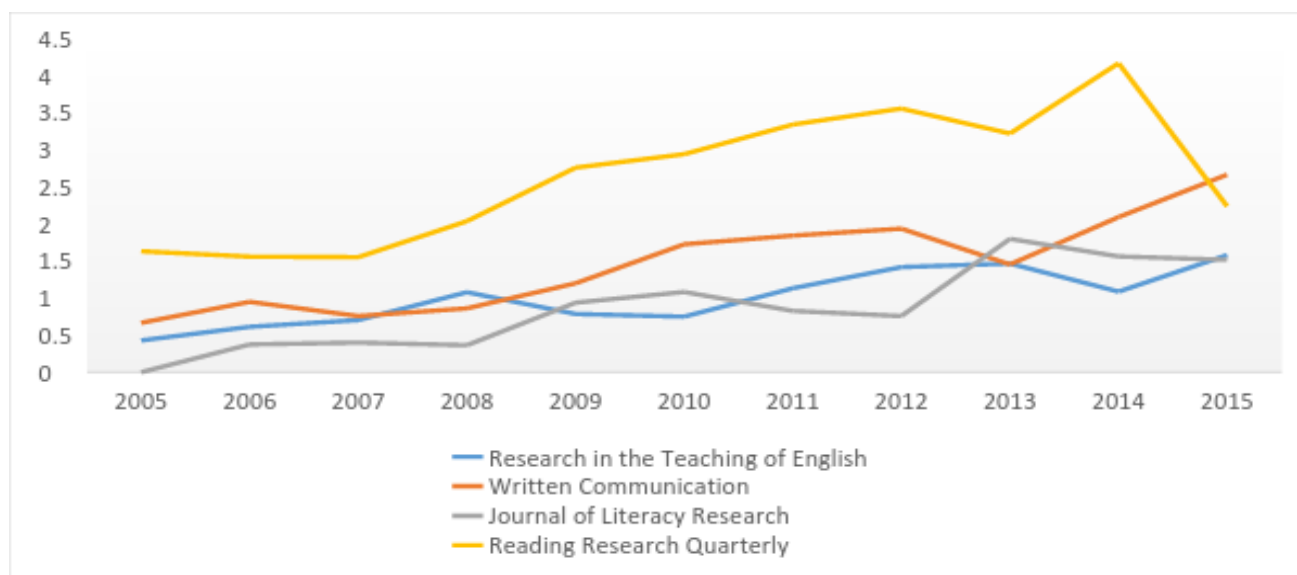


Figure 1. NCTE Journal Comparison of Impact Factor; Source: SCImago Journal and Country Rank.



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
RTE	0.429	0.613	0.704	1.08	0.786	0.75	1.133	1.419	1.467	1.088	1.581
WC	0.667	0.95	0.758	0.862	1.2	1.727	1.844	1.938	1.455	2.094	2.667
JLR	0	0.375	0.4	0.364	0.939	1.083	0.828	0.758	1.8	1.563	1.517
RRQ	1.633	1.56	1.553	2.039	2.761	2.943	3.343	3.559	3.222	4.171	2.239

Figure 2. Comparison of RTE with other Journals External to NCTE; Source: SCImago Journal and Country Rank.

What We Have Done to Increase RTE's Impact

The RTE team works 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. Of course, as discussed at previous board meetings, we also recognize that the whole notion of "impact factor" has its problems, for example it tends to favor multiple authored publications and to marginalize more humanities-oriented research. Therefore, it is one metric (among others) for gauging the impact of the journal in the field.

In the 2015-2016 year, we received submissions from 27 different regions in the world, with reviewers representing 21 different countries (see Figure 3, next page). 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 02, 2015 and September 01, 2016.

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. We have been consciously working to ensure that the incoming editorial team has a clean slate from which to build, with only solid manuscripts in the transition pipeline.

Table 2: A comparison of manuscript submissions for the last four 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

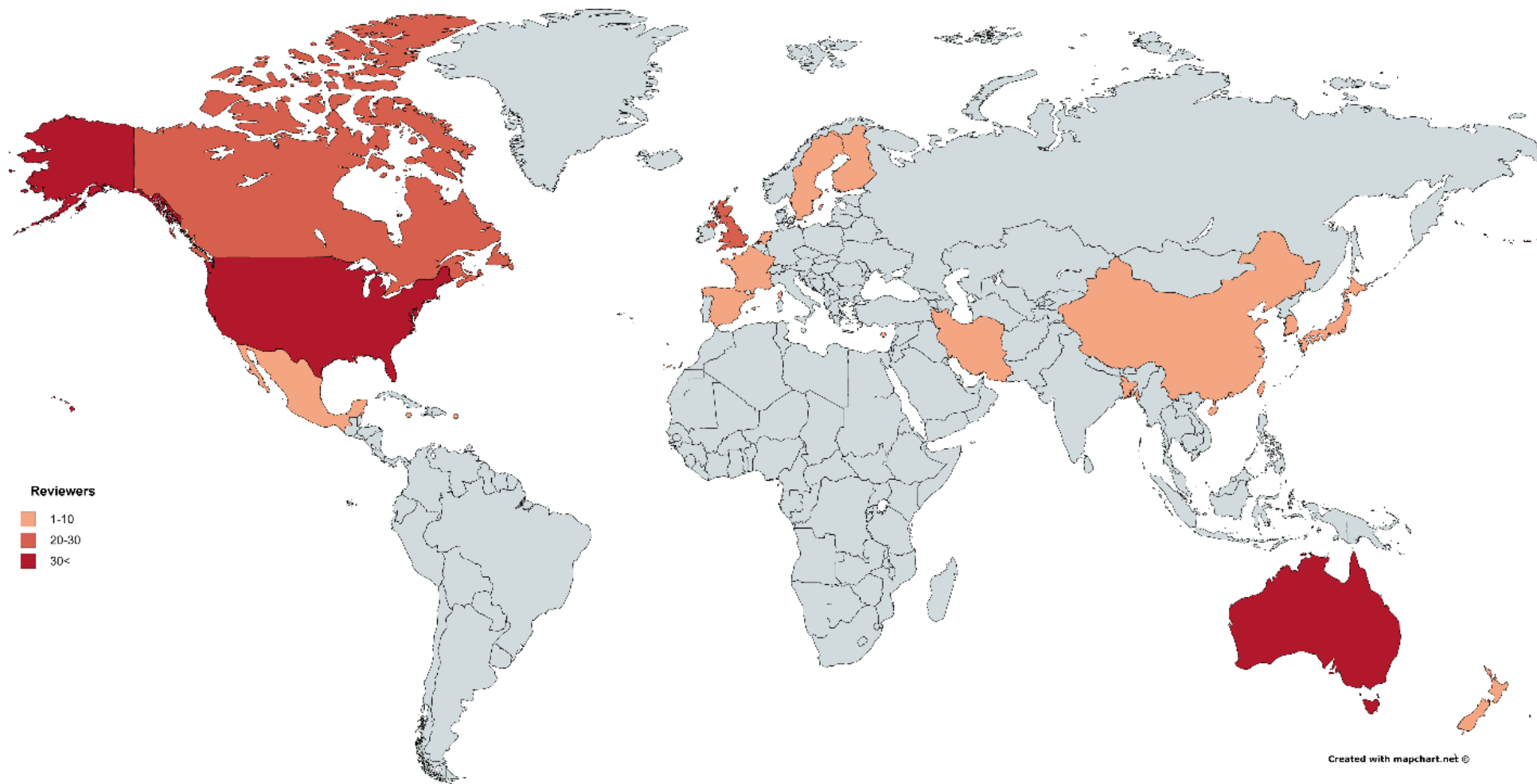


Figure 3: Active reviewers for RTE come from 21 different countries across the globe, with the greatest number originating in Australia and the United States.

The manuscripts submitted for consideration have represented a wide diversity of countries and languages, from Eastern Europe to Latin America. Figure 4 below illustrates the number of countries submitting manuscripts over “our” tenure.

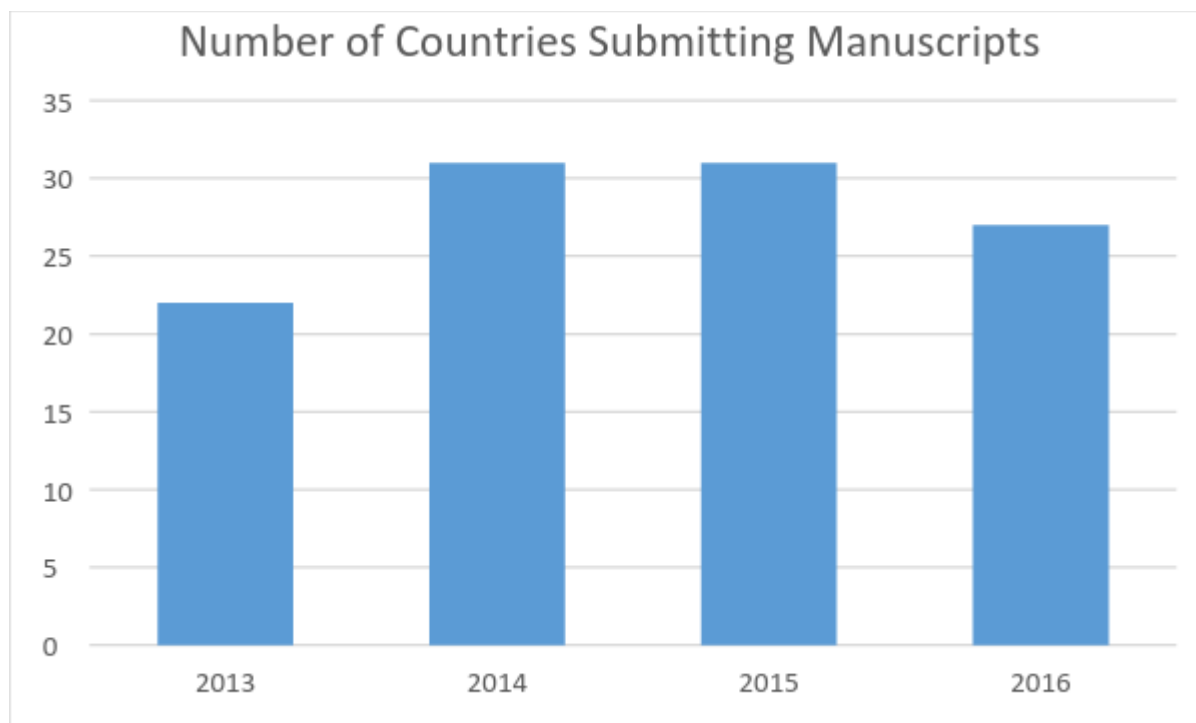


Figure 4: Total number of countries submitting manuscripts by year-ending.

Accepted submissions for publication, however, have been limited to 6 countries, as shown in Figure 5. This suggests that while the reach of RTE is expanding, representation outside of the United States is still lagging behind. 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 effected 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.

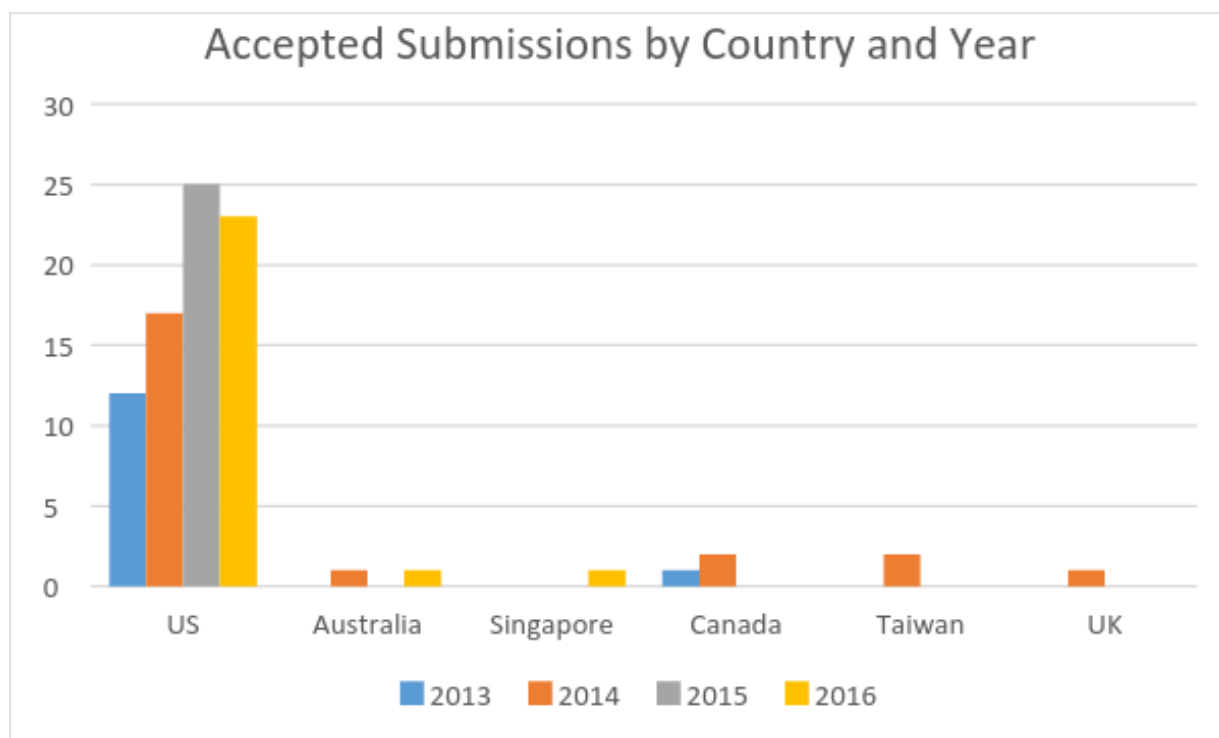


Figure 5. Published manuscripts during our tenure can continued the trend toward Anglophone countries, despite encouragement by the editorial team to authors in other regions.

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 up from 42 last year.

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

Submission to First Decision Average number of days between the date the manuscript was received and the first decision.	67
Time to Decision Average number of days from when Ellen and Mary assumed responsibility for making decision and when decision was submitted.	48.6

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	92
Total Reviewers Invited	277
Reviewers who Completed Reviews	180
Declined to Review	97
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	35	12.36%
Conditional Accept with Specified Revisions	42	14.84%
Reject	51	18.02%
Reject and Resubmit (as new submission)	56	19.78%
Revise and resubmit	102	36.04%
Total Reviews completed	283	

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.

Table 6: Editor Decision Recommendation Summary

Editor Decision	Original Submission	Rev 1	Rev 2	Rev 3	Rev 4	Rev 5
Total	204					
Accept (includes conditionals, etc.)	7	1	8	5	3	1
Reject	150	7	2	1		
Reject and Resubmit (as new submission)	19					
Revise and resubmit*	28	=/< 10	=/< 6	=/< 3	=/< 1	

* Data for 'revise and resubmit' after initial submission is unavailable. Values are based on accepted and rejected revisions from following column.

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 6. Word cloud based on all keywords used for publications from 2012 through 2016.

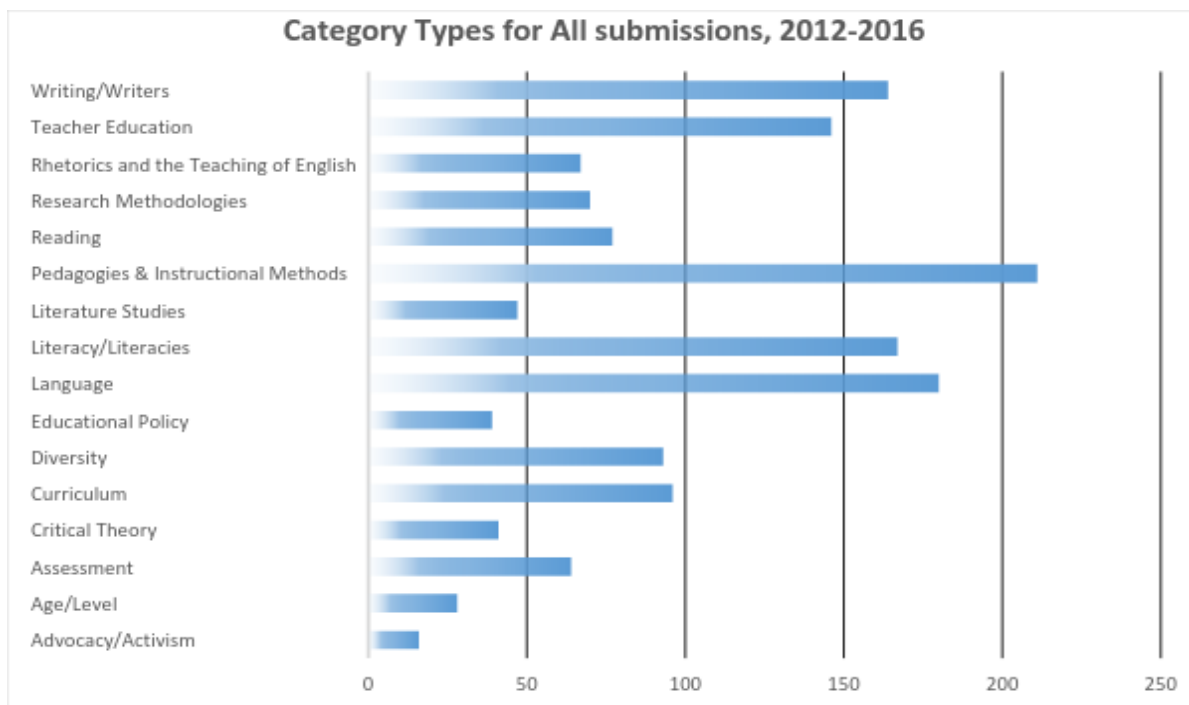
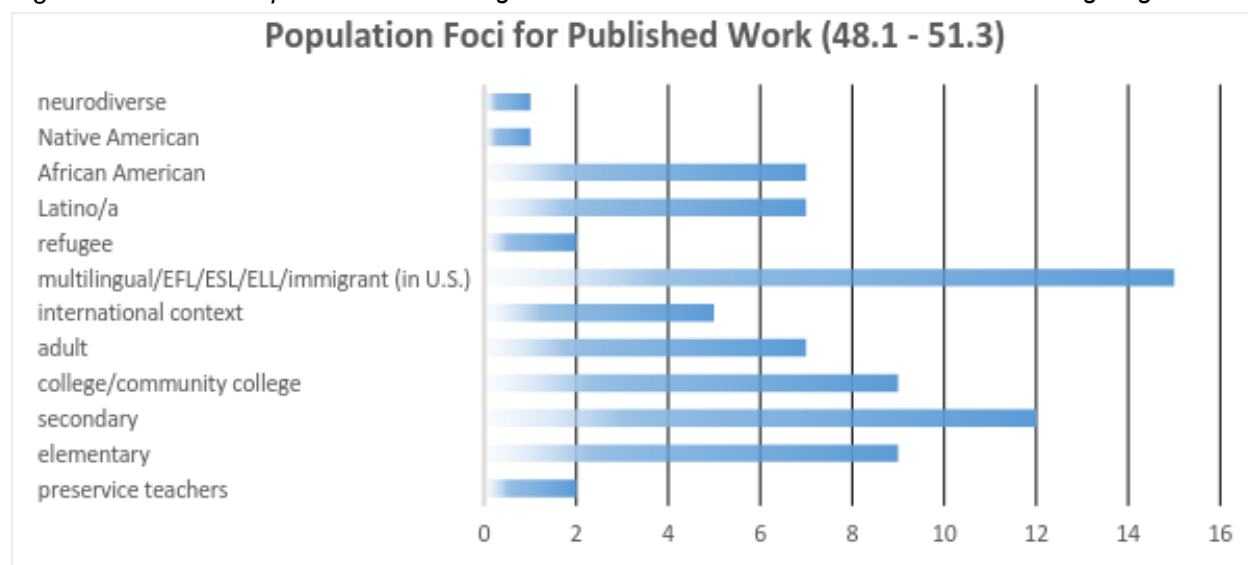


Figure 7. During our editorial tenure, publications have fallen into 16 different category types. As reflected here, writing, teacher education, pedagogy and literacy have played significant roles in volumes 48 through 51.

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.

Current Projects

Translations

To support the goal of increasing the global presence of the journal, *RTE* will continue to publish abstract translations. Translations in the past year were completed for the following languages: Arabic, French, German, Hindi, Korean, Mandarin, Russian and Spanish. It has been a challenge recruiting and retaining translators, and we are continuing to seek funding and incentives to interest colleagues in this work. We are currently seeking French, German, and Hindi translators. We also need ideas for tracking the influence and impact of these translations. How do we know they are working? They are very time consuming for NCTE to copy edit. This question is therefore critical if we are going to continue to receive support for this endeavor.

Sustainability issues. Currently, we are paying for translations out of our institutional budgets and finding folks to do the translation work is proving challenging. This is an issue for the next editorial team to take up. We think abstract translation is well worth doing for several reasons: a) the symbolic valuing of multilingualism, b) the possibility for attracting new international submissions and readership (although we don't have evidence that this possibility is realized as a result of translated abstracts), and c) the potential for increasing the impact factor.

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. These data suggest a strong need to make certain that all scholars who want to participate in trans-national research conversations have access to the most current research from *RTE* and competitive journals (abstract translations help with this dissemination), and that those working in contexts with non-Anglophone language systems and genre expectations have access to materials that assist them in disciplinary boundary-crossing, should they wish to do that sort of work. 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. This year's

awards committee was chaired by editorial board member Amanda Godley (University of Pittsburgh), and included Robert Jimenez (Vanderbilt University), Katrina Bartow Jacobs (University of Pittsburgh), and Jason Torres-Rangel (UCLA Community School).

9.30 am – 10.45 am	Room B206 (Session G.07) NCTE Annual Research Awards Session <i>Georgia World Congress Center</i>
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Sponsored by the NCTE Standing Committee on Research; Django Paris, Chair, presiding

Alan C. Purves Award Winner: Denise Dávila. #WhoNeedsDiverseBooks?: Preservice Teachers and Religious Neutrality with Children's Literature (50.1 – August 2015)

Other Awards

Asao B. Inoue received the 2016 CWPA's Outstanding Scholarship Award for his 2014 *RTE* article "[Theorizing Failure in US Writing Assessments](#)." The award recognizes an outstanding article published in a refereed journal besides *WPA: Writing Program Administration*

Ellen Cushman and Mary M. Juzwik, Co-Editors
Scott Jarvie and Mandie Dunn, Assistant 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, 2016 and ending June 30, 2017. The October 2016 issue was "Critical Issues in Whole Language," and the May 2017 issue was "Using Literature in Classrooms." 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.

We, Sally Brown and Deborah MacPhee, began a second term as co-editors with the October 2016 issue. The submission deadline for the issue was May 1, 2016. We were pleased to receive 14 submissions. Four were not sent for review because they did not address whole language issues or were inappropriate for the readership. Ten were sent out for review on October 27, 2015 with a return request of November 16th and two more were sent for review May 24th with a return request of June 27th. We invited a total of 25 reviewers; two reviewers were unable to complete a review at the time of the invitation. Two reviewers did not respond to the invitation to review. We received 16 reviews on or before June 27th and five additional reviews shortly past the deadline. The October 2016 issue, "Critical Issues in Whole Language," included three full-length articles written by two classroom teachers, a doctoral candidate, and an assistant professor, and a poem written by a past president of WLU.

For our second term, we invited Kathryn Mitchell Pierce and her professional study group to continue to write a column for each issue of *Talking Points*. In a meeting with Kathryn at NCTE 2015, we developed a vision for the column, which we agreed would shift from a professional resource column to a "Classroom Voices" column. Kathryn took ideas from that brainstorming session and developed a proposal for the three-year term. The column will include 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. Potential topics for the column, which will correlate with each issue's theme are:

- Assessing learning with students, colleagues, families, and communities
- Exploring literature with and for young children and adults
- Composing and creating in writing classrooms
- Technology use in classroom inquiries
- Re-Thinking the basics: capitalization, punctuation, spelling, and grammar

Kathryn's first "Classroom Voices" column focused on assessment, highlighting the assessment practices of two classroom teachers, and included scholarly reflections on the practices. In addition to written commentaries and reflections, the column included pictures, student work samples, and references to resources.

With the support of the WLU Board and NCTE, *Talking Points* was upgraded to Editorial Manager (EM) to support the editing process. On September 30, 2016, the editors and their graduate assistants were trained by Kurt Austin to use EM, and we began using it with the May 2017 issue. We have found Editorial Manager to be a relatively intuitive system. Kurt has been invaluable in his support of our learning. The system has saved the editors and editorial assistants a significant amount of time in communicating with authors and reviewers, and has streamlined our management system. We are grateful for the support we have received from the WLU Board and NCTE staff.

We received six submissions for the May 2017 issue. Because we carried over one manuscript from the previous edition's submissions, and because we were learning the EM system, we did not extend the call. We had thirteen reviewers for the May 2017 issue. We accepted three of the six manuscripts submitted for an acceptance rate of 50%. One of the accepted manuscripts was carried over to the October 2017 edition. The "Classroom Voices" column focused on children's literature and included a 2-page spread highlighting Debbie Manning, with an interview with Jean Fennecy, in addition to a classroom transcript from a read aloud conversation, book jackets, quotations, and narrative explanations about using literature in the classroom.

We have set the call for the October 2018 issue: Thinking *through* Technology Use in Classroom Inquiries.

Each of the editors has been supported by graduate assistants, Megan Economos and Kim Aitkens, who assist with the editorial process as well as the continued support of Rona Smith at NCTE. We are also fortunate to have many professional people who volunteer to review for *Talking Points*.

Sally Brown and 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.

The publication of the May 2017 issue of *Teaching English in the Two-Year College* completes my first volume year as editor. In that volume year, I have published the following mix of pieces:

- Feature (Research) articles: 12
- Instructional Notes (teaching-focused articles supported by research): 5
- Review essays: 2
- Organizational documents (white paper, program report): 2
- Symposium: 1 (on service-learning)
- What Works for Me: (short pieces on teaching): 5

Notable contributions were a cluster of three pieces focused on service-learning in the two-year college as well as the TYCA's "White Paper on Placement Reform," authored by the TYCA Research Committee.

The September 2017 issue focuses on graduate preparation of teachers of two-year college English. This is the first of two special issues on professional issues. The September issue features a symposium from two-year college faculty assessing the challenges of graduate preparation and ongoing professional development for English instructors, a short background essay by Sarah Johnson who participated in the development of both the guidelines and the Position Statement on preparing writing teachers, as well as three feature articles on graduate preparation.

I have also been working with authors and the editorial board through a different submission process for a special issue in May 2018 on Academic Freedom, Labor, and Two-Year College English. At CCCC 2017, I met with Amy Lynch-Binieck, editor of *Forum*, which is published twice annually, once in CCC and once in TETYC. We became interested in the prospect of collaborating such that the issue in which *Forum* appears of TETYC would be the special issue on this topic--dovetailing effectively with the focus of *Forum*. Dr. Lynch-Binieck also circulated a call for submissions on the theme, and we plan to develop a collaborative introduction to the whole issue that would highlight the overlap and synthesis between the journals.

In terms of professional participation at the conventions, I was invited to speak at the Research Network Forum on a keynote panel with Steve Parks, editor of the SWR series, and Jonathan Alexander, editor of CCC. My talk was entitled "Inquiry, Knowledge Production, and the Teacher-Scholar: Rethinking the Who, Why, and How of Research in Writing Studies" and focused on the following: "In this talk, Hassel will invite participants to reconceptualize research as "systematic inquiry," stressing the importance of inquiry for all writing instructors. When research is reconceived as professional development, the mutually enriching relationship between teaching and research can flourish in sites that are currently underrepresented in the field's scholarship. Only when the membership of the field of writing studies is viewed expansively will scholarship align with the program and classroom needs of postsecondary writing instructions. Hassel will draw from her publishing experiences while in a teaching-intensive faculty position and her editorial work to help participants understand what it means to "enter the conversation" in the field of composition and rhetoric." This was a great opportunity to highlight the journal to potential research and writing contributors.

I also participated in a roundtable session with editors of other NCTE publications including *College English's* Melissa Ianetta and Amy Lynch Biniek of *Forum*, entitled "Dull Duty" and Disciplinary Issues: A Roundtable with NCTE Editors." Lastly, I held a meeting of the editorial board and reviewers, which was largely discussed focused and invited reviewers and board members to share their needs as two-year college teacher scholars, including the primary issues they face in their workplace on a daily basis, their scholarly interests, and what needs the journal meets for them as professionals.

At the upcoming NCTE convention, I will be building on my ex officio role on the College Section Steering Committee as *TETYC* editor. In this role, I helped organize a panel proposal for NCTE in St. Louis:

Working Conditions Are Teaching and Learning Conditions: The Teaching of College Writing in the 21st-Century: Panel description: This roundtable conversation will feature short statements from participants on their historical roles, current goals, and assessment of the national agenda regarding labor challenges in writing studies. Each speaker offers framing contexts to introduce the issues which will then be discussed in smaller groups among participants.

As the CCCC Labor Liaison, I will be part of the panel on labor, reporting on the work I did over the summer to create web content for the CCCC Labor Liaison web site. Two-year college English issues remain crucial in this area of research and activism.

Lastly, I collaborated with former editor of *College English*, Kelly Ritter, to write a blog post for NCTE that addresses the publication of the new *TYCA Guidelines for Preparing Teachers of English in the Two-Year College* which appeared in the July issue of *College English* and in the September issue of *TETYC*.

I include below an overview of manuscript submissions and acceptance rates as well as decisions.

<p>New Manuscripts Received (by First Receipt Date)</p> <p><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></p>	71
<p>New Manuscripts Received (by current Initial Date Submitted)</p> <p><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></p>	71
<p>Submissions Removed by the Journal Office</p> <p><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></p>	0

<p>Submissions Transferred</p> <p><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></p>	0
<p>Manuscripts Submitted but not yet Assigned to an Editor</p> <p><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></p>	1
<p>Manuscripts Returned to the Author and Removed by the Author</p> <p><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></p>	0
<p>Revisions Requested</p> <p><i>Journal rendered a Revise decision during the specified time period.</i></p>	57
<p>Revised Manuscripts Received</p> <p><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></p>	51

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.

	Rev 1	Rev 2	Rev 3	Rev 4
Revisions Submitted by Author	31	15	4	1
Revisions Declined by Author	0	0	0	0
Average Turnaround Time for Author (days)	76.6	54.3	82.8	6

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.

Submission to Editor Assignment <i>Average number of days between the date the manuscript was received and the first Editor was assigned.</i>	0.6
Submission to Reviewer Invitation <i>Average number of days between the date the manuscript was received and the first Reviewer was invited.</i>	6.7
Submission to First Decision <i>Average number of days between the date the manuscript was received and the first decision.</i>	62.5

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.

Total Reviewers Invited <i>Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.</i>	324
Agreed to Review <i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i>	8
Reviewers who Completed Reviews <i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i>	193
Declined to Review <i>Number of Reviewers invited during the time period who declined to review.</i>	40
Have not Responded to Review Invitation <i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i>	1
Uninvited Reviewers <i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i>	80
Terminated Reviewers <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>	2

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 Recommendation of
Accept	47	22.8%
Accept Conditionally	23	11.2%
Decline to Publish	49	23.8%
Revise and Resubmit	87	42.2%
Total Reviews Completed	206	100%

Original Submission

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	2	2.9%	47.5
Accept Conditionally	15	21.4%	59.3
Do Not Accept	27	38.6%	62
Reject MS without Field Review	5	7.1%	20.8
Revise and Resubmit	21	30%	75.2
Total Editor Decisions	70	100%	62

Revision 1

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	10	35.7%	34.5
Accept Conditionally	10	35.7%	84.7
Do Not Accept	2	7.1%	83.5
Revise and Resubmit	6	21.4%	81.2
Total Editor Decisions	28	100%	65.9

Revision 2

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	8	50%	33
Accept Conditionally	3	18.8%	88
Do Not Accept	3	18.8%	73.3
Revise and Resubmit	2	12.5%	72.5
Total Editor Decisions	16	100%	55.8

Revision 3

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	1	33.3%	31
Accept Conditionally	1	33.3%	93
Do Not Accept	1	33.3%	125
Total Editor Decisions	3	100%	83

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)

First Completed Volume Year

Volume 24 was the first volume under our editorship. It featured the following themes: September 2016 – Teacher Advocacy, December 2016 – Middle Level Students, March 2017 - Culturally Responsive Teaching, and May 2017 – What’s Next in Teaching Reading. Each issue also included invited columnists exploring YA and Middle Grades Literature, New Teacher Voices, Student Voices, Collaborations, 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 2017 Issue/Anniversary

Voices from the Middle is celebrating its 25th anniversary in the publication of the September 2017 issue. This very special issue pairs reprinted seminal articles from each of the editorial teams in the journal’s run with current responses by the original authors, a respondent (i.e., Naomi Shihab Nye) or a teacher who is using that article to inform his/her practice. We were elated to open the issue with a piece that weaves together the voices of educators, authors and teacher educators in response to the prompt, “Why does middle matter?” This issue also introduced a new column which explores uses of current research to inform pedagogy. The editors are most grateful for the additional support provided by NCTE staff in producing this issue.

Linda Rief Voices from the Middle Award

We are honored to announce the inception of the Linda Rief Voices from the Middle Award which recognizes an outstanding publication in *Voices from the Middle* written or co-written by classroom teachers or literacy coaches. The award is named in recognition of Linda Rief, esteemed middle school teacher, longstanding member of and leader within the middle level section, and co-founding editor of *Voices from the Middle*. The inaugural award, recognizing Matthew Homrich-Kneiling’s article, *An Offense to their Human Rights: Connecting Bud Not Buddy to the Flint Water Crisis with Middle Level ELA Students*.

Upcoming Issues

To date, content has been set for all of Volume 25 with announced dates and calls for Volume 26.

Middle Section Collaboration and Convention Planning

Voices from the Middle editors have worked in close collaboration with the leadership of the MLSSC and plan to share content both at each of the major middle section events and the celebration of *Voices*’ 25th Anniversary at the Middle Level Meet-Up.

Social Media Strategy

The editors have collaborated with NCTE staff throughout the fiscal year to develop an intentionally crafted social media presence within Facebook and Twitter, with plans for additional purposeful evolution into other spaces in an attempt to connect in real time with readers. We have completed a 24 episode introductory season of a regular podcast which is currently themed as a multi-segmented radio show. Season Two begins with a call-in show with Penny Kittle. Member and reader uptake of the social media sites has been a significant part of the roll out of the changes which marked Volume 25 and continue 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

The Journalism Education Association 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/>

JEA selected **"Master the Media: How Teaching Media Literacy Can Save Our Plugged in World"** as the JEA One Book this fall. Author Julie Smith will be signing the book at the JEA Booth at NCTE at 1 p.m. Nov. 18. Written to help teachers and parents educate the next generation, "Master the Media" explains the history, purpose and messages behind the media, including chapters on news, political media and the internet. The point isn't to get kids to unplug, Smith writes; it's to help them make informed choices, understand the difference between truth and lies and discern perception from reality because we have a responsibility to think critically about the content we consume.

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 past summer and fall the 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 Expanded Perspectives On Learning (AEPL)

This assembly (<https://www.iup.edu/english/centers/aepl/>) is open to all those interested in exploring the boundaries of teaching and learning beyond traditional disciplines and methodologies. Areas of interest include but are not limited to: aesthetic, emotional, and moral intelligence; archetypes; body wisdom; care in education; creativity; felt sense theory; healing; holistic learning; humanistic and transpersonal psychology; imaging; intuition; kinesthetic knowledge; meditation; narration as knowledge; reflective teaching; silence; spirituality; and visualization. Much more information, including conference and publishing opportunities.

This was the most exciting year for the Assembly in some time. Most importantly, we had our most successful conference—both in attendance and, many have said, in content—since before the recession, with nearly 60 people registering: *Writing as a Way of Being Human*, organized by our new Associate Chair Nate Mickelson. This was fortunate, as the prior year's conference, worrisomely, had far fewer paid attendees (14) than any other we have staged.

Nate has also secured a contract for a book of selected proceedings from the conference, *Writing as a Way of Staying Human in a Time that Isn't*, with Vernon Press, for publication next year. We expect it to be a popular title and do much to spread awareness of our activities.

The conference also helped us expand our Advisory Board, with conference speakers Robert Yagelski of SUNY, Albany and Kurt Spellmeyer of Rutgers agreeing to serve, along with NCTE Immediate Past President Doug Hesse of the University of Denver, also a conference speaker this year, who has served on the Advisory Board for the past five years.

Our award-winning, peer refereed journal, JAEPL, published its 22nd issue, notably headed by the first published essay in a decade by Advisory Board member and two-time conference presenter Jane Tompkins, after a long illness. This issue and next year's are edited by Joonna Trapp of Emory and Brad Peters of Northern Illinois University. Following that, the editors will be Wendy Ryden of Long Island University and Peter Khost of SUNY StonyBrook. Though our mail subscriber list remains fairly small, under 100, the number of articles downloaded from the website has been in the thousands each year, thanks to the efforts of Joonna and Brad to disseminate awareness of their work.

We also had SIG sessions at both NCTE and CCCC. Both were poorly attended, unfortunately. "Writing as a Way of Dancing with Others and with Life," featuring board member Vajra Watson of UC Davis and Fuad Elhage of the University of Georgia, Athens because the idea of movement may have been off-putting to NCTE conference goers after a long day. (Though Elhage and I later had a much better-attended session with the same title at the summer conference.) The CCCC SIG session, with the same title as the summer conference, unfortunately was scheduled at the same time as a session with Advisory Board Chair Peter Elbow, sponsored by former AEPL Chairs Libby Jones and Irene Papoulis, that drew most of our potential attendees away.

However, we also sponsored a wonderful pre-conference CCCC workshop in tribute to Peter, a recap of our 2013 conference *The Untutored Tongue* centered on his most recent book, *Vernacular Eloquences*. There was a most heartwarming day, as Peter has been very dear to the organizations, having spoken at five of our conferences and led many, many others events for us over his career, starting with the calling card event at CCCCs in 1993, and this was the first time he had joined us again since the 2013 conference.

Since our last report, we have added four new Executive Board Members: Vajra Watson and Marlowe Miller, ex officio, Jon Stansell, Treasurer, and Peter Khost, JAEPL co-editor beginning 2019. The complete lists of Executive Board and Advisory Board members follow:

Executive Board

Co-Chairs: Yvonne Siu-Runyan, University of Northern Colorado; Bruce Novak, The Foundation for Ethics and Meaning, PA

Associate Chair: Nate Mickelson, Guttman Community College, CUNY

Secretary: Jennifer Lyn Dorsey, East Central University, OK
Treasurer: Jon Stansell, Belmont College, OH
Conference Organizers: Bruce Novak, Jon Stansell, Sheryl Mylan
Webmaster: Daniel Weinstein, Northern Illinois University
TRACE Website (nonvoting): Betsy DeGeorge, Seth Jordan, University of Tennessee, Knoxville
Journal Editors: Joonna Smitherman Trapp, Emory University; Brad Peters, Northern Illinois University
Ex Officio: Marlowe Miller; Sheryl Mylan, College of DuPage, IL; Vajra Watson, UC Davis

Advisory Board:

Peter Elbow, UMass, Amherst, Chair
Alice Brand, SUNY, Brockport, Co-Founder
Richard L. Graves, Auburn University, AL, Co-Founder
Charles Suhor, NCTE, IL Co-Founder
John Creger, American High School, Fremont, CA
Ron Miller, Goddard College, VT
Doug Hesse, University of Denver, CO
Nel Noddings, Stanford University, CA
Sondra Perl, Lehman College, NY
Kurt Spellmeyer, Rutgers University, NJ
Peter Stillman, Publisher, Charlottesville, NY
Jane Tompkins, University of Illinois, Chicago
Robert Yagelski, SUNY, Albany

Bruce Novak, Co-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.

The 2017 NCTEAR Conference was a huge success. The theme for the conference was Context, Culture, Communities, and Commitment: Activism Through Language and Literacy Research. With featured speakers Arnetha Ball, Jeff Duncan- Andrade, Jabari Mahiri, and Tonya Perry, the panel presentations covered many issues around reading, writing, language, literacy and culture.

The topics included

- What is culture, and what is its role in teaching and learning?
- How are teacher educators providing preservice and classroom teachers with skills to develop language and literacy skills?
- What are examples of classroom teachers, researchers, or community based organizations increasing student critical consciousness to promote social justice and equity?
- How are teacher educators providing opportunities for teachers to What communities need more access to language and literacy development?
- How are out of school literacies used to build language and literacy skills in schools?

With over 100 participants, the conference was impactful for many reasons, First, the small conference allowed educators to mingle, talk with , and engage in inspiring conversations. Second, participants were able to meet and talk about important issues with the featured speakers and the panelists. Finally, by having activism as a component of the overall conference theme, the educators appreciated participating in a conference that maintained a social justice and equity theme.

Here is a video clip that provides a summary of the conference.

<https://youtu.be/PZvAEuouhLE>

Special Thanks

I want to thank the NCTEAR Executive Board and the past presidents of NCTEAR. We appreciate the hospitality of San Francisco State University and the Graduate College of Education. The conference was successful also because of the effort and work of the volunteers of community members, former graduate students, and educators. More specifically, Dayo Diggs helped with some of the coordination and the final touches during the weekend.

Jamal Cooks, 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 Central Michigan University
- Held an interactive and well-attended SIG session at the 2016 NCTE Convention
- Established a new award, The Grammar Teacher of the Year Award, to accompany our ATEG Future Teacher Scholarship
- Published an issue of the *ATEG Journal*
- Implemented grammar resource promotions to increase membership
- Increased our membership numbers

Goals for the next year

- To implement a new conference proposal submission and management system, which will streamline our conference submission process and make it easier for those interested to submit proposals
- To award the Grammar Teacher of the Year Award and ATEG Future Teacher Scholarship to qualified applicants
- To host another exciting and well-attended session at the NCTE Convention
- To broaden our geographic scope by hosting the 2018 conference in a different geographic area from the 2017 conference
- To continue to increase our membership numbers

Sean Ruday, Co-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, 2016?

The NCTE Assembly for Computers in English (ACE) offered a workshop during the 2016 Annual Convention in Atlanta, GA. In line with the conference theme "Faces of Advocacy", this one-day conference technology workshop sponsored by Assembly on Computers in English (ACE) will invite the participants to explore apps such as Periscope, Instagram, and Vine, Buncee, HSTRY, Twitter, Medium, Known, and Hypothes.is as well as media production tools, in support of creativity, critical thinking, artistic responsibility, and to advocate for and enact social change around the issues that matter to today's students and educators.

Participants learned how to give students practice with a variety of social media apps and creative tools, such as text, still and moving pictures, vivid transitions, sound effects and music to both critique and present varying points of view. The sessions provided 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 be advocates of social change, equity, responsible citizenship in online, offline and hybrid spaces.

Recommended resources that for supporting learning with digital tools were shared with the participants on the ACE Connected Community website. The participants appreciated the workshop.

What projects, initiatives, or studies are "in progress" at this time?

ACE members are planning the workshop for the 2017 Annual Conference. ACE has attracted a group of consultants for this forthcoming workshop.

Ewa McGrail, Chair (emcgrail@gsu.edu)
Gail Desler, Treasurer

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 2016-2017 year included some encouraging improvements. We have new portals and protocols in place to fund awards and grants which were new in 2016, we have membership records on solid ground, our journal subscription records and deliveries are up-to-date, and we have met goals for diversity at our annual ALAN Workshop both in 2016 and for the convention events coming up in 2017. The items on our website continue to promote young adult literature and to push for greater diversity. Our journal on adolescent literature, *The ALAN Review*, which includes scholarly research, as well as pedagogical articles and features on authors and their works, continues its tradition of high quality and usefulness for professionals in our field. Our annual events at the 2016 NCTE Annual Convention, which include the ALAN Breakfast and the ALAN Workshop, successfully garnered an array of award-winning and even landmark authors, thanks to the work of Jennifer Buehler, past president, and Laura Renzi, past president-elect. Our 2017 NCTE/ALAN convention is shaping up very nicely under the supervision of our current president, Laura Renzi, and our president-elect, Mark Letcher. Our newsletter, *Alan Online News*, continues to give a monthly report on the news in the world of adolescent literature and ALAN projects. Our social media campaign continues on Facebook and Twitter. Our ALAN Foundation, along with individual donors, continues to fund both research and attendance for newcomers to the ALAN Workshop. We are continuing with our goal of increasing our membership over the course of the next five years and now have state membership representatives in place in some, but not all, states.

Our plan for increasing membership by returning to our previous system of state representatives who recruit members is just beginning to come to fruition, and we now have 30 devoted state membership representatives. This opportunity for service will be announced at our events in St. Louis, with a goal of having at least one person in every state. Not counting the memberships that come with registration in the 2017 ALAN Workshop, we are currently at 1,260 members, a number that will increase by 200-300 or so when the records are processed from the convention.

Our ALAN Breakfast for 2017 has one again procured a keynote speaker that had the event quickly sold out, Rick Riordan, the author of the Percy Jackson series, who is starting his own imprint within Disney Hyperion. Kudos to ALAN President Laura Renzi for this trophy speaker.

ALAN President Laura Renzi, has also done a commendable job with the two-day 2017 ALAN Workshop, scoring Monday's keynote speakers, Jason King and Brandon Kiely, winners of the Coretta Scott King Award, our own Amelia Elizabeth Walden Award, and the very first Walter Dean Myers Award. Tuesday's keynote is Meg Medina, named to CNN's "10 Visionary Women" list, and winner of the Pura Belpré Award, the Ezra Jack Keats Award for New Writers, and the Latino Book Award for Best Young Adult Fiction. Last year's ALAN President Jennifer Buehler's insistence on diversity in the offerings of the 2016 ALAN Workshop was echoed, and probably anticipated by publishers, this year as President Laura Renzi revisited the slate of authors for the workshop and repeatedly approached publishers with requests to improve equity among the groups represented by authors in the workshop.

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, have been flawless in the timely production of the journal, both timely in content and timely in print and distribution. Recently (four years ago) two new awards have joined the journal's publication year, the Nilsen-Donelson Award, and the Best Column of the Year Award. The Nilsen-Donelson Award 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.

ALAN Online News, created and edited the first half of the year by Anne McLeod, and now by 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, 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.

Fall 2016 saw the very first competition for two new ALAN Grants, the Smith/Carlsen Grant and the Cart/Campbell Grant. The Smith/Carlsen Grant honors university professors Dora Smith and Robert Carlsen, who were pioneers in the field of adolescent literature. The Cart/Campbell Grant honors Michael Cart and Patty Campbell, also pioneers in the field, who began their careers as librarians. The Smith/Carlsen Grant goes to support a graduate student who will be coming to ALAN Workshop for the first time and went to Jason Griffith of Carlisle, Pennsylvania, now a graduate student at Arizona State University. The Cart/Campbell Grant goes to provide similar support to a librarian coming to the ALAN Workshop for the first time, and it went to Shaina Ray, a high school librarian in Chesnee, South Carolina.

Other ALAN Awards given in 2016 include the ALAN Award, the Ted Hipple Award, the Gallo Award, the Nilsen-Donelson Award, and *The ALAN Review* Editors' Award. The ALAN Award for lifetime service to the field of adolescent literature went to long-time ALAN Executive Director, Gary Salvner, from Youngstown State University. The Ted Hipple Award for lifetime service to ALAN went to Marge Ford, of Campbell, Ohio, long-time ALAN treasurer. The Gallo Award, funded by ALAN veteran Don Gallo, helps two teachers in the first few year of their career to attend the ALAN Workshop. The 2016 Gallo Award went to Amy Estersohn, a second-year middle school teacher from Larchmont, New York, and to Michelle Lauber, a high school teacher from Alcoa, Tennessee, in her fourth year. The Nilsen-Donelson Award for the best article in *The ALAN Review* went to Michelle M. Falter, an assistant professor at North Carolina State University, for her article, "Addressing Assumptions about Adolescents in a Preservice YAL course." *The ALAN Review* Editors' Award, for the best invited column, went to E. Sybil Durand and James Blasingame, from Arizona State University, for their column on censorship, "Do No Harm."

Funding for these new awards was of concern, and new donation capabilities were added to the website. In addition, these opportunities to provide support were advertised in both direct messaging and in advertising in the *ALAN Online News* and the website.

The ALAN Executive Board, which meets regularly by Zoom, welcomed new treasurer, Daria Plumb, and president-elect, Mark Letcher, both of whom bring new and innovative ideas for ways to improve our service to both the field of adolescent literature and to our members. New ALAN Board of Directors members elected to a three-year term in 2016 include Lisa Scherff, Donalyn Miller, and Sarah Ressler Wright. 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, Chair

Children's Literature Assembly (CLA)

*This assembly (<http://www.childrensliteratureassembly.org/>) 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.*

Actions or projects completed since July 1, 2016

1. Selected and presented the Notable Children's Books in the Language Arts booklist at the 2016 NCTE Annual Convention;
2. Sponsored a half-day Workshop at the 2016 NCTE Annual Convention - "Diversity 2.0: Advocating for More than Just Diverse Faces." Author/illustrator speakers included: Yuyi Morales, Nikki Grimes, Joseph Bruchac, Todd Parr, Cammiee McGovern, Ami Polansky, and Cynthia Kadohata. Industry panelists included Ginee Soo (Chronicle), Nikki Garcia (Little, Brown and Company), and Hannah Ehrlich (Lee and Low). John Schumacher (blogger, librarian, and teacher) also participated. Thomas Crisp moderated the session. We had a Companion Roundtable session "Diversity 2.0: Continuing the Conversation" with all of aforementioned speakers and included a keynote talk from award-winning author, Jason Reynolds;
3. Sponsored a Master Class at the 2016 NCTE Annual Convention – "Diverse Children's Literature at the University." University-based speakers, Evelyn Freeman and Barbara Lehman, discussed the research surrounding the teaching of diverse literature and authors Donna Gephart, Matt de la Peña, and Christopher Myers, discussed writing diverse literature and advocating for its use.
4. Sponsored our annual Breakfast at the 2016 NCTE Annual Convention featuring author and illustrator Christopher Myers;
5. Offered a 2016 Notable Children's Books in the Language Arts session at NCTE. The committee members and children's book creators, Don Tate, Betsy Rosenthal, R. Gregory Christie, and Jennifer Bertman held an engaging session about creative processes in children's literature;
6. Held our first CLA Booth in the Exhibitor Hall where we answered questions about the Auction art and the Children's Literature Assembly;
7. Conducted a very successful auction of illustrator-donated art and prints to fund an award for research in the field of children's literature;
8. Published two issues of *The Journal of Children's Literature* under a new editorial team. We have completed a slight redesign of the journal that has resulted in some columns being moved to our website and the addition of more research articles.
9. Continued partnership with ProQuest to help disseminate *The Journal of Children's Literature*;
10. Maintained a Facebook presence and expanded social media efforts;
11. Continued the administration of the Bonnie Campbell Hill National Literacy Leader Award – 6th year. Two awardees were named, each receiving \$2500 plus \$150 in professional books from Heinemann;
12. Selected and awarded the 6th CLA Research Award to a team of researchers; however, this summer they shared they were unable to complete the project so the money was returned to us;
13. Continued efforts to increase the CLA Endowment Fund; and
14. Held two Executive Board meetings during the year (fall 2016 and summer 2017)

Projects, initiatives, or studies "in progress" at this time

1. Planning for five events at 2017 NCTE Annual Convention

2. Continuing to publish *The Journal of Children's Literature*
3. Awarding a research grant (\$1,000) to at least one scholar in the field of children's literature;
4. Selecting two recipients of the Bonnie Campbell Hill Literacy Leader Award;
5. Selecting our inaugural CLA Early Career Award recipient. The recipient must show extraordinary promise as a researcher and leader in the field of children's literature;
6. Planning a silent auction of original artwork and prints created by children's book illustrators to benefit the CLA Endowment and research grant. The art will be on display for the first time in the exhibit hall in Booth #729 on Friday and Saturday during the conference. Also, Jon Klassen will be signing our 40th Anniversary tote bags on Friday from 3 to 4pm on Friday!
7. Finding a new webmaster and redesigning our website; and
8. Revisiting and revising our Policies and Procedures and Bylaws.
9. Conducting recruitment of new members by increasing the visibility of CLA at the 2016 NCTE Annual Convention and various other means.
10. Awarding the Children's Literature Assembly Early Career Award to a CLA member who shows extraordinary promise as a researcher and leader in the field of children's literature.

Jennifer Graff, Chair

Early Childhood Education Assembly (ECEA)

*This 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' anti-racist work.*

The Early Childhood Education Assembly is a young (eight 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) and Erin Miller (2015-2017) 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.

Please see the following report from the Early Childhood Education Assembly. On the left hand side of the table, you will find the requested items included in our report. Our action to fulfil those requests are listed on the right hand side and also included in this email as attachments.

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.

ECEA is now in its eighth 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 prek) in the preliminary program, and the funding of the PDCRT project.

Actions or projects completed since July 1, 2017.

Developed a set of research-policy briefs on Equity in Early Childhood Education that were published through NCTE. This includes an overarching policy brief as well as five additional accompanying briefs.

- **Miller, E.**, Baskwill, J. Martell, J., Price-Dennis, D., Short, K., Whitmore, K., Zapata, A. (2016). *Racial Equity and Anti-Racist Teaching in Early Childhood Education*. Urbana, IL: The National Council of Teachers of English
- Baskwill, J. Martell, J., **Miller, E.**, Price-Dennis, D., Short, K., Whitmore, K., Zapata, A. (2016). *Equity and Early Childhood Education: Reclaiming the Child*. Urbana, IL: The National Council of Teachers of English.
- Price-Dennis, D., Baskwill, J. Martell, J. **Miller, E.**, Short, K., Whitmore, K., and Zapata, A. (2016). *Supporting Culturally Responsive Teaching*. Urbana, IL: The National Council of Teachers of English. Urbana, IL: The National Council of Teachers of English.
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 - Zapata, A., Baskwill, J., Martell, J., **Miller, E.** Price-Dennis, D., Short, K., and Whitmore, K. *The Power of Play*. (2016). The National Council of Teachers of English. Urbana, IL: The National Council of Teachers of English.
 - Zapata, A., Baskwill, J., Martell, J., **Miller, E.** Price-Dennis, D., Short, K., and Whitmore, K. (2016). *Children's Right to their Own Languages*. The National Council of Teachers of English. Urbana, IL: The National Council of Teachers of English.
- Reviewed proposals for the NCTE convention
- Organized the Day of Early Childhood and hosted a well-attended get-together after the business Meeting at the end of the day;
- Advocated for and ensured stronger representation for EC events and organization in the conference program;
- Awarded scholarships for two teachers attending the NCTE conference and renamed the awards in honor of our first two chairs;
- Developed a new scholarship to fund one pre-service teacher to attend the annual NCTE conference. This was named in honor of our third chair
- Awarded the Early Childhood Literacy Teacher of the Year awards. Selected a winner for 2016.
- Published a volume of the journal, *Perspectives and Provocations*
- Elected a new board and officers.
- Published 2 newsletters;
- Held conference call planning meetings 3 times per year to make all decisions jointly;
- Maintained and upgraded our website:
- Used our listserv to communicate with assembly members;
- Initiated a series of Twitter chats on relevant topics;
- 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);

- Continued to endorse statements related to equity which are published on our website.
- Continued to develop a tool kit of resources around anti-racism in ECE that can be accessed by anyone who goes to our website.

Erin Miller, Chair

Michele Myers, Assistant Chair

Dinah Volk, Ex-Officio

Genders and Sexualities Equality Alliance (GSEA)

The purpose of this assembly (<https://www.facebook.com/groups/1452385141717420/>) is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, and trans (LGBT) 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 LGBT 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, and trans 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 facilitates communication between conventions

The GSEA Initiated a Pronouns Matter Campaign for the 2016 NCTE Annual Convention: NCTE members were invited to order Pronoun Buttons from us (we purchased them throughout GSEA budget) and those who were interested, received the buttons they ordered indicated the pronouns they requested. We asked those who ordered buttons to (1) wear their buttons for the duration of the convention and be prepared to explain to those who might inquire why pronouns do matter in terms of identity and, given the focus of the conference, in serving as advocates in educational settings and (2) make others aware of the GSEA through both wearing the button and mentioning the group when others ask about the button. This initiative served as advocacy awareness about an important matter in our community and also raised awareness about the work of the GSEA. This conversation then continued after the convention between the chair and vice-chair of the GSEA and the Executive Director of NCTE and other interested NCTE members who are working to revise gender identity options on NCTE membership forms/demographic intake forms.

The GSEA continues to support NCTE conventions staff to provide gender-neutral restroom options for the annual conventions. The GSEA officers appreciate NCTE staff's openness to this request, their willingness to consult with the GSEA on questions of language and signage, and their ability to bring the plan to fruition and to incorporate it into their planning systems to ensure accommodations at future conventions. Several GSEA members commented on how the visibility, accessibility, and presence of such facilities influenced their sense of safety, welcome, and inclusion in the convention.

Convention Sessions at the 2016 NCTE Annual Convention: This year there were 50 LGBT strand sessions at the 2016 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 Elementary, Secondary, Middle, and College level education. In addition, all LGBT-related sessions were compiled and advertised by the GSEA.

Attendance at each session ranged anywhere from 15-70 people, depending upon the times the sessions were offered. On Thursday, November 17, 2016, one LGBT strand session was offered. On Friday, November 18, 2016, 13 sessions were offered. On Saturday, November 19, 2016, 25 sessions were offered. On Sunday, November 20, 2016, 11 sessions were offered. There was one large GSEA-sponsored session titled, "Action Plans for Advocacy: LGBTQ Voices of Empowerment in Education" that was offered at 8 am on Saturday, Nov. 19, 2016 that had about 70 attendees total.

Increased Social Media Presence: The GSEA used the Facebook Group (GSEA: NCTE's Genders and Sexualities Equality Alliance) established three years ago to increase awareness around our issues of focus and to more actively engage its members. The Facebook Group currently has 110 members (up from 83 members last year) and continues to grow. The group has already proven to be quite active with the sharing of NCTE's Intellectual Freedom Center resources, suggested reading lists of LGBTQ-inclusive texts, numerous articles and memes related to gender and sexuality in literature and education, announcements of local and national conferences with LGBTQ focuses, and photos from previous LGBT strand sessions. Members have been encouraged to post questions, concerns, books, resources, research, or news items relating to making classrooms (specifically ELA classrooms) inclusive of all students, faculty, and staff, including those who are LGBTQ+ and ally communities and/or who come from LGBTQ+ families. This year

we also used QR codes to direct visitors directly to our Facebook page (https://www.dropbox.com/s/g51lbwh4w1rz8ei/Children%27s_LGBTQ_books.docx?dl=0) while other fliers, emails, and FB posts shared our Twitter hashtag (#NCTEGSEA). #NCTEGSEA was an opportunity for members to share information and highlight GSEA conference activities. We will promote the use of the hashtag again at the 2017 conference.

GSEA Exhibition Hall Table: The GSEA table at the 2016 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, located with the affiliate tables this year, proved to have a steady stream of visitors who stopped by to see our updated annotated bibliography of LGBT-themed adolescent literature (https://www.dropbox.com/s/g51lbwh4w1rz8ei/Children%27s_LGBTQ_books.docx?dl=0), handouts on LGBT themed books for K-8 classrooms (<https://www.dropbox.com/s/r3btyo7brr00g4h/HandoutForTable-AddressingLGBTTopicsinYour%20ElementaryClassroom-2014-NoBusinessMeeting.docx?dl=0>), and displays of LGBTQ-inclusive texts.

Nicole Sieben, 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.

Executive Board Elections

This year GSOLE elected two new board members to replace current members who are stepping down. Both new board members bring with them expertise in online literacy and a commitment to GSOLE's mission.

GSOLE's Research Initiative

GSOLE's research initiative offers two types of research support: sponsorship and mentoring. This year, GSOLE awarded two grants for \$500.00 each. Recipients received both the funding and mentoring at their particular points of need.

- Mary Stewart, Assistant Professor of Composition Studies and Digital Literacies, Indiana University of Pennsylvania for her project, "Multiple Case Study of Communities of Inquiry (CoI) in Online Peer Review," which seeks to determine if the CoI is an effective model for community building and more so, what kinds of knowledge students construct as a result of peer review.
- Nabila Hijazi, Doctoral Student, and Douglas Kern, Senior Lecturer, University of Maryland, College Park for their project, "Digital Storytelling: Strength and Challenges in the Writing Process," which examines the use of a multi-modal digital storytelling assignments on students' composition processes.

GSOLE's Website

GSOLE's webmaster has been tracking the traffic on GSOLE's website, including the number of unique visitors, total page views, and the kind of device from which visitors are accessing the site. Thousands of people from 53 countries have visited the site, and this year GSOLE conducted a usability study on the site to determine how to make the site more user-friendly. Changes to the website to address small access issues found in the usability study are in development.

GSOLE's International Presence

- GSOLE sponsored an invited talk given by Kirk St. Amant on online education in technical communication at the University of Limerick (Ireland).
- GSOLE sent a representative to the 2017 tekomp Academic Colloquium (held in Belgium in April 2017) to discuss the role GSOLE can play in helping technical communication educators in Europe develop online courses dedicated to teaching writing.
- GSOLE was featured in a dedicated/special section of the internationally distributed publication *Communication Design Quarterly (CDQ)* – vol. 4, no. 4 – on online writing. In this special section, GSOLE members presented research on online writing and GSOLE President Beth L. Hewett provided an editorial that included an overview of the role of GSOLE in studying online writing and the contributions GSOLE could make to communication and information design. Other GSOLE members who published in that issue include Heidi Skurat Harris and Michael Greer.

GSOLE's Publications

The *Online Literacies Open Resource (OLOR)* began publishing brief and practical pedagogical strategies this year. Busy online literacy teachers can read an OLOR publication and, within a few days, try out those strategies for themselves. The OLOR is organized to reflect the principles created by the CCCC Committee for *Effective Practices in Online Writing Instruction*, whose ongoing work is now folded into the OWI

Standing Group. OLOR publications are peer reviewed and authors receive mentoring assistance by the editors.

Research in Online Literacy Education (ROLE) is GSOLE's peer-reviewed digital journal. *ROLE's* Editorial Board has been assembled and has been working since fall 2016 to define the vision, submission guidelines, and editorial peer review process for *ROLE*. The mission of *ROLE* is to promote diversity, inclusivity, and access in online literacy education; to build a platform for scholarly conversation that connects reading, writing, and digital composition; to support multimedia scholarship and publish work that includes multimodal forms of digital research and presentation; and to bring together researchers and practitioners across the disciplines to improve the teaching of disciplinary content using multiple literacies. The first issue of *ROLE* will be published in January 2018. Issue #1, "Where Are We? Where Are We Going?" will feature assessments of the state of online literacy education, identifying research questions and pathways for new work while Issue #2, Reading, will move reading to center-stage in our thinking about online literacy.

GSOLE's Webinars

GSOLE has held the following webinars this year:

- November 29, 2016, "Multimodal Classrooms"; Professors Kevin DePew and Colin Bjork
- February 27, 2017 "Reading NOW: Adapting Offline Strategies to Improve Students' Reading Online"; Professors Alice Horning and Ellen Carillo
- April 25, 2017 "Contacting, Conveying, and Connecting Online Literacy Instruction in International Settings"; Professors Rich Rice and Sushil Oswal
- September 12, 2017 "Your Voice Matters: Publishing in the Field of Online Literacy Education"; Professors Jason Snart and Michael Greer (Postponed due to unforeseen circumstances)

The following webinars are planned for the present academic year:

- "Let's Get Meta: Designing Interactive Webinars";
- "Contingency, Inclusivity, and Material Work Conditions in Online Literacy: Developing Calls to Action"; and
- "Developing Online Writing Classes for Global Contexts."

GSOLE's Meeting at CCCCs

At the 2017 meeting of the CCCC, GSOLE held an open membership meeting during which all committees presented reports. Approximately 40 people attended this meeting.

GSOLE's Inaugural Online Conference

GSOLE's inaugural online conference, "Walking in the Clouds: The Challenges of Online Literacy Instruction," will be held on January 26, 2018 and technologically hosted by UALR, an institutional member of the organization. CFPs have been sent out. Our format will include a keynote speaker (in process), 20-minute web presentations, and virtual posters with video-based 5-minute lightning talks. We are striving for a good turnout.

GSOLE Online Literacy Teaching and Tutoring Certifications

GSOLE is developing online literacy teaching and tutoring certifications. Our current approach, which is in development, is to have three levels of certifications (i.e., novice, advanced, and master) for online literacy-focused teachers and similar levels for online literacy-focused tutors. We expect that these educators will have cross disciplinary roots as literacy is every educator's responsibility. The primary goal is to provide much-needed professional development for secondary and postsecondary educators—particularly the needs of adjunct, contingent, part-time, and graduate student educators for ongoing professionalization that may help them to gain and retain employment. These certifications will be developed and taught by expert online educators from across the country. We hope to appeal to an international audience, as well, as educators from both well-established and developing countries will both teach us in the U.S. and benefit from our knowledge. GSOLE is actively seeking grant money to help us fund the developmental stages of this endeavor as well as to allow us to provide scholarships to the certifications for needing individuals.

Beth Hewett, President

Ellen Carillo, Executive Board Member at Large and Affiliate Chair

International Writing Centers Association: An NCTE Assembly (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, *The Writing Center Journal*, *The Peer Review*, and *WLN*.

- IWCA hosted (will host) three professional development events this year:
 - Summer Institute Vancouver, BC Jun 19-23, 2017
 - IWCA Conference Denver, CO Oct 13-15, 2016
 - Collaborative Portland, OR Mar 15, 2017
- Our publication, *The Writing Center Journal*, produced two issues; *The Peer Review* will publish a special issue: Writing Centers as Brave/r Spaces.
- We continue to refine our structures for hosting conferences, selecting conference chairs, working with hotel venues, and managing budgets.
- We revised our constitution and bylaws; the changes to the constitution will be submitted to the membership for approval.
- We filed Form 990 in compliance with IRS regulations.
- We launched our new website at writingcenters.org.
- We adopted procedures for ratifying position statements.
- We modified the duties of the treasurer, extending the term from two years to four to include two years as past treasurer.
- We increased our dues.
- We awarded grants for conference travel and scholarships to professionals and to students.

Moving forward:

- We will continue to work on infrastructure for our growing organization,
- We will examine possibilities for increasing revenue so we can continue providing support for research and conference travel.
- Several position statements are under review.
- Events:
 - Summer Institute TBD June 2018
 - IWCA Annual Conference Chicago, IL Nov 11-13, 2017
 - Collaborative Online/Kansas City, MO March 13, 2018

Shareen Grogan, Chair

Studies in Literacies and Multimedia Assembly (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 2016-2017 year has been one that has focused on exploring ways to expand our membership and to identify member benefits. One of our most notable accomplishments has been to create a YouTube channel that houses SLAM School, which was our assembly's response to the current political and cultural climate. Currently, we have 13 episodes with topics that 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 715 views across the episodes.

During the 2016 Annual Convention, Ryan Goble spoke to members (22 were in attendance) during our business meeting. Following this, we met in small groups to identify goals for the year. One challenge identified within these small groups was that the teacher members of NCTE are often more interested in young adult literature authors. To address this, Robyn Seglem, current president, worked with *Voices from the Middle* co-editor Sara Kajder and SLAM member and teacher Sarah Bonner to develop a session for the 2017 convention that pairs a YAL author with an inquiry project that focuses on multimedia. We were successful in getting this session accepted and are working with Nic Stone, the author of *Dear, Martin*, on the session. We plan to begin publicizing her appearance in the upcoming month via social media. In addition, we plan to raffle off some of her books to attendees.

To help expand our membership, we are focusing much of the upcoming year on increasing awareness of our assembly. Antero Garcia, past-president, worked with his institution to develop a logo to help brand our assembly. We have purchased giveaways including foldable fans, sticky note books, and backpack that feature our new logo. Fans will be given away to the larger NCTE membership to increase our visibility, and the notebooks and bags will be given away to members at our business meeting. In addition, Richard Beach has agreed to speak at our meeting.

Added value for members has also been a goal that we identified. We have begun to develop an expanded website that will be divided into two parts. One part will be open to everyone and feature general information about SLAM, access to SLAM School, and materials to help teachers begin thinking about ways to expand their approaches to integrating literacies and multimedia into instruction. The second part will be a resource wiki that will only be available to paid members. Initially, this will house units and lessons designed by SLAM members. Our goal, however, is to create a peer-reviewed submission system that allows others to submit for publication.

Finally, we held an election for four officers. Our currently leadership team consists of Robyn Seglem, president; Nicole Mirra, vice-president; Shelbie Witte, treasurer; and Nate Phillips, secretary. Antero Garcia continues to be active as past-president. This team is in place for two years. Current board members include Rick Beach, Bill Kist, and Renee Hobbs. They have helped guide us since the inception of SLAM. This year, an election will be held for their positions.

Robyn Seglem, Chair

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.

Diane Bergeron-Coates	Nancy Mintz
Blair Buckley	John M. Murphy
Paul Capolungo	Julianne Palma
Frances Ann Day	Paula Phillips
Melissa Egbert	Thomas Reck
Devon Hamner	Robert Roberts
Vicki Hedgepeth	Lee Ann Role
Gary Higdon	Mary L. Schroth
Will Hochman	Patricia Schultze
Anita Hoover	Sheila Schwartz
Dennis Hortum	Jerrie Cobb Scott
William Hull	R. Baird Shuman
S. Dorothy Kaplan	Robert S. Small, Jr.
Gloria King	Brian Street
Victor Kryston	William Subick
Kenneth S. Lane	Janice Suppa-Friedman
Hugh Lunde	Edgar Herbert "Herb" Thompson
William Maxwell	Albert Ujcich
David J. McCormick	Richard Vail
Jack McGarvey	William Vande Kopple