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

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

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

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

- Presidents
- Research Foundation
- Section Steering Committees
- Conferences
- Standing Committees
- Committees
- Publication Editors
- Assemblies
- In Memoriam

2017 Annual Business Meeting Minutes
No Reports Submitted

Presidents and Research Foundation
   all reports submitted

Section Steering Committee
   all reports submitted

Conferences and TYCA
   all reports submitted

Standing Committees
   all reports submitted

Committees
   Promising Young Writers Advisory Committee

Publication Editors
   all reports submitted

Assemblies
   Children's Literature Assembly
Results of the 2018 NCTE Elections

The following are the results of the Spring 2019 elections, which closed June 1. With the exception of members of the Nominating Committees, who took office September 1, 2019, all those named below will take office at the close of the Houston Convention in November.

NCTE General Elections

NCTE
Vice President
Valerie Kinloch, University of Pittsburgh, PA

Elementary Representative-at-Large
Ann Marie Corgill, Shades Mountain Elementary School, Birmingham, AL

Middle Level Representative-at-Large
Yolanda Gonzales, The Joe Barnhart Academy, Beeville, TX

Trustees of the Research Foundation
Lamar L. Johnson, Michigan State University, East Lansing
Betina Hsieh, California State University, Long Beach
Sonja Lanehart, University of Texas, San Antonio

2019-20 NCTE Nominating Committee
CHAIR: Limarys Caraballo, Queens College, New York, NY
Holly Genova, Lewisville High School, Harman, TX
Cameron Carter, State Hill Elementary School, Worthington, OH
Amy Gutierrez Baker, West Jefferson Middle School, Aspen Park, CO
Shashray McCormack, Jefferson County Public Schools, Louisville, KY
EC Person (appointed)
EC Person (appointed)

Elementary Section
2019-20 Nominating Committee
CHAIR: Janelle Henderson, Louisville, KY
Bobbie Kabuto, Queens College, New York, NY
Bilal Polson, Northern Parkway School, Uniondale, NY

Middle Level Section
Steering Committee
Tonya B. Perry, University of Alabama at Birmingham
Matthew Homrich-Knieling, Detroit, MI

2019-20 Nominating Committee
CHAIR: Haley Shaffer, Poland Middle School, OH
Jason Griffith, Penn State University, State College
Maggie Bettie Roberts, West Hartford, CT

Secondary Section
Steering Committee
Susan Barber, Grady High School, Atlanta, GA

2019-20 Nominating Committee
CHAIR: Liz Shults, Oak Mountain High School, Birmingham AL
Joel Garza, Greenhill School, Addison, TX
Byung-In Seo, Chicago State University, IL
**College Section**
Steering Committee
    Kelly Medina Lopez, California State University, Monterey Bay
    Angela Clark-Oates, Sacramento State University, CA

2019-20 Nominating Committee
    CHAIR: Alexis McGee, University of Alabama, Tuscaloosa
    Dev K. Bose, University of Arizona, Tucson
    Polina Chemishanova, University of North Carolina at Pembroke

**ELATE**
Executive Committee
    Allison Skerrett, University of Texas at Austin
    Tamara Butler, Michigan State University, East Lansing
    Luke Rodesiler, Purdue University, Fort Wayne, IN

2019-20 Nominating Committee
    CHAIR: Tracey T. Flores, University of Texas at Austin
    Ashley S. Boyd, Washington State University, Pullman
    Jennifer Dail, Kennesaw State University, GA
    Sharonica Nelson, University of Alabama at Birmingham
    Jon M. Wargo, Boston College, Chestnut Hill, MA

**TYCA**
Associate Chair
    Sarah Z. Johnson, Madison College, WI

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

2018-2019
2018-2019 NCTE Executive Committee

President:
Franki Sibberson, Dublin Public Schools, Ohio

President-Elect:
Leah Zuidema, Dordt College, Sioux Center, Iowa

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

Incoming Vice President:
Valerie Kinloch, University of Pittsburgh, PA

Past President:
Jocelyn Chadwick, Harvard Graduate School of Education, Cambridge, Massachusetts

Representatives-at-Large:
Jessica Martell, Central Park East 2, New York, New York (Elementary)
Aurelia Dávila de Silva, SAWP Community Center, San Antonio, Texas (Middle Level)
Julia E. Torres, Denver Public Schools, Colorado (Secondary)

Elementary Section Chair:
Roberta Price Gardner, Kennesaw State University, Kennesaw, GA

Middle Level Section Chair:
Frannie Lin, Altamont Elementary School, Mountain House, CA

Secondary Section Chair:
Tiffany Rehbein, Laramie County School District #1, Cheyenne, WY

College Section Chair:
Shelley Rodrigo, University of Arizona, Tucson, AZ

Conference on College Composition and Communication Chair:
Asao B. Inoue, University of Arizona, Tempe, AZ

Conference on College Composition and Communication Associate Chair:
Vershawn Ashanti Young, University of Waterloo, Ontario

Conference on English Leadership Chair:
Heather Rocco, School District of Chatham, NJ

English Language Arts Teacher Educators Chair:
Christian Z. Goering, University of Arkansas, Fayetteville, AR

Two-Year College Association Chair:
Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY

Whole Language Umbrella President:
Roxanne Henkin, University of Texas at San Antonio

Parliamentarian:
Erika Lindemann, Chapel Hill, North Carolina
NCTE
Headquarters
Staff
NCTE STAFF

Executive Team (Education)
Emily Kirkpatrick, Executive Director
Lisa Avetisian, Senior Liaison
Kristen Suchor, Director of Affiliated Groups/Liaison for CCCC, ELATE
Joan Wallner-Connell, Administrative Liaison for Elementary, Middle Level, Secondary, College, CEL, LLA
Linda Walters-Moore, Administrative Liaison for Elections, BOD, TYCA, Affiliates

Membership Development & Marketing
Debbie Fillinich, Director of Membership Development and Marketing
Marvin Young, Visual and Member Communications Coordinator
Patrick Owen, Program and Partnership Coordinator
Laura DelRossi, Member Service/Events Assistant

Finance
Jon Coffman, Chief Financial Officer
Emilee Hesser, Account Manager
Miriam Goewey, Accounting Specialist
Clarice Nance, Staff Accountant

Production/Member Services Publications
Charles Hartman, Purchasing and Print Production Specialist

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

Information Technology
John Collins, IT Director

Conventions
Marlene Knight, Convention Manager
Lori Bianchini, Program Manager, Meetings & Events

Communications
Jenna Fournel, Director of Communications
Janelle Martin, Communications Manager
Geno Church, Community Development
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 16, 2018
Houston, Texas

The Annual Business Meeting for the Board of Directors and Other Members of the Council of the National Council of Teachers of English was called to order by President Jocelyn Chadwick at 5:00 p.m., November 16, 2018.

Platform guests included Leah Zuidema, NCTE Vice President; Jeanette Toomer, NCTE Resolutions Committee Chair; Franki Sibberson, NCTE President-Elect; Jocelyn Chadwick, NCTE President; Erika Lindemann, NCTE Parliamentarian; Emily Kirkpatrick, NCTE Executive Director; and members of the NCTE Resolutions Committee: Daniel Bruno; Jennifer Ochoa, Associate Chair; Joseph Pizzo; and Kim Pinkerton.

President Chadwick called for a motion to adopt the rules for the Annual Business Meeting. Rick Hardt, OR, moved to adopt the rules, seconded by Beverly Chin, MT. The motion CARRIED.

Chris Lehman, NY, moved to adopt the agenda, seconded by Joseph Rodriguez, CA. The motion CARRIED.

Ken Lindblom, NY, moved to dispense with the roll call of directors, seconded by Shelley Rodrigo, AZ. The motion CARRIED.

Christian Goering, AR, moved to dispense with a formal reading of the 2017 Minutes of the NCTE Annual Business Meeting, seconded by Anne Ruggles Gere, MI. The motion CARRIED.

Valerie Taylor, TX, moved to accept the posted 2018 Annual Reports, seconded by Kathleen Blake Yancey, FL. The motion CARRIED.

President Chadwick called President-Elect Franki Sibberson to the podium, who introduced the NCTE past presidents and executive directors in attendance: Kylene Beers, Sheridan Blau, Randy Bomer, Beverly Chin, Leila Christenbury, Anne Ruggles Gere, Keith Gilyard, Yetta Goodman, Sandy Hayes, Doug Hesse, Carol Jago, Ernest Morrell, Yvonne Siu-Runyan, Kathy Short, and Kathleen Blake Yancey.

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

President Chadwick introduced Detra Price-Dennis, Chair of the NCTE Nominating Committee. Price-Dennis solicited nominations for the 2019 ballots. Representatives from each of the Nominating Committees were seated at tables in the back of the room.

President Chadwick called Leah Zuidema, NCTE Vice President, to the podium to read A Moment in NCTE History, submitted by Jonna Perrillo, NCTE Historian.

As we are all certainly aware, debates about citizenship have taken center stage in public discourse lately. We have seen this kind of thing before in our nation’s history, especially in periods of political turmoil. Whether framed as arguments about immigration or internal loyalty, questions of citizenship often come to bear on public talk about schooling and, even more particularly, the humanities curriculum.

On the cusp of World War II, such debates centered on defining democratic ways of thinking. “Citizens of a democracy . . . do not rely blindly upon the opinions of authorities,” education professor Clyde R. Miller announced in The English Journal in 1939. National Socialists did, and, he contended, the English classroom was the central place for students to gain the skills that differentiated the democratic “open mind” from the totalitarian closed one.
Miller was not alone. Much of education during World War II and the early Cold War was read through the lens of anti-authoritarianism. Corporal punishment, teacher-focused pedagogy, and composition theories that stressed mimicry all came under criticism for being authoritarian, even as they were still practiced in many schools. Miller, with Violet Edwards, founded the Institute for Propaganda Analysis in 1937, and through its publications, English teachers across the nation were inspired to combat propaganda in their classrooms. Miller and Edwards pushed educators to work with a wider array of texts, including journalism, radio, advertisements, and film. This breadth of materials was as appealing as the task. As one NCTE member put it, the new focus on media meant “these are exciting days for the teacher not tied to the textbook.”

The Institute offered a framework for helping students to recognize propaganda when they saw it, including seven rhetorical “tricks”: name calling, band wagoning, glittering generalities, flag waving, the “plain old folks’ trick,” the testimonial, and card stacking. But the methodology contained problems, including that these seven “tricks” were found in most persuasive writing, including that by people considered American patriots.

Soon teachers complained of their students seeing propaganda everywhere. And, under pressure to prove their own credentials for teaching democratic thought, many teachers sounded like propaganda machines themselves. For example, one enthusiastic NCTE member wrote that the American tradition “is a constant struggle for democracy, for an ever widening freedom, for an increasingly abundant life. We must preserve and perpetuate that heritage through our pupils. We must indoctrinate.” The harm of propaganda, it seemed, was a matter of what you were indoctrinating students in rather than simply how.

All of this suggests that political analysis had to engage content as much as rhetorical features, that the intent of persuasion could only be truly measured through a discussion of ideas as much as tricks. But as Jonathan Zimmerman and Emily Robertson’s *The Case for Contention* shows, teachers historically have felt not just censured from but unqualified to talk about politics and controversy.

Closely related to this problem for prewar English teachers was the frequent insufficiency of composition theories to identify genres and assessment measures that would invite students to think deeply and independently. Educators wrote of the need to “vitalize the teaching of composition, especially exposition,” in the light of propaganda studies, but they often relied on letter writing rather than essays or other forms of sustained engagement with ideas. Too often they treated students’ writing as evidence of how “effective [the teacher’s] indoctrination has been” rather than as exercises in developing autonomous thought.

Today, we are fortunate to have work by compositionists like Nicole Wallack, John Duffy, and Anne Geller that focuses on helping young writers develop what Wallack calls their own ethical and political “presence.” In her work *Crafting Presence*, Wallack argues that the essay, as she defines it, invites students to write as public citizens and allows for “something richer, more meaningful, and potentially important to [students’] development as people in the world” than many other forms of writing. She offers a clear step forward in thinking about composition and citizenship in ever complex and important ways.

The fear of propaganda was an expression of fear over the kinds of citizens American schools were producing, but too often, the problems and solutions educators developed were too simplistic for the challenge. The Institute for Propaganda Analysis ended its publications after a few short years, before the United States even entered World War II. It remains an important cautionary tale, however, for thinking too reductively about politics, citizenship, and writing.

It is critical that in our time, when we are as compelled to figure out the relationship between the three as ever, we see ideas about democracy as something to be mulled over and questioned rather than sniffed out, labelled, and embraced or discarded. NCTE members are especially well positioned to cultivate the reading and writing skills—and assignments—to do better.
President Chadwick gave her presidential report:

I would like to report to you what I understand now about the Executive Committee, one-year later, from when I stood here last November. Just to give you a few of the logistics, your presidential team meets every two weeks, rain, shine, sleet, snow, whatever, and if another meeting is required following that, that is what happens. There are many very late nights, wee hours of the morning, with the presidential team working and the Executive Committee and those who have been tapped for our sub-committees and task forces.

The Executive Committee has been very diligent in reading every single document, every single line of budget, debating, having spirited dialectics, understanding that at the end of the day, given the spirited dialectic, we must come to a consensus. Not for ourselves or for our self-interests or our hobby horses for those of you who are familiar with Tristram Shandy. We come together for our members. It’s always about the membership, the affiliates, and our students.

We focus on inclusion; that’s been very important. It’s been a quiet initiative that hasn’t been so quiet. We reach out to folks who haven’t been tapped before, who are actually shocked that we would even think of asking them because of their expertise. In order to foment a whole new kind leadership and encourage more perspectives and more dialectic and encourage the expertise of our membership and tease it out—in that light we have had much success.

The position statements, thanks to Franki Sibberson and the team, are in their final iterations. We have been moving diligently about the association’s and organization’s business.

We have focused on our affiliates. We have tried to foment that relationship. Our Executive Director, our Presidential Team, and the Executive Committee reach out to the affiliates. We go to the affiliates. We make sure that we provide resources for the affiliates. All they have to do is call or text.

Our outreach has also included students from around the country, as you saw last year, as you saw so brilliantly done in Franki Sibberson’s General Session, and in other sessions within the Convention.

We also have made sure that we are virtually and in person on the ground for our members, not just in the classroom but because of all of the disasters that have occurred. We are also using social media to check in, make sure they are ok, and this also includes our cohorts like Cultivating New Voices. We send cards, we check in to make sure they are alright. We share some of our projects just to make sure that if they are interested in participating, we encourage them to do so in order to help and mentor them.

Put it to bed: we are resilient, we are determined, we are forward thinking, and we will endure.

President Chadwick introduced Emily Kirkpatrick, NCTE Executive Director:

Good evening, everyone. An update on the activities and membership of our Council.

As reported last year and in frequent conversations with many of you over the course of the year, NCTE is, indeed, rebuilding and stabilizing its membership base. This year, the calendar year of 2018, membership has taken many steps and strides forward. Our renewal rate that has been at a concerning low has increased by two percentage points. The first quarter of the current fiscal year showed a growth of new members totaling 531 over the prior year. NCTE’s conferences, the Conference on English Leadership, CCCC, etc., are also all showing positive signs of membership rebuilding and momentum. At the same time, NCTE continues to invest in the infrastructure necessary to make data-based decisions.
NCTE is also working hard on rebuilding and modernizing its publications. In 2018 alone we have published 16 new books. Ten are NCTE imprints, five are from the SWR series (Studies in Writing and Rhetoric), and one is co-published with Routledge. At the same time, we have also hired a new publisher-in-residence, coming to us as a former executive from ASCD, and we are reimagining our business model for academic publishing. You may have also received our wonderful fall catalog, which has received increased distribution among not only our membership-base but also through academic distribution channels and is also showing a positive benefit as measured by the first two months that the catalog has been out.

A member-driven approach, led by NCTE member Jonathan Bush as chair, formed a task force in the last year to review NCTE’s many quarterly publications and our academic journals, and to imagine what might be in our near term future. At this past Executive Committee meeting, on Tuesday, the Executive Committee read and accepted the report and will be thinking about next steps over the next quarter.

We also aligned our new book series, Continuing the Journey, written by NCTE members Leila Christenbury and Ken Lindblom, with an in-person institute in July, held in Providence, RI, where we attracted 29 new voices interested in NCTE’s perspective on continuing the journey, continuing to invest in one’s professional career as an English teacher. This was a very successful endeavor, and we have already scheduled the second institute for next summer.

NCTE held the second successful Facebook study over the summer months. The study focused on a title published by NCTE, Reading Challenging Texts: Layering Literacies through the Arts, written by Kathryn Whitmore and James Chisholm.

As Jocelyn Chadwick mentioned, 11 position statements have also been released, position statements revised by NCTE members. These have been very well received—both the process and involvement of the expertise of NCTE’s members as well as the reception among members and the field at-large. Just as importantly, NCTE has a new process in place where 15 position statements will be reviewed and potentially revised on an annual basis.

We close this Congress having achieved significant influence in four specific pieces of legislation: one bill with the United States House, three with the United States Senate. In those bills NCTE has lobbied substantially and effectively for the protection of Title II provisions providing for teacher training supports, teacher professional development, the required definition of “comprehensive literacy” across all federal legislation and advocacy for additional teacher provisions in tax bills. The bills that you see before you are the starting place for discussion in the new Congress and we have active relationships with every sponsor that you see on the screen (Ranking Member Bobby Scott, Senators Cory Booker, Tim Kaine, Orrin Hatch, John Cornyn, Michael Bennet, and Mark Warner).

We are also working hard to align support for all of NCTE’s many parts. This was seen in great detail with the celebration of the National Day on Writing in its tenth year. We intentionally invited all NCTE affiliates to engage with us, noting that many have fall conferences held at this same time, and we are so pleased to have had 17 affiliates raise their hands and engage with us in substantial ways. While celebrations and different aspects of involvement by many varied, we show three on this screen spanning Michigan to Oklahoma, as well as spanning second grade classrooms through college and writing centers.

We are spending a lot of time in successful efforts building partnerships that extend new opportunities for NCTE and its members, seen quite visibly a few weeks ago with our partnership with Jaqueline Woodson, the Library of Congress, the Children’s Book Council, and Every Child a Reader. Together we reached more than 40 million people for the National Day on Writing.

In addition, we have established a partnership with the storytelling group, The Moth. This is a group that is revered by NCTE members for their expertise in teaching storytelling, making storytelling come alive. We held an event in Manhattan where all NCTE members were invited. We hosted
about 50 at this event where the beautiful space was provided to us by Penguin Random House, and The Moth provided their expertise for an afternoon of professional learning and engagement with NCTE. Members flew in from across the country much to our surprise and delight.

In addition, we have a new partnership with the National Book Foundation. The National Book Foundation has new funding from the Ford Foundation to explore and raise the awareness of James Baldwin in English classrooms. The National Book Foundation is concerned that James Baldwin does not have the amount of reception as other notable authors. They approached NCTE to reach additional teachers, and we are so pleased to be welcoming them at this year’s Convention. They have nested quite nicely with the Conference on English Leadership.

We are focusing on new opportunities that build member benefits in the time and spaces where our members need and want them.

We held our annual Advocacy and Leadership Summit this April, which more than doubled any historic information on our previous Advocacy days. We had very intentionally broadened the annual fly-in to advocate for policy to include leadership development activities. This was very successful. We have new members at NCTE that joined specifically to participate in this day and have continued to enrich their participation with NCTE in the months that followed.

We also welcomed a very special opportunity for NCTE members. This was a members-only experience that provided an exclusive interview with Angie Thomas just before the debut of the national film of her book. You may remember that she spoke at NCTE last fall in St. Louis, and we continued developing a relationship with her. NCTE attracted more than 550 members for this particular event, and it was truly a spectacular evening to connect with the author and her very unique and personal experiences tied to this title with NCTE. NCTE’s president Jocelyn Chadwick did a fantastic job with this live interview.

In the back-to-school season we also invited new members to join us by providing section-specific content relevant to back-to-school issues and timing. It was a weeklong teacher appreciation event, and if you visited the exhibit hall you are very familiar already with the Build Your Stack initiative driven by Franki Sibberson’s vision and other previous leaders.

In closing, we have several things we would love for you to place on your calendars and consider engaging with us in 2019. First is the Winter Book Club Café announced yesterday at the closing of our Opening Session. This will be led by NCTE member Carol Jago several days in the new year in January. The dates for the 2019 Advocacy and Leadership Summit have been announced: April 8-9, in Washington, DC. For this first time ever NCTE will also offer a limited number of travel stipends for members wishing to attend and needing travel support. The dates for the Continuing the Journey Institute 2 are June 30-July 2, again led by Leila Christenbury and Ken Lindblom. And last but not least, the biannual Affiliate Leadership Meeting has been scheduled for July 12-14 in Washington, DC, and as now is our practice, we look forward to hosting all of our affiliates together in one group at one time for an exploration of leadership development and partnership development between affiliates and NCTE. We will be announcing the precise schedule in the winter months.


President Chadwick moved to “New Business” and called on Jeanette Toomer, Chair of the Committee on Resolutions. Toomer thanked the committee for its work and noted that various committee members would present the resolutions.
Jeanette Toomer introduced Dan Bruno to present Resolution 1: “Resolution on Literacy Teaching on Climate Change” and move its adoption on behalf of the Committee on Resolutions.

**Resolution on Literacy Teaching on Climate Change**

Resolved that the National Council of Teachers of English encourage teachers and teacher educators to

- resist the politicization of climate science by evaluating curricular texts for scientific credibility;
- lead students to engage thoughtfully with texts focusing on social and political debates surrounding climate change; and
- work with teachers in other fields to implement interdisciplinary instruction on climate change and sustainability.

President Chadwick called for discussion.

Todd DeStigter, IL, proposed a friendly amendment to remove the first bulleted point because it seemed that those who submitted this resolution thought that the point for having a resolution like this is to politicize climate science, in the sense that something should actually be done about it. He suggested removing the first bulleted point and replacing it with “promote pedagogy and scholarly curricula in English and related subjects that consider the unequal causes and effects of climate change and examine the ethical questions climate change raises.”

President Chadwick asked if the committee accepted or rejected this friendly amendment. The Committee agreed to remove the first bullet, but proposed using the wording of the friendly amendment as the second bullet, with the third bullet remaining the same. DeStigter agreed.

President Chadwick called for further discussion.

Allen Webb, MI, spoke in favor of the resolution, not only because climate change is dramatically affecting the Earth but also will profoundly shape the world during the lifetime of our students. A lot of literature that addresses climate change from different dimensions can be brought to the table, and teachers should not be discouraged from teaching about it. They will appreciate the support of their professional organization to let them know that teaching about climate change, looking at the ethical questions that are raised, looking at the social implications of it, and finding ways that students can develop critical arguments matter.

Richard Beach, MN, rose to speak to the third bullet point and make a clarification. The book that he published is actually co-published with NCTE. All royalties from that book go to the Alliance for Climate Education, an organization that works with 10,000 teachers throughout the country on climate change. He had shared an earlier draft of this resolution with the Alliance, and they endorsed it. The National Science Education Association also passed a similar resolution. We can be stronger, have a stronger voice, as a coalition of organizations, with NCTE working with science teachers and other professional organizations. (Reference: Beach, R., J. Share, A. Webb (2017). Teaching Climate Change to Adolescents: Reading, Writing, and Making a Difference. New York, Routledge, and Urbana, NCTE.)

President Chadwick called for a vote on the resolution as amended. The resolution CARRIED.

Jeanette Toomer presented Resolution 2: “Resolution on English Education for Critical Literacy in Politics and Media” and, on behalf of the Committee on Resolutions, moved its adoption.

**Resolution on English Education for Critical Literacy in Politics and Media**

Resolved, that the National Council of Teachers of English

- promote pedagogy and scholarly curricula in English and related subjects that instruct students in civic and critical literacy, going beyond basic reading comprehension to the
thinking skills that enable students to analyze and evaluate sophisticated persuasive
techniques in all texts, genres, and types of media, current and yet to be imagined;
• support classroom practices that examine and question uses of language in order to
discern inhumane, misinformative, or dishonest discourse and arguments;
• prioritize research and pedagogies that encourage students to become “critical thinkers,
consumers, and creators who advocate for an actively contribute to a better world” (NCTE
Vision Statement, 2017);
• provide resources to mitigate the effect of new technologies and platforms that accelerate
and destabilize our information environment;
• support the integration of reliable, balanced, and credible news sources within classroom
practices at all levels of education;
• resist attempts to influence civic discussion through falsehoods, unwarranted doubts,
prejudicial or stereotypical ideas, attempts to shame or silence, or other techniques that
deteriorate the quality of public deliberation; and
• model civic literacy and conversation by creating a supportive environment where students
can have an informed discussion and engage with current events and civic issues while
staying mindful and critical of the different between the intent and impact of their language.

President Chadwick called for discussion. Seeing no discussion, she called for a vote on the resolution.
The motion CARRIED.

Joseph Pizzo presented Resolution 3: “Resolution on Alternatives to Guns in Schools” and moved its
adoption on behalf of the Committee.

Resolution on Alternatives to Guns in Schools

Resolved, that the National Council of Teachers of English
• advocate for funding of school-wide training in anti-racist practices that prepare personnel
to confront unexamined biases that may lead to a disproportionate number of suspensions
and disciplinary actions;
• endorse the teaching of conflict resolution through curricula, literature, effective
communication, affirmation, negotiation, and appreciation for diverse cultures;
• prioritize texts that discuss the implications and effects of violence and encourage empathic
thinking;
• encourage teachers, staff, and administrators to employ restorative justice, peer mediation,
and other school-wide initiatives to promote peace and prepare students to advocate for
themselves publicly about their safety;
• urge teachers to model emotional intelligence and behavior within classrooms and larger
communities;
• recognize that recruitment and retention efforts, especially in urban school districts, may
be hampered by violence in schools; and
• resist policies that permit the arming of teachers and students in all educational
environments.

President Chadwick called for discussion.

Vershawn Young, Ontario, questioned the relationship of the word “minorities” in the second paragraph of
the background statement to the bullet point of the resolved section stating that recruitment and retention,
especially in urban school districts, may be hampered by violence in schools. He observed that, recently,
mass gun violence has not been in minority schools; it has occurred mostly in white school districts. Wide-
spread gun violence has also happened in middle and upper class white environments, and we must pay
attention to that as well. He wanted to add to the background statement, where it says that minorities are
disproportionately harassed, that they are also disproportionately punished, disciplined, and suspended.
President Chadwick reminded everyone that, according to the procedural rules adopted at the beginning of the meeting, only the “resolved” portion of each resolution is open to consideration and a vote.

Deborah Goodman, NY, rose to support the resolution but offered a friendly amendment to the first bullet to change “training” to “professional development.” The Committee on Resolutions agreed with the change.

Mara Lee Grayson, CA, offered a friendly amendment to the fourth bullet point: to add “and others” after “advocate for themselves.” The Committee on Resolutions agreed to the friendly amendment.

Vershawn Young, Ontario, offered a friendly amendment to delete the phrase “especially in urban school districts” from the next to the last bullet. The Committee on Resolutions agreed to the revision.

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

President Chadwick announced that one sense-of-the-house motion had been submitted. She called on Dan Bruno to read the motion.

**Sense of the House Motion 1**

That NCTE affirm the necessity of planning time for the advancement of best practice. That we resist time allocations that abridge the quality of that time to plan and that we encourage expanding contract time to set aside teachers to collaborate without administrative interference during the school day and year.

President Chadwick called for a second to the motion. Donna Scarlett, CA, seconded the motion. The sense-of-the-house motion CARRIED.

President Chadwick asked if anyone had any declarations to make.

Valerie Taylor, TX, on behalf of the Local Engagement Committee, invited members to help Houston teachers and students rebuild their classroom and home libraries after the devastation of Hurricane Harvey. She asked those who did not bring books to the convention to consider buying children’s and young adult books in the exhibit hall to fill the bins at Blue Willow Books Shop in the exhibit hall or the bins located in the registration area.

Bruce Novak, PA, announced that the Assembly on Expanded Perspectives on Learning would hold its 25th annual conference, June 20-23, Estes Park, Colorado, with the theme “Everyone Has a Voice: Listening, Empowerment, Compassionate Confrontation, and Healing.” The principal speaker is Carol Gilligan.

Diane Miller, TX, invited members back to Texas, January 25-27, 2019, for the Texas Council of Teachers of English Language Arts Annual Conference in San Antonio. The theme is “Beyond Boots, Borders, Books: The Many Faces of Literacy in Texas.” Speakers will include Chad Everett, Frank Serafini, Steven Alvarez, Carole Boston Weatherford, Jason Reynolds, Franki Sibberson, Jimmy Santiago Baca, Sneed B. Collard III, Jeff Anderson, Kylene Beers, and Bob Probst.

Tonya Perry, AL, invited members to the NCTE Assembly for Research 2019 Mid-Winter Conference in Birmingham, AL, February 8-10, 2019. The conference theme is “Breaking the Silence: Literacy Research for Disruption, Inclusion, and Equity for All Students.” Speakers will include Jocelyn Chadwick, Rich Milner, and Valerie Kinloch.

Sandy Hayes, MN, expressed appreciation to the Executive Committee, all of the section leaders, and especially the hosts in Houston for a conference that has been unrushed, welcoming, and just a plain good time.
President Chadwick thanked members of the Committee on Resolutions and expressed appreciation for their hard work.

President Chadwick asked if there were any more declarations. Seeing none, she asked for a motion to adjourn.

Larry Butti, NY, moved to adjourn the meeting, seconded by Margaret Hale, TX. The motion CARRIED and the meeting was adjourned at 6:35 pm.
Reports of the Presidential Team and Research Foundation
President

During the 2018-2019 year, I have spent a great deal of time working with the Executive Committee, the Presidential Team, the Executive Director, and staff during my year as president of the council. It is an exciting time for the NCTE with many important initiatives underway.

During the year, the Executive Committee met in person in November, February, and July. We also had regular virtual meetings throughout the year as well. Work on the Executive Committee has been energizing and intentional. As incoming president, I planned our annual Presidential Retreat in September 2018. It was a productive and energizing weekend that helped set our goals for the year.

The Executive Committee spent the year in inquiry groups studying the collective idea of Literacy Educators: Leading for Change. The goal of the year was to study and reflect on the changes that have occurred in literacy education and how we, as a council could best support educators today. Inquiry groups studied questions, “What does it mean to be a literacy educator today?”, “What is the story NCTE tells about classroom teachers?” and “In order to create impact, what role can NCTE positions and statements play in changing policy at all levels?” These questions drove much of the work of the Executive Committee and my work with the leaders of each group.

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

Connecting and making visible all that we, as a council do around children’s and young adult literature was another focus for my work this year. I was liaison to three of NCTE’s children’s book award committees: the Charlotte Huck Award Committee, the Orbis Pictus Award Committee, and the Children’s Poetry Award Committee. Chairs of the Charlotte Huck and Orbis Pictus Award are completing their terms so new chairs are set to begin in November. These awards are growing as NCTE’s visibility as having expertise in children’s and young adult literature. To showcase the connections between the awards and other NCTE book initiatives, the chairs of the Charlotte Huck and Orbis Pictus Awards joined the Executive Committee retreat virtually to share details about the awards, the work of their committees and the impact of NCTE’ book awards.

NCTE’s Build Your Stack™ initiative is growing and I was liaison to the Build Your Stack™ Committee this year. The committee has been busy planning sessions for the 2019 convention, inviting and reviewing blog posts and hosting local events. I was able to attend a local Build Your Stack™ event in Ohio and I am also involved in sharing Build Your Stack at events hosted by organizations outside of NCTE in the next few months. It has been exciting to watch this committee grow the idea beyond the convention activities.

I was fortunate to attend the Highlights Foundation’s workshop titled, “Building Cultural Competency in Today’s Children’s Publishing Industry: A Working Symposium 2019”. I was able to learn a great deal about current issues in children’s literature from an incredible staff. I was also able to meet people connected to children’s publishing outside of educators. Attending the National Book Festival was another highlight connected to the council’s work around books and literature.

Other committees that I worked with included the Standing Committee on Literacy Assessment and the Standing Committee on Diversity and Inclusivity. The Literacy Assessment Committee has worked hard to learn about issues surrounding assessment in classrooms and they have published a series of blog posts that address current needs of teachers. Their focus is on supporting teachers with both data and talking points to assist in changing the conversation around literacy assessment.
The Diversity and Inclusivity Committee welcomed several new members this year and the group has set a priority of identifying and raising voices of underrepresented groups within the council.

I was able to spend some time with two of our affiliates this year. In January I attended Texas Council of Teachers of English Language Arts (TCTELA)’s annual conference in San Antonio. In March I attended a day of Ohio Council of Teachers of English Language Arts (OCTELA)’s annual conference.

NCTE welcomed its second cohort of Lead Ambassadors this summer and I was able to participate in their orientation meeting in Chicago. Getting to know this new group allowed me some new insights into our members and their contributions and needs. I am excited to see what this new cohort brings to our work.

2018-2019 was a positive and productive year for NCTE. We have accomplished a great deal and we have much to look forward to in 2019-2020.

Franki Sibberson, President
President-Elect

As program chair for the upcoming November 2019 convention, I've enjoyed more than a year of anticipation and planning for what is annually one of the most significant professional-learning gatherings (celebrations!) in our field. Serving as program chair could be described as a whirlwind of dreaming, planning, worrying, and then feeling overwhelming gratitude for the many volunteers and staff who have ensured that a spark of an idea becomes a reality. To all of you who gave feedback and encouragement as the “Spirited Inquiry” theme took shape, who submitted or reviewed proposals, who envisioned local connections and engagement, who have worked through the minutiae of scheduling, creating visuals, promoting events, and preparing for a welcoming and meaningful convention: thank you! And thank you again!

I also continue to be thankful for committee and task force members across NCTE who steadfastly carry on the projects that help us to move forward on our annual agenda. During my term as president-elect, I have served as liaison for the following committees and task forces:

- College Section Steering Committee & College Forum
- Standing Committee on Diversity and Inclusivity (along with President Franki Sibberson)
- Public Language Awards
- Standing Committee on Research
- Research Foundation
- CAEP standards revision task force

As a member of NCTE’s executive committee (EC), I also participated in the EC meetings throughout the year and was active in the EC operations team and the Advocacy and Policy subcommittee.

NCTE’s many committees and task forces are where our member-leaders continue to shape our field and develop resources and opportunities for NCTE members. I continue to be impressed with these member-leaders’ dedication to serving on behalf of other literacy educators, as well as with their passion and skill for making a difference for students across grade levels and contexts. When you meet committee representatives or task force members or get a glimpse of their work through the Inbox, please consider taking a moment to thank them and to ask a few questions in order to learn more about what they do on behalf of NCTE. They volunteer on your behalf and will be eager to learn more about you and the literacy needs in your teaching/learning context.

I enjoyed attending annual NCTE convention in Houston in November, the first national TYCA conference as well as the CCC conference in Pittsburgh in March, and the ELATE conference in Fayetteville, Arkansas in July. Each of these events was well planned and had its own unique character, thanks to their respective program chairs and NCTE staff. Across these events, I appreciated speaking with many members and attendees who expressed interest in being further engaged with NCTE. Thank you to all who welcomed my questions about how you’d like to be more involved --and thank you again for saying “yes” when you were later contacted with invitations to volunteer! I look forward to more of these conversations at NCTE events in the coming year, including as we celebrate and showcase the work of NCTE literacy educators at the November convention in Baltimore. I hope that our time together in “Spirited Inquiry” and our many other opportunities to connect and collaborate throughout the year will energize you to be active in NCTE all year round!

Leah Zuidema, President Elect
Vice President

My term as Vice-President began in November, 2018 at the Houston, Texas Convention. As VP and member of the Executive Committee, I felt it was important to visit caucus and SIG meetings. It’s important to acknowledge and affirm the presence, work, and advocacy of each group. At each meeting I encouraged the members to submit conference proposals and be pro-active in leadership positions. With President Elect Leah Zuidema, I visited the following meetings:

- Latinx Caucus
- Black Caucus
- Asian American Caucus
- Jewish Caucus
- Committee on Global Citizenship
- Middle Level Steering Committee
- Early Career Educators of Color
- The LGBTQ+ Assembly must also be visited

At the Houston NCTE convention, I attended concurrent sessions, especially Rainbow Strand sessions. I attended the Annual Business meeting, the all-attendee gathering, the Scholastic Dinner, and the Latinx/Black Caucus Cultural Celebration. I attended the Affiliate Breakfast and the Awards Ceremony. I also attended openings and featured sessions in support of EC initiatives.

I also was co-chair, co-coordinator of the Local Engagement Committee session “Nuestras Familias” – a session on the “family togetherness” in resistance to the federal administration’s family separation practice.

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In February I attended the EC and Proposal selection meeting in Washington D.C. I worked with the middle and general sections to select conference proposals.

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In March I went to the CCCC’s Conference in Pittsburgh, where I attended the opening and featured sessions as well as the presentation of the Exemplar Award to Professor Cheryl Glenn. I was also present at the CNV, the American Indian Caucus, and the Latinx Caucus meetings.

I had breakfast with Executive Director Emily Kirkpatrick and began brainstorming the Denver 2020 Convention, at which I’ll be Program Chair. We discussed themes, potential featured speakers, featured sessions, and she handed me a copy of Barely Missing Everything, a novel by Matt Mendez. She asked me to read it and suggested that I may be asked to introduce him at the Affiliate Leadership Meeting dinner in July.

As I began thinking about the theme for Denver, I walked with a friend and then with NCTE staff liaison and pal, Lisa Avetisian, to where the confluence of the Allegheny and the Monongahela Rivers forms the Ohio. There I decided that “confluencia” would definitely be the theme for Denver. I brainstormed this idea with Latinx confidants Renee Moreno and Juan Guerra. The following morning I shared it with Emily, and she had more ideas and guidance, which I have appreciated.

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In April, after an invitation from Emily Kirkpatrick, one of my 8th grade students and I participated in the Library of Congress’s Walt Whitman Transcribe-a-Thon. I narrated the ways in which I use Whitman’s Section 16 of “Song of Myself” as a model/prompt for student writing. My student, Leslie, read a poem, “Mi Sangre,” that she wrote based on the prompt.

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In July I attended the Whole Language Umbrella Conference in Columbia, SC as NCTE liaison of the WLU (now Literacy and Languages for All – LLA), and I also attended the Affiliate Leadership meeting in
Washington DC, where it was, in fact, an honor to introduce YA author Matt Mendez in the Folger Shakespeare Library. At the affiliate meeting, I also delivered the breakfast introduction and welcome.

Later in July I attended the PT retreat and EC meeting. I unveiled the “¡Confluencia! Songs of Ourselves” theme for Denver. I have been brainstorming/collaborating with Emily, Marvin Young, and the Nimbus group regarding theme and art/banner for the conference ever since.

In September I will attend the PT meeting in Denver to get the “Lay of the Land” for the 2020 Convention.

Over the course of the year, I have attended many Zoom meetings and conference calls to discuss ongoing NCTE business and concerns.

I have been involved in the resurrection of the New Mexico Council of Teachers of English as a Steering Committee member and Liaison to NCTE.

I co-presented a session, The Effects of the Manhattan Project on New Mexico, at the NMCTE Conference, 2018.

I have written a story, “A Gate to the Rainbow Stream,” which was published in Northern New Mexico College’s literary journal, Trickster. And I read/presented it at “Querencia Interrupted: Hispano and Native American Experiences of the Manhattan Project.”


I have written an article, “$100 Tip” for the New Mexico Council of Teachers of English Journal.

I am in the process of completing a book: Between the Currents.

*Alfredo Celedón Luján, Vice President*
Past President

1. I have worked with the Presidential Team and the EC
   A. On committees, committee appointments, and position statements
   B. As liaison to the Achievement Awards in Writing Advisory Committee; Committee Against Racism and Bias in the Teaching of English; Lesbian, Gay, Bisexual, Transgender, and Queer Advisory Committee; and Recognizing Excellence in Art and Literary Magazines Committee
   C. To support affiliates around the country

2. Throughout the year, I have collaborated with teachers and students in the following states—both in person and via Zoom. Most include affiliate teachers:
   A. Texas
   B. Alabama
   C. Georgia
   D. Hawaii
   E. Idaho
   F. Virginia
   G. DC
   H. California
   I. New Jersey
   J. West Virginia
   K. New York
   L. New Jersey
   M. Connecticut
   N. Arkansas
   O. Maryland
   P. North Carolina
   Q. Florida
   R. Wyoming
   S. Ohio
   T. Maryland
   U. Massachusetts

3. Professional Work:
   A. NBC NEWS LEARN: Discovering You: In the Classroom and Beyond, February 19, 2019
   C. MPR News: “Duluth teachers, district grapple with how to move on from “Mockingbird”, February 4, 2019
   D. “Teaching about discrimination and race can be a “minefield” for teachers. Some question if it’s worth it.” The Virginian-Pilot 21, September 2019
   E. Center for Mark Twain Studies—Curriculum Review and Recommendations—Elmira schools-K-HS, 2017-present
   F. Expert Consultant for NBC News Education Nation Project: 2013-present
   G. PBS: American Masters and The Great American Read

4. Scholarly Work:
   A. Writing for Life: Using Literature to Teach Writing—Columbia—in progress
   B. Jocelyn A. Chadwick. Response: "Writing Frames Help Students Organize Their Thinking"—Classroom Q&A with Larry Ferlazzo, November 6, 2018
   C. “Our Students ARE Writing: Time for US to Adjust Our Lens Through Which We Teach Writing,” Education Week, to be published 2019
   D. Introductions to a five-part series of Shakespeare plays for the Folger Shakespeare, Simon and Schuster Publishing, 2019
   E. Articles are in progress and not listed
5. Presented papers and keynotes include: 2019 West Virginia Council of Teachers of English; NCTEAR; VATE; TCTELA; NJCTE; NCSS: New Space, New Day: Blending ELA, Social Studies, Social Media, December, 2018; American Literature Assoc, May 2019; Arkansas Workshop, July 2019; Center for Mark Twain Studies, Folger Shakespeare Institute, and St. Albans and The Cathedral School, October 2019

6. Membership in Professional Organizations: (past and present)
   A. Sigma Tau Delta
   B. South Central Modern Language Association (SCMLA) (current)
   C. National Council of Teachers of English (NCTE) (current)
   D. New England Association of Teachers of English (NEATE) (current)
   E. Conference on College Composition and Communication (current))
   F. Texas Joint Council of Teachers of English (TJCTE) (current)
   G. Colorado Language Arts Society (current)
   H. Rhetoric Society of America (RSA) (current)
   I. Modern Language Association (MLA) (current)
   J. College Language Association (CLA) (current)
   K. American Literature Association (ALA)(current)
   L. American Studies Association (ASA) (current)
   M. Mark Twain Circle of America (current)
   N. Research Society for American Periodicals (current)
   O. Toni Morrison Society (current)
   P. International Literacy Association (current)
   Q. William Morris Society (current)
   R. Pen America (current)
   S. And many other Affiliates (current)

Jocelyn Chadwick, Past President
1. **Trustee Names and Affiliations:**
   - **Professor Renee Moreno,** Chair
     California State University, Northridge
   - **Professor Juan Guerra** (ex officio and CNV Director)
     University of Washington
   - **Professor Isabel Baca**
     University of Texas, El Paso
   - **Professor Will Banks**
     East Carolina University
   - **Professor David Kirkland**
     New York University
   - **Professor Detra Price-Dennis**
     Teachers College, Columbia University
   - **Carmen Llerena**
     Department of Education, New York
   - **Tiana Silvas**
     PS 59, Beekman Hill International, New York

2. **Actions, Programs and Initiatives (In Progress)**
   The Research Foundation supports the following funded programs:

   - **Cultivating New Voices among Scholars of Color (CNV)**
     This program provides two years of support, mentoring, and networking opportunities for early career scholars of color. CNV works with doctoral candidates and early career postsecondary faculty of color to cultivate their ability to draw from their own cultural and linguistic perspectives as they conceptualize, plan, conduct, write, and disseminate their research findings. The program provides mentorship opportunities and socialization into the research community through interaction with established scholars, whose own work is enriched through engagement with Scholars' new ideas and perspectives. The Scholars meet two times per year, at the Fall and Spring Institutes. More information about CNV can be found on the following link: [http://www2.ncte.org/awards/cultivating-new-voices-among-scholars-of-color-grant/](http://www2.ncte.org/awards/cultivating-new-voices-among-scholars-of-color-grant/).
     
     The 2018-2020 cohort had their first meeting at the NCTE 2018 Annual Convention. The 2019 Fall Institute featured a CNV meeting and reception, a Poster Session, and Mentor session. Scholars presented their research, as well as met with their mentors to discuss their research plans and goals. The 2019 Spring Institute was held at the U of Pittsburgh, where select scholars presented their research, met with mentors, and worked on their research agendas. Dean Valerie Kinloch hosted the 2019 Spring Institute and provided scholars with opportunities to hear from other scholars from U of Pittsburgh, as well as interaction with the traditional African American communities in the surrounding neighborhood. The Scholars will meet again at the NCTE 2019 Annual Convention in Baltimore for the Fall Institute and at the University of Texas, San Antonio for the Spring Institute. Please see the attachment for more information on the Scholars and Mentors.

   **CNV Director**

   The Trustee advertised for the Director of CNV position; pooled and rated applications; and then interviewed two finalists for the position. We unanimously selected Tonya Perry, professor at the
University of Alabama at Birmingham. Her primary research interests focus on teaching middle and high school students in English language arts. Connected to this primary interest, she conducts research in the area of writing in the secondary schools and engaging 21st century learners in the classroom using technology and strategic instructional strategies. She is the Director and Principal Investigator for the Red Mountain Writing Project and served on the NCTE Conference on English Education Executive Board. Tonya was a state teacher of the year and a finalist for national teacher of the year in 2000. Her term as director will begin January 1, 2020, and conclude April 1, 2026. The first 2 to 3 months of Professor Perry’s term will overlap with Professor Juan Guerra’s final months as CNV director. The Trustees intentionally created this overlap as a transition period and also for continuity of the program. Professors Guerra and Perry will work together to transition the work of the program under her leadership. As incoming director Professor Perry is invited to attend the CNV Fall Institute during the 2019 NCTE Annual Convention in Baltimore.

- **Research Foundation Grants (one-year grants, awarded every two years; on "odd" numbered years):**
  - Research Grants: Proposals are solicited from teachers, teacher researchers, teacher educators, and scholars in language, literacy, and cultural studies. Applicants must be members of NCTE. More information can be found here: [http://www.ncte.org/research-foundation/research_grants](http://www.ncte.org/research-foundation/research_grants)
  - Teacher Research Grants: Applicants should be full-time classroom teachers at the time of proposal submission and for the length of the grant. Proposals are invited from teachers of children and youth at any level, birth through grade 12. Teachers in urban, suburban, and rural settings are eligible. More information can be found here: [http://www.ncte.org/research-foundation/grants](http://www.ncte.org/research-foundation/grants)

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

In 2019, Trustees awarded two ($5000) research grants:

Laura Ascenzi-Moreno, associate professor of bilingual education, Brooklyn College, along with Rebecca Quinones, second grade teacher, Alexine Fenty School/PS 139, NY, for “Developing Bilingual Readers: A Bilingual Vision for Mentor Texts.”

“The purpose of this research is to develop a framework for bilingual teachers and teachers who work with emergent bilinguals that will guide them as they reflect and select powerful texts that support students’ strong bilingual reading identities. Another goal of the proposed research is to collect and develop portraits of student learning as students engage with literacy through these texts. We hope that these portraits of student learning offer teachers rich examples of what it means to fully support bilingual readers as they engage in literacy through multilingual and diverse mentor texts.”

Mandy Stewart, associate professor of reading education, Texas Woman’s University, along with Aimee Myers, assistant professor of curriculum and instruction, Texas Women’s University, and Holly Genova, teacher, Lewisville Independent School District, for “Biliteracy Development through Social Justice Inquiry.”

“The purpose of this research is to create three social justice unites that engage students in an inquiry process. The researchers will teach each of these 4-week unites in an ESOL and reading courses during the school day and provide an after-school component one day a week throughout the duration of each unit. Biliteracy development for all students in English and their home language/s, including dialects and languaging practices, are the focus of this project. This proposal will bring together significant research in the following areas: biliteracy, multimodality, and critical literacy. Areas where each member of the research team possess specialization.”

Both grantees will be invited present their research at the NCTE Annual Conference.
3. Future Work

20 Year Celebration of CNV
The Trustees initiated discussions of the 20 year celebration of CNV, which will take place in 2020. We are exploring collaborations with sponsors to offset costs of the celebration, will begin developing lists of invitees, and scheduling events to mark this important milestone. At the Spring Institute, incoming President Alfredo Lujan expressed his strong support for the celebration. Conversations will continue at the Fall 2019 Convention meeting.

Budget Considerations
We are exploring the possibilities of adding the NCTE Annual Convention registration to the budget for CNV Scholars. We are also exploring future locations for CNV Spring meetings based on the CCCC convention locations.

Attendance at Convention Sessions for Teacher Researchers and Researchers Awardees
We need to do more to highlight the work of the teacher-researchers funded by the Foundation. We are currently exploring attaching well-known authors and/or researchers to the panel presentation to increase attendance at these sessions.

Quick Reference Guides
In an effort to share the research of CNV and promote the program, we discussed the possibility of highlighting research topics from the CNV cohorts’ research in the form of Quick Reference Guides. Another idea to promote the work of the Trustees is the NCTE blog posts, where CNV fellows and mentors might pair up to write blog posts on topics like mentoring. NCTE blog posts would also be an ideal place to highlight the funded teacher-researchers and researchers work.

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

The purpose of the NCTE Research Foundation is to “improve the quality of instruction in English at all educational levels; to encourage research experimentation, and investigation in the teaching of English; to facilitate professional cooperation of the members; to hold public discussions and programs; to sponsor the publication of desirable articles and reports; and to integrate the improvement of instruction in English” (NCTE Constitution).
The new cohort for 2018-2020 includes the following:

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

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

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

Mentor: Eurydice Bouchereau Bauer is the John E. Swearigen Chair of Education and Professor in the Department of Instruction and Teacher Education at the University of South Carolina. Her research focuses on the literacy development, instruction, and assessment of students (preschool–grade 5) from diverse linguistic, economic, and cultural backgrounds, with a specific focus on bilingual literacy. In the last 10 years, Bauer has been co-principal investigator and a senior researcher on two US Department of Education grants. In addition, she has been the recipient of two Spencer Foundation grants. She has served on a number of national committees such as the National Research Agenda Planning Panel for ELL Students; NAEP Reading Framework Study Comparison Expert Panel; and the Spencer Foundation Special Panel on Reconceptualizing and Reducing Risk in Early Childhood Development. Since Spring 2016, her dual language research site became part of the NSF funded PIRE project situated at Penn State and University of California at Riverside. Starting in the fall of 2018 she will be the director of a chapter of Bilingualism Matters in connection with the University of Edinburgh. Bauer’s research has been published in The Journal of Literacy Research, Reading Research Quarterly, Research in the Teaching of English, International Journal of Bilingualism, and The Reading Teacher, among others.
Wintre Foxworth Johnson is a doctoral candidate in the Reading/Writing/Literacy program at the University of Pennsylvania Graduate School of Education. While at the University of Pennsylvania, she has earned a graduate certificate in Africana Studies. Informed by her experiences in the classroom as an early childhood educator, Johnson’s developing scholarship seeks to honor the complex, emergent literate practices of young children. Her dissertation work, which was conducted at an urban independent, community school whose mission blends social justice curricula with the arts, documents those very practices. She examines—through a series of after-school literacy circles and parent, teacher, and principal interviews—five African American first-graders’ knowledge and interpretations of sociopolitical issues and conditions in and around their lives, the multiple influences upon which they draw, and the ways in which they demonstrate meaning-making through diverse literacy practices. This project intends to contribute knowledge both to the field of early literacy studies and to extant racial awareness research by illuminating the racialized knowing that young children are often assumed not to possess and the stories, experiences, and perspectives they offer when provided a space to express themselves.

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

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

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

Davena Jackson is a doctoral candidate in Curriculum, Instruction, and Teacher Education at Michigan State University. Her current research focuses on critical examinations of racial literacy, Blackness, and anti-Blackness among teachers and students within teaching and English education. She seeks to work
with and learn from educators who foster an environment that affirms students’ cultural identities, languages, and experiences. Her dissertation work is situated in a high school English classroom that provides opportunities for Black youth to construct images, write blogs and create digital stories, and so on. The purpose of this work is for Black youth to come to understand more deeply the implications of Blackness and anti-Blackness in their lives. Throughout her time at MSU, Jackson has strived in working with preservice teachers to accomplish a classroom environment where students have opportunities to engage in challenging concepts (e.g. race, racism, sexuality, ableism, sexism, etc.), so they can disrupt dominant notions about these topics. In 2017, she was awarded Michigan State University’s Excellence-In-Teaching Citation for her work as a graduate assistant. Finally, Jackson is a former middle and high school English teacher who has worked to ensure that justice, equity, and care are centered in students’ learning.


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

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

**Saba Khan Vlach** is a PhD candidate in Language and Literacy Studies at the University of Texas at Austin. An elementary school teacher for 17 years, Vlach earned her Master’s at Texas Woman’s University in Reading Education and embarked on her journey as a critical educator. Vlach’s research interests include critical pedagogy, children’s literature, literature discussions, young children’s reader responses, and in-service teacher education. Her current work employs case study and discourse analysis methodologies in order to examine how three in-service elementary teachers enact critical pedagogy in the context of English language arts instruction with multicultural children’s literature, as well as how these teachers sustain and grow their stance as critical educators in and out of public school. Vlach’s work draws on the conceptual frameworks of Freire’s theory of critical literacy, Kumashiro’s theory of anti-oppressive education, and Brown’s theory of humanizing critical sociocultural knowledge. She looks forward to pursuing future endeavors that explore elementary teachers enacting critical pedagogy in predominantly White spaces, literacy lives of elementary Muslim students, as well as the use and creation of slam poetry with students in elementary school.

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

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

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

**Maria Leija** is an Assistant Professor in the Department of Bilingual and Literacy Studies at the University of Texas Rio Grande Valley. Leija earned her PhD from the University of Texas at Austin. She is a former elementary teacher who taught for six years in Idaho. During that time, she helped develop and implement an 80/20 two-way bilingual immersion program, was a Spanish dual language teacher, and taught in the mainstream class while supporting the academic language development of her emerging bilingual students. Her dissertation explored how a bilingual teacher incorporated Latinx students’ linguistic, cultural, and experiential knowledge through interactive read alouds. The dissertation highlights the importance of providing bilingual students a space to discuss complex issues, such as immigration, language ideologies, and cultural practices through children’s literature. Her research focuses on elementary Latinx preservice and in-service teachers’ pedagogical practices in Spanish/English bilingual classrooms. Leija utilizes Latino critical race theory to examine classroom discourse and pedagogical practices. She has examined and published on the use of children’s literature for teaching the social studies and language arts by analyzing themes such as immigration, gender, and Latinx community cultural practices.

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

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

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

**Joaquin Muñoz** is currently an assistant professor at Augsburg University in Minneapolis, Minnesota, where he teaches in the Elementary Education department, focusing on diversity, American Indian history
and culture, and literacy studies. His current research centers on the Civic Literacy Service Learning Project (CLSLP) which seeks to provide a field experience for teacher-candidates that emphasizes deep, meaningful collaboration. In the project, we create a learning community between teacher-candidates, university professors, elementary school faculty, and fifth-grade students. Instead of just observing, teacher-candidates work directly with students, receive close and intensive mentoring and support from university faculty, and engage in planning sessions with other teacher-candidates and classroom teachers from the cooperating school. Muñoz’s research for CNV will examine various aspects of the impact and efficacy of this program for teacher-candidates and collaborating faculty. He grew up on the Pascua Yaqui Indian Reservation in southern Arizona, where he specialized in searching the surrounding deserts for snakes and lizards. He attended public schools around the reservation and found an early calling to teaching by asking his first-grade teacher if he could make presentations to the class. Eventually, Muñoz came into his own teaching career, first as a middle school literacy teacher in a predominantly Puerto Rican school in Philadelphia, and then at the community college he attended as student. He studied at the University of Arizona, where he earned a Master’s and Doctorate in the Language, Reading and Culture program, focusing on Critical Pedagogy, Indigenous Education, Waldorf Schooling, and humanizing pedagogy.

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

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

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

Tiffany M. Nyachae is an Assistant Professor in the Department of Elementary Education, Literacy, and Educational Leadership at Buffalo State College (SUNY) where she teaches literacy, social studies, and social foundations courses. She earned her PhD in Reading Education: Curriculum, Instruction, and the Sciences of Learning at the University at Buffalo (SUNY). At the heart of her research agenda is, has been, and will be improving the educational experiences of students of color. This agenda is evident in her dissertation research on supporting the racial literacy, social justice ideological becoming, and classroom practice of urban teachers committed to social justice through “race space” critical professional development. As a former middle school teacher of urban Black youth, Nyachae is interested in the continuous transparent and reflective work that is required from those who claim to center social justice in their instruction and research. Thus, in addition to her dissertation research, she facilitates social justice-motivated literacy workshops and programming for youth of color broadly—and for Black girls specifically at times—interrogating the degree to which these spaces are liberatory in actuality. Nyachae finds her greatest joy in learning with and from young people. Finally, she also volunteers her service to various community and professional organizations and is published in Gender and Education and Qualitative Inquiry.

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

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

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

Renee M. Moreno, Chair
Reports of the Section Steering Committees
The Elementary Section Steering Committee (http://www2.ncte.org/elementary) is responsible for the governance of NCTE’s Elementary Section.

This year our committee has pursued the following initiatives: Outstanding Educator of the Year: Our committee was honored to name Dr. Vivian Vasquez the Outstanding Educator of the year. Her pivotal research in critical literacy, early literacy, and information communication technology reflect NCTE’s goal to “promote the development of literacy, the use of language to construct personal and public worlds, and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language.” Dr. Vivian Vasquez served as a preschool and early childhood educator for fourteen years prior to becoming a literacy educator and researcher. Her research and teaching centers the powerful but overlooked perspectives of young children who are perhaps the most essential literacy producers and consumers. She has garnered numerous awards including the NCTE Advancement of People of Color Award, the AERA Division B Outstanding Book of the Year Award, and The James N. Britton Award for her ground breaking book Negotiating Critical Literacies with Young Children. An interview with Dr. Vasquez will be included in the October issue of Language Arts journal and Dr. Vasquez will present on the importance of expanding critical literacy for the next generation of young learners at the Elementary Get-Together. The nomination process continues to be open to all elementary section members to enable a more participatory, democratic process. Nominations now close at the end of the Get-Together. The committee will then vote on the nominations for 2020.

Elementary Section Session at NCTE 2019: Our featured session at the convention includes a panel of teachers, researchers and round tables discussions for attendees to consider the impact of the “Science of Reading” on teaching and learning contexts in P-20 classroom settings. This session provides a space for conversation and inquiry about expanding conceptions of how reading is taught including narratives that limit or expand the need to balance aspects of teaching and engaging in comprehension and phonics instruction.

Donald Graves Award Winner: After not receiving any nominations in 2018, this year we received a number of high quality and competitive applications. Many teacher applicants expressed a desire to learn how their applications might “be more competitive” in the future. We intend to add a dimension to the Graves session to share insight into what made this year’s application successful. It will the nomination and process of discussing writing instruction. The winner of the 2019 Donald Graves Award is Ms. Tiana Silvas-Brunetti. Ms. Silvas-Brunetti is a 5th grade teacher at P.S. 59 in New York. When Ms. Silvas-Brunetti received the notification that she won she responded, “I am completely speechless and extremely honored to receive this prestigious award. I never imagined that 10 years ago when I attended my first NCTE, I would be receiving an award years later.” Ms. Silvas-Brunetti will write an article discussing her process and philosophy behind teaching writing in an upcoming issue of Language Arts. She will receive her award at the Elementary-Get-Together and will also present at the Donald Graves Panel session on Friday November 22, 2019 in Baltimore.

Distinguished Article in Language Arts: This year’s honoree is Dr. Paul Hartman, who won for his article titled, “A Queer Approach to Addressing Gender and Sexuality through Literature Discussions with Second Graders.” This article was selected because of how well it accomplishes the mission of the ESSC: The Elementary Section Steering Committee of NCTE is committed to the pursuit of justice and equity. Dr. Hartman is an instructional coach and teacher in the Chicago Public Schools. He received his Ph.D. in Curriculum & Instruction with a concentration in Gender & Women’s Studies from the University of Illinois at Chicago in 2016. Dr. Hartman values teacher research and the opportunity to learn from his students, and believes in the capacity of children to use literacy in transformative ways. We are holding our last monthly virtual meeting on October 21 via Zoom. Goals such as hosting a Twitter Chat in collaboration with the Early Childhood Assembly, PDCRT and CLA will be discussed and will include finalizing plans for our work at the NCTE 2019 Convention in Baltimore, Maryland. Finally, we’d like to welcome our newest steering committee member, Representative at Large, Ann Marie Corgill, a teacher at Shades Mountain Elementary School, Birmingham, AL.

Roberta Price Gardner, Chair
The Middle Level Section Steering Committee (MLSSC) is responsible for the governance of NCTE’s Middle Level Section. The MLSSC governs the Middle Level Section for the National Council of Teachers of English (NCTE). Known for its innovation, the Middle Level Section is always seeking to promote bold conversations, to network with other groups, to serve its constituents, and to lead by example.

Section Leadership (Present and Incoming Members)
Existing Leaders of the Middle Level Section:
Francis Lin, Chair, Altamont Elementary School, Tracy, CA – MLSSC
Brooke Eisenbach, Lesley University, Cambridge, MA – MLSSC
Carla España, Bank Street College of Education, New York, NY – MLSSC
Kate Roberts, K & M Literacy, West Hartford, CT – MLSSC
Robyn Seglem, Illinois State University School of Teaching and Learning, Normal, IL – MLSSC
Justin Stygles, Wiscasset Elementary School, Wiscasset, ME – MLSSC

Outgoing Leaders:
James Blasingame, Arizona State University Department of English, Tempe, AZ – MLSSC
Shanetia Clark, Salisbury University, Salisbury, MD – MLSSC

Joining in November 2019:
Michael Dominguez, San Diego State University, San Diego, CA - MLSSC
Matthew Homrich-Knieling, César Chávez Academy, Detroit, MI - MLSSC
Maggie Bettie Roberts, K & M Literacy, West Hartford, CT - Nominating
Jason Griffith, Penn State University, State College, PA - Nominating
Haley Shaffer, Poland Middle School, Poland, OH - Nominating

Executive Committee (EC) Connections
As Chair, I have made a conscious decision to connect Executive Committee work that is pertinent to the committee to the MLSSC whenever possible. Some of the EC subcommittee topics have been discussed within the MLSSC, and we were able to keep in mind how important it is, for example, to involve classroom teachers in convention programming. Our “Why Middle Matters” sessions have been created with this at the forefront of our intentions. We still try to innovate while holding on to core values that are important to the EC and NCTE.

2019 Convention Programming
Innovation is something that the Section continually looks at, and we were excited to brainstorm ways to highlight the convention theme of “Spirited Inquiry.” Under the direction of our Assembly on Literature for Adolescents of NCTE (ALAN) subcommittee members, we were able to secure our Meet-Up speaker – Torrey Maldonado – with the help of NCTE. As an author and classroom teacher, Torrey was a perfect selection for our theme built around self-reflection, memory, and self-exploration. We will be asking participants to think about themselves when they were in middle school and write letters to themselves as an adult to their childhood self in our interactive portion of the Meet-Up. We are excited about the Meet-Up in November.

Our “Why Middle Matters” Sessions are built around the “Spirited Inquiry” theme. We will be creating sessions that accentuate inquiry in the following sessions: Inquiry as Social Justice, Inquiry as Professional Practice, Inquiry as Curriculum Design, and Inquiry as a Reading Practice. The Mosaic continues to serve our constituents well and is a popular session. This year’s Mosaic will explore practitioners and authors as we look at “Inquiry as Play.” This will likely be a successful session as it always is. We are excited about our convention programming plans for the NCTE Convention 2019 in Baltimore.

Voices from the Middle – Section Journal Ties
The Section proudly works with the Voices from the Middle Co-Editors – Dr. Sara Kajder and Dr. Shelbie Witte. The co-editors have included the Section’s voice in the journal by providing an MLSSC column that
runs in every issue. MLSSC members take turns writing thematically to the Calls for Manuscripts and relaying information about the Section’s work to journal subscribers. This voice has significantly added to the ties between the journal and Section.

Since its inception three years ago, the Linda Rief Award continues to recognize significant contributions from authors who are at least 50% school-based educators. At the Baltimore NCTE convention, a third award recipient will be announced along with an honorable mention. The focus is honoring Linda Rief and the work that she has pioneered through publication and practice.

Subcommittee Continuity
Started by our former Chair, Chris Lehman, subcommittees continue to be an integral part of our Section’s organization. All MLSSC members serve on a subcommittee which perpetuates the continuity of former leadership and work.

Voices Support Subcommittee, Liaisons – Robyn Seglem and Justin Stygles
The work of this subcommittee was to continue the work from previous years where co-editors were connected to the Section. As previously stated, Section leaders wrote for the MLSSC column that is present in every issue. This is still continuing to the present. The subcommittee also brought co-editor nominations to the MLSSC for the Linda Rief Award. Around June, the Section considers the nominations and then votes on award recipients. This is the third year that the MLSSC has done this. Typically, co-editors attempt to sit in on Thursday convention meetings. We hope to see the co-editors in Baltimore for the NCTE Convention in November 2019 as schedules allow.

Caucus Support Subcommittee, Liaisons – Carla Espana and Kate Roberts
Important groundwork was made at the last NCTE Convention 2018 for the inclusion of Caucus voices through the Section. Last year, connections to the American Indian Caucus, the Black Caucus, and the Latinx Caucus were made. An extremely successful session – “Why Middle Matters: Pursuing Justice and Equity Together” – set the foundation for bold conversations among fellow educators from all of the caucuses. The goal this year was to continue this important work as well as move forward with even more gains. This year at convention, the Section has a session called, “Inquiry as Social Justice: From Ally to Accomplice.” The purpose of this session is to build inquiry questions around the topic of justice to further the work from last year.

Publisher and Author Support Subcommittee – James Blasingame and Shanetia Clark
This was a new subcommittee that was formed by the Chair considering the needs for the Section to work with authors and publishers for the purpose of convention programming. We were honored to have the Assembly on Literature for Adolescents of NCTE Executive Director, Dr. James Blasingame, and duly elected member of the ALAN Board of Directors, Dr. Shanetia Clark, on the Section for many years. As we continually seek to select diverse and new authors in convention programming, we found this subcommittee to be extremely beneficial to the Section in order to lead our choices for authors and publishers at this year’s convention. The work that these two members did especially helped with all of our convention programming.

Frances Lin, 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.

2018-2019 Secondary Section Committee Members

- Joshua Cabat
- Katie Greene-Ford
- Juli Stricklan / Valerie Mattesich
- Amanda Palmer
- Keisha Green
- Tiffany Rehbein, Chair
- Shekema Silveri
- Vaughn Watson

New & Noteworthy

In an effort to increase numbers and involve our membership more throughout the year, the SSSC implemented some new ideas. The details follow:

Interview with EJ editors

In July Tiffany Rehbein, Chair, met with Toby Emert and Joseph Rodriguez, co-editors of English Journal, on Zoom and recorded a 20-minute segment to be shared through NCTE’s social media platforms and housed on the English Journal page on the organization’s website. It was also recommended that an Engage Now! post be written to promote the interview. The interview is intended to be shared throughout the year. One next step is to create a series, next including an interview or Q & A with a recurring published writer or a column editor.

Content

The editors shared the history of the journal as well as what they are looking for in pieces that are submitted. The section chair shared ways members might contribute. The interview ended with contact information and special sessions at convention for the journals and the section.

Aspire to Inspire: On the Occasion of the 20th Anniversary of Freedom Writers by Erin Gruwell

With the 20th anniversary of Freedom Writers Diary, the section had the opportunity to host a special session by author Erin Gruwell. While details of the event are still being decided upon writing this report, here is what we know:

- Erin will speak or be in conversation with the section chair for a special Wednesday night session at convention. This is the first attempt at holding a session this early prior to convention.
- There will be a cash bar and food available prior to the event.
- The event will begin at 7:30 p.m.
- The preferred format would be for Gruwell and Rehbein to be in conversation with each other, while still using Erin’s PowerPoint and pictures to enhance the presentation. A Q & A with audience members, free books, and a book signing would also be preferred.
- We are in conversations regarding having this be a ticketed event in order to appeal to the larger area and entice attendance from those who might otherwise not attend convention.
- Slam poets from the area might open or close for Erin.
This is an exciting opportunity for the section and for our organization as we consider all the ways convention might look and appeal to the membership.

**DewMore Poets, Baltimore**

In an effort to intentionally include and highlight local groups and talents, the section reached out to Victor Rodgers, Program Director, for DewMore Baltimore. This is a youth poetry team and youth program that engages students who are passionate about writing, performing, and advocating for change in their community.

The group has confirmed and will perform to open the SSSC Get-Together on Thursday, prior to Ebony Thomas. In addition, we have asked that two poets perform at the Wednesday Gruwell event, as a kick-off as well as a teaser for Thursday’s get-together.

**Winter Book Club Café**

In January, Chair Tiffany Rehbein recorded a Zoom session with NCTE Past President Carol Jago to lead a book study around chapter 1 in Chimamanda Ngozi Adichie’s *Americanah*. This was part of a book club that was hosted in a private Facebook group as well as shared through NCTE’s social media platforms. This interview provided an opportunity to showcase the section, as well as have a great conversation about a wonderful book.

**2019 Hopkins Award (English Journal)**

Each year, the SSSC is charged with selecting and honoring outstanding *English Journal* articles written by non-classroom teachers. This year’s Hopkins Award Committee (chaired by Amanda Palmer) selected Tom Romano for “The Poet in Me, the Writer in You” [March (2019): 83-87].

Honorable mention not awarded. The award presentation will be held at the Secondary Section Luncheon on Saturday, November 23, during the NCTE Annual Convention in Baltimore, Maryland.

**2019 Hopkins Award Committee:** Josh Cabat, Amanda Palmer, Chair, Shekema Silveri, Juli Stricklan.

**2019 Farmer Award (English Journal)**

Each year, the SSSC is charged with selecting and honoring outstanding *English Journal* articles written by classroom teachers. This year’s Farmer Award Committee (chaired by Tiffany Rehbein) selected Mario World and Henry “Cody” Miller’s for “Miles Morales: Spider-Man and Reimagining the Canon for Racial Justice” [March (2019): 43-50].

Honorable mention went to Amy (Amanda) Cavanaugh for “Cultivating Critical Thought in Gen-Z Culture of Sharing” [July (2019): 32-38]. The award presentation will be held at the Secondary Section Luncheon on Saturday, November 23, during the NCTE Annual Convention in Baltimore, Maryland.

**2019 Farmer Award Committee:** Tiffany Rehbein, Chair, Vaunghn Watson, Keisha Green.

**2019 SSSC Special Sessions**

For the second year, the SSSC members submitted special sessions to highlight the work of our members and promote the section. The sessions follow:

“Protecting the Sacred Space of Self: Strategies for Healing the Tired Teacher Spirit Within”
Shekema Silveri
Thursday, November 21, 9:30 a.m. - 10:45 a.m.
Room 341

“Not in my Neighborhood: Housing Discrimination and Education Justice”
Michael Molina, Keisha Allen McIntosh, Kali-Ahset Amen, Keisha Green
Thursday, November 21, 1:00 p.m. - 2:15 p.m.
Room 335

“The Spirit and Inquiry of Advocacy, Policy, and Teacher Voice”
Alejandra Reynoso, Brenda Barron, Brenda Barron, Susanna Benko, Rebecca Bowers Sipe, Mary
Frances Buckley-Marudas, Bob Dandoy, Tessla Donovan, Darlene Dyer, Charles Ellenbogen, Antero
Garcia, Emily Hodge, Kate Lechtenberg, Nicole Mirra, Jazmen Moore, Elizabeth V. Primas, Tiffany
Rehbein, Serena Salloum, Virginia Scott, Elizabeth Simison, Anna J. Small Roseboro, Holly A. Spinelli,
Brittany Sullivan. Thursday, November 21, 9:30 a.m. - 10:45 a.m.
Ballroom IV

“Handwrite or Type? When, Where, and How to Successfully Use Technology in the Secondary ELA
Classroom”
Joshua Cabat, Amanda Palmer, Tracy Wade
Friday, November 22, 3:30 p.m. - 4:45 p.m.
Room 335
The SSSC is delighted to announce the return of Carol Jago (past NCTE President) to this lineup. Carol
has a strong history with HSM and the section, so this session is sure to draw a packed house!

“Hot Reading Titles for Your Classroom”
Presenter: Carol Jago, Chair: Josh Cabat
Saturday, November 23, 8:00 a.m. - 9:15 a.m.
Ballroom IV

2019 Secondary Section Get Together

Ebony Elizabeth Thomas has been selected to keynote the Secondary Section Get Together during the
2019 Convention in Baltimore, Maryland. Thomas is an Associate Professor in the Graduate School of
Education at the University of Pennsylvania. *The Dark Fantastic: Race and the Imagination from Harry
Potter to the Hunger Games* is a 2019 publication. Thomas's research is focused on children’s and
adolescent texts, the teaching of African American literature, history, and culture in K-12 classrooms, and
the roles that race, class, and gender play in classroom discourse and interaction.

Born and raised in Detroit, Michigan, Thomas has degrees from the University of Michigan, Wayne State
University, and Florida Agricultural and Mechanical University. Her areas of expertise are children’s and
young adult literature, teaching of literature, English education, African American education, and
classroom interaction research.

2019 High School Matters

The section is pleased to have the #DisruptTexts group open for HSM. Lorena German, Julia Torres,
Tricia Ebarvia, and Kim Parker lead the group. The mission of the group is two-fold: 1) Challenge the
traditional canon to make it more inclusive and 2) promote anti-racist/anti-bias teaching practices. The
group will open the HSM session and facilitate roundtable discussions for the second half of the
presentation.

2019 Secondary Section Luncheon

This year’s Secondary Luncheon keynote is slated to be a conversation between Renee Watson and
Laurie Halse Anderson. Watson is a *New York Times*-bestselling author, educator, and activist. Her
young adult novel, *Piecing Me Together* (Bloomsbury, 2017) received a Coretta Scott King Award and
Newbery Honor. Her children's picturebooks and novels for teens have received several awards and
international recognition. Watson is the author of best-selling books *Some Places More Than Others*,
*Watch Us Rise*, and *This Side of Home*.

One of Watson's passions is using the arts to help youth cope with trauma and discuss social issues. Her
picturebook, *A Place Where Hurricanes Happen* is based on poetry workshops she facilitated with
children in New Orleans in the wake of Hurricane Katrina. Watson has worked as a writer in residence for
over twenty years teaching creative writing and theater in public schools and community centers
throughout the nation. Her articles on teaching and arts education have been published in *Rethinking
Laurie Halse Anderson is a *New York Times*-bestselling author known for tackling tough subjects with humor and sensitivity. Two of her books, *Speak* and *Chains*, were National Book Award finalists, and *Chains* was also short-listed for the United Kingdom's Carnegie medal. She was selected by the American Library Association for the Margaret A. Edwards Award for her significant contribution to young adult literature. Laurie has also been honored for her battles for intellectual freedom by the National Coalition Against Censorship and the National Council of Teachers of English. She is a member of RAINN's National Leadership Council and frequently speaks about sexual violence.

Anderson has also published *Shout*, *The Impossible Knife of Memory*, and *Wintergirls*. *Speak* has been turned into a graphic novel. In addition to combating censorship, Laurie regularly speaks about the need for diversity in publishing and is a member of RAINN’s National Leadership Council. She lives in Philadelphia, where she enjoys cheesesteaks while she writes. Find out more about Laurie by following her on Twitter at @halseanderson, Instagram at halseanderson, and Facebook at lauriehalseanderson, or by visiting her website, madwomanintheforest.com.
College Section Steering Committee

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

**Committee Members**
Steven Alvarez  
April Baker-Bell  
Bradley Bleck  
Traci Gardner  
Holly Hassel (Editor TETYC)  
Cheryl Hogue Smith (Chair TYCA)  
Melissa Ianetta (ex-officio, Editor College English)  
Rhea Lathan (Assistant Chair)  
Laurie A. Pinkert  
Shelley Rodrigo (Chair)  
Reva Sias  
Joan Wallner-Connell (NCTE Liaison)  
Leah Zuidema (NCTE Presidential Team Liaison)

**Leadership Changes**
Shelley Rodrigo’s term as Chair of the CSSC started in November 2017 and will end in November 2019. As one of her last acts as chair, Rodrigo wrote a “From the College Section Chair: What is the College Section? What Should It Be?” article for *College English* (81.6: pp. 481-4). During our July 2018 asynchronous meeting we elected Bradley Bleck, Spokane Falls Community College, our incoming chair.

**Convention Planning**
We decided to repeat the Convention experiment from last year. We decided to focus on one afternoon event, a College Workshop with one speaker, instead of two events (luncheon and celebration). On Saturday November 23, Baltimore-area educator and scholar Dr. Amanda Licastro will speak and help conduct a hands-on workshop for attendees on how to use virtual reality to develop empathy and engagement.

**MLA Liaison Update**
Steven Alvarez, St. John’s University, is in his third year serving as our MLA Liaison and formed another excellent panel for their convention.

**Ohmann Award Selection**
Reva Sias, California State University - Fresno, is in her second year of chairing the Ohmann Award committee for best article in the previous volume year of College English. The selection committee found David Fleming’s “Fear of Persuasion in the English Language Arts” (*CE* 81.6) to be theoretically informative and timely.

**Upcoming CSSC Meetings**
The CSSC met in November 2018 at the annual convention and again asynchronously in July. Between September and November 2019, we’re focused on spreading the word about the Saturday workshop and other CSSC sponsored sections for the 2019 convention.

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

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

Introduction

Established in 1949, the Conference on College Composition and Communication, or CCCC, is the oldest and largest conference of NCTE with roughly 5,000 members. CCCC is dedicated to researching and teaching composition. To this end, CCCC sponsors an annual convention in the spring that typically attracts 3,000 – 3,500 participants, publishes a quarterly academic journal (CCC) and a book series (Studies in Writing and Rhetoric), offers numerous awards and grants for convention travel, research, publications, programs, and service, and develops position statements to support members' advocacy work.

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

CCCC 2019 Activities

Our mission statement guides organizational decision-making, especially as related to CCCC’s human and financial resources:

**Sponsor and Conduct Research**

In FY19, CCCC dedicated approximately 9% of its budget to supporting member research, awarding $70,000 in research grants for the Research Initiative and Emergent Researcher Awards (five and four grants, respectively; awarded projects can be found here: http://cccc.ncte.org/cccc/awards/emergent-research and http://cccc.ncte.org/cccc/awards/researchinitiative).

**Create Collaborative Spaces**

Three primary activities (each described separately elsewhere in this report) support this aspect of our new CCCC Mission Statement: annual convention, summer conferences, and publications. While the bulk of CCCC resources are invested in these member benefits, we are currently working on ways to add more value to membership, through new pilot projects like our Webinar series, which is slated to be offered once a quarter throughout the year.
Develop Evidence- and Practice-Based Resources
In addition to its publications, CCCC maintains a range of member resources available on its website, with its position statements among the most utilized member resources. This year, we are revising several statements and drafting two new ones for the EC’s consideration, one on the role of reading in the writing classroom, and one on white language supremacy in teaching and civic spaces.

Advocate
Much of CCCC’s policy advocacy work falls under the auspices of NCTE and its well-developed infrastructure to support literacy advocacy efforts at all levels, including its network of Policy Analysts (comprised, in part, of CCCC members) and its NCTE EC Policy and Advocacy Subcommittee. CCCC also has its own collection of advocacy resources, including the aforementioned collection of position statements members can adapt to use in their own contexts, a set of resources and advocacy strategies related to labor (courtesy of CCCC Labor Liaison, Holly Hassel), and a “Strategic Action Toolkit,” a robust website of resources (https://cccc.ncte.org/cccc/labor/advocacy).

2019 CCCC Convention
The 2019 CCCC Convention, themed “Performance-Rhetoric, Performance-Composition,” took place in Pittsburgh, PA on March 13 - 16, 2019. With the continued work of the Social Justice at the Convention (SJAC) Committee and the Local Arrangements Committee, the convention worked diligently and creatively to ensure that members were safe, the convention was accessible, and as many people as possible were engaged. There were at total of 3,463 registrants, and 759 sessions scheduled.

2020 CCCC Convention
Program Chair Julie Lindquist has chosen the theme “Considering Our Commonplaces” for the 2020 CCCC Convention, which will be held in Milwaukee, WI on March 25 - 28, 2020. Proposal review has been completed and acceptance notifications will be sent by the end of August 2019.

CCCC Summer Conferences
For this summer’s conferences, we had few proposals, so only one summer conference was held. The summer conference was held at Old Dominion University, and themed, “Attending to Transfer.” It had 144 registrants, and was a success. We are hopeful that this year will bring enough solid proposals for two summer conferences in 2020.

Publications
CCC supports three high quality publications: its journal, CCC, edited by Jonathan Alexander (outgoing) with the new incoming editor, Malea Powell; the Studies in Writing and Rhetoric Series (SWR) book series, edited by Steve Parks; and the peer-reviewed, bi-annual publication, Forum: Issues about Part-Time and Contingent Faculty, centered on issues related to nontenure track faculty and edited by Amy Lynch-Binieck. CCCC publications continue to be stable. NCTE and CCCC continue to partner on a new strategy to increase outreach to non-member audiences. CCCC has budgeted for four new SWR titles in FY20.

As part of its continued efforts to increase member engagement and mentorship, the publication editor mentoring program continued this year, with four CCCC/TYCA Editorial Fellowships. These fellowships enable selected recipients to work with the respective publication editor to gain experience assisting with manuscript development, working with authors, building editorial boards, and implementing a strategic vision plan. The fellows, announced at the CCCC 2019 convention, are as follows: CCC Fellow, Kefaya Diab, Indiana University, who is working with Malea Powell; SWR Fellow, Sweta Baniya, Purdue University, who is working with Steve Parks; TETYC Fellow, Caitlin Larracey, University of Delaware, who is working with Holly Hassel; and Forum Fellow, Teigha Mae Vanhester, Monmouth College, who is working with Amy Lynch-Binieck.
Financial Report

After several months of considering our mission and financial records, in March the EC approved a balanced budget for the first time in over fifteen years. As was reported in last year’s annual report to NCTE by then Chair, Carolyn Calhoon-Dillahunt, CCCC was over-spending each year, only being saved by healthy investment income. This practice was unsustainable. As an example, the previous budget contained almost a $100,000 deficit, meaning we spent almost $100,000 more than we made last year. Additionally, approximately $115,000 was budgeted in contingency spending. That’s money that comes out of the organization’s reserves or savings, which is used to invest and make money for CCCC. Spending out of our reserves means that CCCC will have even less investment income in the future.

Just balancing the budget was not enough to secure the future of CCCC. We’d still lose too much money. So part of the new budget was to increase slightly convention registration rates to match inflation, cut over 18% of almost all programs and services (the overspending), and strategically spend a small amount in new programs that would grow membership and convention registration.

Again, this balanced budget is a significant achievement, given our history of overspending. Balancing our annual budget is something I’m particularly proud of, and we couldn’t have done it without the help of NCTE’s Executive Director and CCCC Executive Secretary/Treasurer, Emily Kirkpatrick and her staff. And of course, our hard-working EC members who deliberated thoughtfully and carefully over the budget. This work has put us on the right track for the future.

Other Noteworthy Activities

Thanks to the efforts of 21 awards committees, many with multiple categories of awards, CCCC was able to recognize its members’ achievements in research, scholarship, programs, and services, including travel awards to support graduate students, tribal college faculty, international scholars, and adjunct and contingent faculty.

CCCC continues to collect and refine its demographic data as part of convention registration in an effort to study the membership and to guide organizational decision-making. CCCC will use NCTE’s newly developed demographic categories and data collection statement on CCCC 2019 registration forms.

There are a number of task forces and new committees tasked to do important, structural change work in CCCC, particularly around equity, inclusion, antiracism, and anti-white supremacy. Additionally, several task forces are creating new programs, awards, and initiatives that will add value to membership. They are:

- Task force to develop a CCCC teacher and writing program service, similar to the successful CWPA Consultant-Evaluator Service. The Cs service would not compete with the other service, as it is focused on training teachers, not evaluating programs.
- Task force to develop a CCCC Award for Teaching as Scholarship.
- Task force on mentoring and career preparation, which will develop a pilot process that graduate students can participate in that would offer them mock job interviews and feedback on CVs, interviews, and other job-related materials, in preparation for them to enter job markets.
- A subcommittee of the EC is developing a quarterly webinar series that will work from sponsored research and other NCTE/CCCC materials to offer members engagement throughout the year.
- A new open access publication pilot was approved, which will offer one book as an open access book through the SWR series, in collaboration with the WAC Clearinghouse, which has successfully produced open access books for a number of years now.
- The Committee for Change and the Review Committee were formed to research and propose structural changes to CCCC and its annual convention in order to help ensure that CCCC is inclusive, encouraging diversity in every way possible, and not reproducing white supremacist and/or racist outcomes.
- The Language Policy Committee has been charged to research and draft a CCCC statement on the presence of white language supremacy in the evaluation/assessment of writing in higher education and civic spaces.

Asao B. Inoue, Chair
Conference on English Leadership (CEL)

The Conference on English Leadership (http://www2.ncte.org/groups/cel/) offers a collaborative, dynamic, discussion-based community for literacy leaders. CEL has served as a home for developing and sustaining the leadership capacity of literacy educators since 1970.

CEL Spring Retreat:
The Executive Committee had a productive two-day retreat in Downers Grove, IL on April 26 & 27. We spent much of our time refining our professional development opportunities for members and creating marketing strategies. One of our goals is to streamline and organize marketing so that we are purposeful about when and how we use social media to promote CEL. To that end, we have created a calendar for when announcements should be made; Associate Chair Chris Bronke will oversee CEL social media communication efforts.

We continue to offer many professional development opportunities to our members. Some members at the retreat collaborated with Chair Emily Meixner to shape the 2019 Convention. Notes regarding the convention are below. We also had a group that focused on the other professional development opportunities we offer and how we can best highlight and utilize our resources. For the past several years, CEL produces a quarterly journal (see below), publishes monthly blog posts (https://nctecel.wordpress.com/) and hosts Twitter chats (see below). Within the last year, the organization has added a Facebook group on which we have facilitated two digital book discussions and has begun releasing podcasts (see below). In addition to using social media, we plan to use our State Liaisons and Emerging Leaders to help push out content.

CEL Convention 2019:
CEL will host its 51st Annual Convention in Baltimore, MD November 24-26, 2019. The CEL program Chair, Emily Meixner (NJ), has organized the program around the theme “Creating Opportunities: Leadership to Ignite Movements and Momentum” in order to explore innovative leadership, acknowledge sites of political action, and to identify challenges to the status quo in schools, school districts, and communities across the country. This convention will include keynotes from Jarred Amato, Dana Stachowiak, and Kimberly Parker. The call for proposals yielded 101 session proposals, 42 of which were accepted. The program for the convention will include 45 and 60-minute interactive sessions on Sunday and Monday as well as three 2-hour workshops on Tuesday morning facilitated by CEL members. The program will conclude with an hour-long convention theme-focused Collaboratively Engaged Leadership Forum.

English Leadership Quarterly
Editor Elaine Simos continues to publish engaging and informative digital editions of the ELQ. (http://www2.ncte.org/resources/journals/english-leadership-quarterly/) The themes for each edition are as follows:

2018-19
- August Personalizing Professional Development
- October Sustaining Teaching and Leadership
- February Sustaining Teaching and Leadership
- April Mixed Realities and Learning

2019-20
- August Redesigning Writing Instruction
- October Rethinking Assessment
- February Communication Skills That Unite the Classroom and the Workplace

Twitter Chats:
As moderators have switched from Matt Morone to Kate Baker and Nicholas Emmanuel, there has been a period of transition and realignment of goals for the chats. The chat on 2-26-19 was an opportunity for educators to connect and share their reading and writing lives with guest-host Chris Bronke, and the chat
on 3-26-19, guest-hosted by Emily Meixner, aimed to increase the number and quality of proposal submissions for the fall convention. A log of the questions can be found here and a link to our twitter account is here. (https://twitter.com/search?f=tweets&vertical=default&q=%23CELChat&src=typd) We also hosted the first chat of the 2019-20 school year on 9-4-19 and were happy to see some new participants as well as some familiar voices.

Looking to the future of #celchat, the objective will be to schedule the chats so that they are strategic in promoting and supporting CEL programs. Due to the saturation of Twitter chats in general and the day to day responsibility of educators, sustaining a high rate of participation in a monthly chat is not feasible. Partnering with the communication department of NCTE, chats will be strategically scheduled and advertised content will be tweeted via the official NCTE-CEL account and retweeted by CEL members.

**CEL Podcasts:**
At the 2018 CEL Convention, Member-at-Large Josh Flores recorded interviews with several convention attendees about a variety of topics and created seven podcasts to be released via email and social media. The first podcast, an interview with Dr. Zackory Kirk, was distributed on September 3, and the other episodes will be distributed monthly. These episodes will be distributed widely, not just to CEL members, but we plan to record new episodes at the 2019 convention and make them available only to CEL members. Check out the podcasts here: http://www2.ncte.org/groups/cel/cel-talks-podcast/

**CEL Awards:**
The CEL Kent Williamson Exemplary Leader Award is given annually to an NCTE member who is an outstanding English Language Arts educator and leader. This year’s winner is Dr. Ernest Morrell

The CEL Innovative Leadership Award recognizes an early- or mid-career leader and NCTE member who has shown innovative leadership at the local, regional, and/or national level or for innovative approaches to teaching and/or professional development through new and progressive methods and delivery models. This year’s winner was Dr. Elsie Olan.

The CEL Teacher-Leader of Excellence Award recognizes a classroom educator who leads the way of literacy instruction by sharing his or her work with others at local and/or national levels. This year’s winner is Natalie Croney.

Winners have been notified; CEL will present the awards at our convention in November.

**Emerging Leaders Program**
We have accepted 10 applicants into the Emerging Leaders Program. These members were placed into one of four pods with an experienced CEL member. This group - our 9th cohort - includes department chairs, instructional coaches, teacher leaders, and district office leaders. This program has been steadily expanding both in the number and the diversity of our applicants. We are excited to report that most of our Emerging Leaders have stayed with CEL after their mentorship experience, and some are becoming quite active in our organization. We are making a concerted effort to involve previous cohort members in activities such as blog posts, conference presentations, and dissemination of CEL resources.

**State Liaisons**
Past Chair Heather Rocco now oversees our state liaisons and is exploring opportunities to empower them to share CEL resources and recruit new members. She has facilitated one Zoom meeting already and plans to meet virtually several times a year in addition to our face-to-face meeting at the convention.

**Executive Committee Elections**
Until early September, we had a full slate of candidates for Member at Large. Unfortunately, due to personal reasons, one of our candidates withdrew from consideration, so we will present three candidates to our membership for the election in November. Longtime CEL member Liz Spencer has agreed to be the new Nominations Chair and is assembling a Nominations Committee so that we can start putting together the slate for 2020.
**Next Steps for CEL:**
We continue to focus on providing literacy leaders with professional development beyond the annual convention. We hope that strategic marketing and targeted PD will help retain current members and recruit new members.

Janice Schwarze, Chair
English Language Arts Teacher Educators (ELATE)

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

2019 ELATE Summer Conference

Convening in Fayetteville, Arkansas on the hottest three days of the year up to that point, the ELATE Summer Conference: *Advocacy and Activism: English Language Arts Teacher Education to Save the World* offered innovative sessions by experts in the field, inspiring keynote talks, and a wide-ranging panel that surveyed advocacy and activism in its various forms. Ebony Elizabeth Thomas, co-editor of *Research in the Teaching of English* and author of the critically acclaimed *The Dark Fantastic*, walked audience members through the impacts of the absences of non-white characters in fantasy literature. 16 year-old high school student turned activist and author, Lauren Hogg, related her experiences surviving the Marjory Stoneman Douglas High School shooting and her experience taking on special interest groups. A panel comprised of NCTE/ELATE members Danielle Filipiak, Cathy Fleischer, Latrise Johnson, Tara Star Johnson, Ryan Schey, and Ebony Thomas offered different perspectives from each contributor’s unique advocacy and activism efforts. A local group, the LatinX Youth Theatre Project, performed a retrospective of work written and staged by local members of the LatinX youth community. In addition to the revelry of being in the company of the collective and respective intellectual community of the organization, the conference featured a 50th birthday celebration—in honor of the organization’s venerable journal, *English Education*. The conference featured 53 individual sessions and speakers from across the country, as Figure 1—presented at the conference by Karen Morris, Ph.D. Student at Penn State—demonstrates. One attendee offered the following as a summary comment on the experience: "I just completed the survey on the conference and it occurred to me that I should send [a note] to say that I thought the ELATE conference in Fayetteville was one of the very best conferences I have ever attended -- and that's about 40 years of conference attending! The focus of the conference, the unusually relevant and innovative ways it was organized, the quality of the plenary speakers, the quality of the sessions, the graciousness of the setting, the organizational details -- all were terrific!" The conference featured co-resourcing by Penguin Random House, the Initiative for 21st Century Literacies Research, and multiple entities on the University of Arkansas campus.

Figure 1 ELATE Presenters (Morris, 2019)
2018: Ken Lindblom, Tonya Perry, and Anne Whitney concluded their terms on the EC while Antero Garcia, Latrise Johnson, and Nicole Sieben began four-year terms. Additionally, Meghan Barnes concluded a term as ELATE Recording Secretary and Amanda Haertling-Thein was elected to serve a two year term. Chris Goering and Ken Lindblom served as conference chairs. Mandie Dunn concluded her term as the Graduate Strand representative at the ELATE Summer Conference.

2019: Troy Hicks, Rob Petrone, and David Shaafsma will conclude their terms on the EC. In addition to the invigorating sessions, the featured luncheon speaker Rainbow Rowell, and the ELATE Executive Committee meeting, award winners will be recognized with both presentations and Stacia Long began her term as the Graduate Strand representative at the ELATE Summer Conference.

CAEP/NCTE Standards Revision

Following generous feedback from CAEP, the ad hoc committee examining and revising the standards for CAEP disbanded and a new committee was formed, co-chaired by continuing committee members Donna Pasternak and Marshall George. Additional members include Chris Goering, Lanette Jimerson, Alison Matkia, Sophia Saringalides, Kerry Thomas-Mess, and Paul Yoder. The newly formed group represents K-12 teachers and the SPA accreditation community, per request of the feedback. Emily Kirkpatrick and Kristen Suchor joined the group for a two-day meeting in New York City, October 10-11 hosted by the Hunter College (CUNY) School of Education. Updated standards will be shared and vetted through the NCTE EC, the ELATE EC, the general membership, and other constituencies between October, 2019 and February, 2020 with a resubmission due on July 1, 2020.

ELATE Awards

2019 Janet Emig Award (best article in English Education), Kate Seltzer (Rowan University) and Cati V. de los Rios (University of California, Davis) for “Translating Theory to Practice: Exploring Teachers’ Raciolinguistic Literacies in Secondary English Classrooms” (October 2018).

2019 Research Initiative Grants, Mandie Dunn (University of South Florida; “Teaching Literary Texts While Grieving a Death”) and Sue Weinstein (Louisiana State University; “Amplifying ELA with Humanities Amped”)

2019 Graduate Student Research Award, Russ Mayo, University of Illinois Chicago for “Teaching English Teachers in the Anthropocene: Qualitative Case Studies of Climate Change in English Education”

2019 James Moffett Award: Lindsay Cherry, Harbor Lights, West Ottawa Public Schools, Holland, MI, for her project “Closings the Achievement Gap in West Ottawa Public Schools.”

2019 Geneva Smitherman Cultural Diversity Grants: Sandra Saco (Arizona State University; “Student Inquiry: Answering the Call for Cultural Sustainability in the ELA Classroom,”) and Francisco Torres (University of Colorado; Why Can’t We Dream in Color?: Racism in Speculative Fiction)

Commissions

The work of ELATE continues to be the work of the commissions and projects such as the Writers Who Care blog, the resource-rich justice.education website, the new position statement—“The Beliefs for Integrating Technology in the English Language Arts Classroom,” and the 2019 NCTE book, A Symphony of Possibilities: A Handbook for Arts Integration in Secondary English Language Arts are but four recent examples of work being seeded and grown from the special interests and talents of ELATE members. Currently, there are 13 active commissions across the conference:

- Commission on Social Justice in Teacher Education Programs
• Commission on New Literacies, Technologies, and Teacher Education
• Commission on the Study and Teaching of Adolescent Literature
• Commission on the Teaching of Poetry
• Commission on English Methods Teaching and Learning
• Commission on Writing Teacher Education
• Commission on Arts and Literacies
• Commission on Dismantling the School-to-Prison Pipeline
• Commission to Support Early Career English Language Arts Teachers
• Commission on Family and Community Literacies
• Commission on Everyday Advocacy
• Commission on the History of English Education

Finances

Above and beyond normal operating costs, the ELATE EC approved $5000 dollars for the CAEP Standards meeting in New York City, matched by an equal contribution by the NCTE EC.

Christian Z. Goering, Chair
Whole Language Umbrella (WLU)

Literacies and Languages for All (http://www2.ncte.org/groups/lla/) is a NCTE conference made up of whole language support groups and individual professionals interested in developing and implementing whole language in educational institutions. Literacies and Languages for All is based on a view of whole language as a dynamic philosophy of education.

The WLU Executive Board currently consists of Roxanne Henkin, President; Deborah MacPhee, President-Elect, and board members Kelly Allen, Yueh-Nu Hung, Michele Myers, Pat Paugh, David Schultz, and Yang Wang. David Schultz finished his term and we thank him for all his contributions. Pat Paugh finished her term and is the new incoming Co-Editor of our journal, Talking Points. Incoming board members are Natasha A. Thornton and Anna G. Osborn.

We also thank Deborah MacPhee and Sally Brown who are the outgoing Editors of Talking Points, and welcome Sherry Sanden and Pat Paugh as the incoming editors.

Name Change and Rebranding

This year our membership voted on a new name for our organization. Literacies and Languages for All reflects the name of conference, Literacies for All and builds on Carole Edelsky’s seminal book, With Literacy and Justice for All (2006, NY, NY: Routledge). With the emphasis on all, we want to create safe places where all of our students can be heard, nurtured, grow and thrive, and become productive citizens who advocate for change. As we transform into Literacies and Languages for All, we participate and witness our own evolution.

We’ve gone through a yearlong process that has required many additional meetings, both with the board, and with our membership. We met with the WLU Membership via Zoom on Saturday, March 2nd and Monday night, March 4th to discuss the prospective name change. We had previously announced the projected name change on our web-site and had a site for written comments. Even the choosing the new name went through several revisions as we found that names we had chosen were already copyrighted. In the process of engaging with our members, we generated a list of ways to increase membership. Our two main goals this year have been to be fiscally solvent and to increase membership. Debbie Fillinich joined us for our March board meeting where we shared our ideas and received her feedback. As a result of this semester of work, we created two sessions during our July 2019 conference to share our vision and engage membership and potential members. The name change was in transition between June and November and will be complete at the 2019 NCTE Convention.

As we embrace our name-change, we are reimagining how whole language might evolve in the future. We want to build on the beliefs and practices of the Whole Language Umbrella, while including and nurturing educators who embody a language pedagogy of social justice, inquiry, critical thinking, critical literacies, and project-based learning, digital and multimodal literacies, biliteracies, and multiliteracies. We are in the process of reframing and revitalizing our organization to envision what whole language practices will look like in the 2020’s and beyond.

The 2018 Literacies for All Conference

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

Thursday Night Opening Keynote Speaker: David Wiesner, writer and illustrator of Children’s Books,
Friday Morning Keynote: Jitu Brown, National Director, Journey 4 Justice Alliance
Friday Luncheon Speaker: Jonathan Bean, author and illustrator of Children’s Books
Saturday Closing Speakers: Franki Sibberson, NCTE President Elect & Mary Lee Hahn, Teacher at Dublin City Schools

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

The Preconference Workshop addressed the theme, “Organizing for Racial & Social Justice in Schools and Communities. Jitu Brown, National Director of Journey 4 Justice Alliance and the “We Choose Campaign,” was the Keynote Speaker. Workshop sessions were led by leaders of Journey for Justice, Advancement Project, United We Dream, Racial Justice Now, and Leaders of a Beautiful Struggle.

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

There were 126 participants at the conference. There were 48 attendees at the Pre-Con and 37 at the luncheon. The board and the local committee have worked hard getting the information out to the greater Baltimore area. We shared fliers at the state and local reading conferences, local universities and schools and school districts. We also sent the fliers to other partners in the community and to the local teacher unions. Bess Altwerger, who is a school board member in Howard County, also shared the flier in her school district and her county. Our Pre-con was featuring community and educational activist groups, and it brought a new, more diverse and younger audience to the conference.

Our Opening Reception followed the Pre-Con. The Hammond High School Jazz Combo, a high school student group played during the reception. During the conference, we held a book donation drive to benefit the New Song Academy. The Children’s Bookstore sold children’s books written by some of our keynote speakers, and participants could choose to buy a book, or bring a book from home to donate to the school, if they wanted to contribute to the campaign. More than 40 books were donated.

The 2018 NCTE Convention
WLU board members reviewed proposals for WLU strand sessions for the 2018 Convention in Houston, TX in late January and early February. We reviewed 145 proposals, selected our 12 secured slots and ended up with a total of 48 WLU strand sessions at the 2018 NCTE convention.

The WLU board met in a face-to-face meeting on Thursday, Nov. 15th, 2018, prior to the opening of the NCTE Convention. This was the first time that board members had to pay for their own NCTE Registrations, in our effort to save WLU money. Discussion focused on WLU Summer Institute planning, nominations, proposals, and awards. We also talked about the wording to ask presenters at the NCTE Conference to consider submitting a proposal for the 2019 WLU Conference. All the board members handed out the WLU Sessions flier and the Call for Proposals.

Kathy Short et. al. was our NCTE 2018, WLU opening keynote speaker. Unfortunately, the program did not designate the WLU opening session, so even Kathy Short was confused about this. It was also hard to follow the WLU thread with a number of WLU sessions on the program at the same time.
We also decided to have a book drive for students in Nigeria after Professor Chukwuemeka Eze Onukaogu, who along with four colleagues attended our 2018 Literacies for All conference, asked us to send new and gently used books of all genres for children in grades 3-12. We sent the information out to all our members, and books were sent to an agent who sent them to Nigeria for us. We also discussed the possible name-change and the reimagining and rebranding of our organization. With this in mind, we zoomed in Chuck Jurich to help us think about possible ways to go forward.

Deborah McPhee was present to report on Talking Points. The incoming Talking Points editors, Pat Paugh and Sherry Sanden shared their vision for the journal. NCTE President Jocelyn Chadwick and NCTE Executive Director Emily Kirkpatrick stopped in to greet the board. They shared their contact information and updated us on key issues.

The 2019 Literacies for All Conference
The 2019 Conference was held in Columbia, South Carolina from July 11-13th, at the Embassy Suites Hotel. The theme of the conference was Embracing Diversity through Meaningful Inquiry. There were 161 attendees. The local committee worked diligently organizing for the conference. They created a publicity campaign with targeted fliers being sent out on a monthly basis. Michele Myers and Yang Wang chaired the local committee. The proposals were read by three reviewers and Roxanne Henkin and Deborah MacPhee were the program planners.

The keynote speakers for the conference were Catherine Compton-Lilly, Valerie Kinloch, Lester Laminack and Julian Vasquez Heilig. We had 6 breakout rooms, or 7 including the large room. The Professional Dyads (PDCRT) of ECEA of NCTE met simultaneously and participated in some of the conference. We collected books for the Dutch Fork Elementary School. Music at the luncheon was performed by The Bucket Band from Oakpointe Elementary School in LexRich 5.

The Precon was held on Thursday, July 11th from 1-5 p.m. This year’s Preconference Workshop focused on how educators could work together with others to create safe spaces in schools and communities for critical reflection, resistance, organizing, and action. Local educators and activists from the Columbia, SC area served as workshop leaders and panelists to share their strategies for addressing racial justice issues in the local area. Author and educational activist Julian Heilig served as the keynote speaker.

The 2019 NCTE Convention
We reviewed 216 proposals and accepted our 12 sessions. There were 66 WLU Strand proposals accepted, but some of them were combined so we will probably end up with 48 or 49 sessions. Gerald Campano will be our WLU opening keynote speaker, and the WLU closing session will be Katherine Bomer.

The 2020 Literacies for All Conference
The 2020 Literacies for All Conference will be held in Normal, Illinois on July 9-11, 2020.

LLA Awards
The 2019 Award Recipients:
The Lifetime Membership Award is presented to a member who has throughout their career made an outstanding contribution to Whole Language in general or to the Whole Language Umbrella in particular. The 2019 recipient for the Lifetime Membership Award is Constance Weaver, in Memoriam. Debra Goodman accepted the award for Constance Weaver and her family.

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

The Reclaiming the Joy of Teaching Award honors a Pre-K through 12 teacher who inspires authentic, progressive literacy learning. Sara Suber was awarded the Reclaiming the Joy of Teaching Award.

Roxanne Henkin, President
Two-Year College English Association (TYCA)

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

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

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

TYCA Regional Organizations
TYCA's seven regionals each have their own executive committee and have one representative sit on the national TYCA EC. The regional conferences have a long history, dating back to the mid-1960s, and provide an affordable, local conference for TYCA members and non-members alike. Most are held in October with the exception of TYCA-SE, which is held in February. TYCA-PNW moved its fall 2018 conference to Spring 2019, but will return to a fall conference in the future. Information about each region and their conference can be found at www.ncte.org/tyca/regionals.

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<thead>
<tr>
<th>Region</th>
<th>Date</th>
<th>Theme</th>
<th>Location</th>
<th>Visiting Officer</th>
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<tbody>
<tr>
<td>Southeast</td>
<td>February 13-16, 2019</td>
<td>Dare to Dream: Bridging Ideas for Student Success</td>
<td>Peabody Hotel Memphis, TN</td>
<td>Cheryl Hogue Smith (Emergency cancel)</td>
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<tr>
<td>Pacific Northwest</td>
<td>April 26-27, 2019</td>
<td>Community: Nurturing Deep Connections on Our Campuses, in Our Classrooms, and in Our Writing Centers</td>
<td>Yakima Valley College Yakima, WA</td>
<td>Suzanne Labadie</td>
</tr>
<tr>
<td>West</td>
<td>October 11-12, 2019</td>
<td>The Work of Community Colleges</td>
<td>Truckee Meadows Community College Reno, NV</td>
<td>Cheryl Hogue Smith</td>
</tr>
<tr>
<td>Midwest</td>
<td>October 17-19, 2019</td>
<td>Welcome to Akron: Where the Rubber Meets the Road</td>
<td>University of Akron Akron, OH</td>
<td>Jeff Andelora</td>
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TYCA National Election
Sarah Z. Johnson has been elected as Associate Chair of TYCA. Her term begins in December 2019.

TYCA Conference
The following is an account of the TYCA 2019 Conference from Joanne Baird Giordano’s (Conference Chair) perspective, as told in the September issue of TETYC:

Organizing the Conference
The TYCA Conference Planning Committee began meeting in late spring 2019 with an initial focus on developing a framework for planning the conference for future years, including establishing a schedule; developing a proposal process; establishing a peer review process; drafting review criteria; figuring out how to coordinate efforts with NCTE, the TYCA Executive Committee, TYCA Regionals, and CCCC; and identifying tasks that would need to be completed each year to maintain and organize the conference. The Committee selected the theme, “Starting the Conversation: Scholarship, and Activism at Two-Year Colleges” to reflect that a key purpose for a national conference is to bring two-year college teacher-scholar-activists together to share resources, research, and best practices for strengthening our work as professionals and as advocates for students.

The conference schedule included an opening session, five concurrent sessions with ten presentations in each time slot, a luncheon with TYCA awards and a keynote speaker, an evening event. The Committee decided to have more sessions with fewer potential attendees in each presentation to increase the diversity of the sessions, include as many participants on the program as possible, and help TYCA members receive funding to attend the conference. Options for concurrent sessions included 15-minute individual presentations, 60-minute panel presentations or discussions, roundtable discussions, interactive workshops, and poster sessions. The Committee initially planned on including digital sessions but lacked the resources to offer online sessions during the first year of the conference. In addition to TYCA conference sessions, the Council on Basic Writing invited attendees to attend their annual workshop sessions, and Leigh Jonaitis (CBW Chair and a member of the Planning Committee) worked to create a schedule that would integrate CBW workshop sessions into the TYCA Conference. Because this first conference lacked funding for offering free social activities for attendees, TYCA made arrangements with Norton (a conference sponsor) to have attendees attend their annual party in connection with CCCC on the same day as the TYCA Conference.

Proposals for the conference were due after notifications about accepted and rejected proposals were distributed for CCCC 2019 so that TYCA and CCCC members could either a) revise proposals that hadn’t been accepted or b) develop a different presentation for TYCA if they had a presentation on the CCCC program. Presenters could appear on both conference programs, provided that the TYCA presentation was different from their work for CCCC.

The conference had a national peer review process with experienced reviewers from all of the TYCA regions, along with others who are active in TYCA at the national level. The process was competitive with approximately three times as many submitted proposals as available sessions in the schedule. Reviewers rated proposals based on the following criteria:

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<thead>
<tr>
<th>Northeast</th>
<th>October 24-26, 2019</th>
<th>TBA</th>
<th>Westin Portland Harborview Portland, ME</th>
<th>Suzanne Labadie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest</td>
<td>October 24-26, 2019</td>
<td>Reinvigorating the Public Sphere</td>
<td>Montgomery College The Woodlands, TX</td>
<td>Jeff Andelora</td>
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<td>Pacific Coast/ECCTYC</td>
<td>October 2020</td>
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TYCA National Election
Sarah Z. Johnson has been elected as Associate Chair of TYCA. Her term begins in December 2019.
Focuses on teaching, writing center or learning assistance programs, or other work of two-year college English teacher-scholars;

Provides attendees with practical strategies for teaching English in the first two college years or engaging as a professional in the discipline;

Presents concepts and practices that are relevant to working with a wide range of diverse learners at open-admissions institutions;

Uses research or other evidence to support recommended practices.

NCTE coordinated the submissions process, which meant that neither the reviewers nor the Committee knew the identities or institutional affiliations of people who submitted proposals until after the presentations were selected and organized into a schedule. Proposals were reviewed by three reviewers, followed by an additional review from Planning Committee Members. All of the sessions that were highly rated by the initial reviewers were automatically selected for the conference program. Proposals with mixed or mid-range reviews were accepted based on reviews from the Committee and the extent to which the presentation would help create a conference program that represented diverse and varied interests of TYCA members. Proposals were rejected if they didn’t have a clear purpose or if they didn’t reflect an understanding of the work of two-year college English professionals; however, the committee members reviewed all of the proposals rejected in the first stage of the review process to confirm that the reviewers assessed proposals based on the evaluation criteria, and they were able to verify that all of the peer reviews followed the criteria.

Although the proposals were reviewed through a blind process, every TYCA region had representation on the conference program. The largest category represented by submissions was first-year writing (not surprising, given that the conference was offered in connection to CCCC), followed by accelerated learning programs. The final program also included presentations on pedagogy, diversity, writing centers and learning assistance programs, developmental education, literature, creative writing, online teaching, high impact practices, and faculty development. The session topics illustrate the complex and varied types of work that two-year college English professionals engage in at their campuses, along with the interests of faculty at four-year campuses with a strong interest in teaching students in their first two years of college.

Key Issues Emerging from the Conference

The opening conference session was organized around interactive discussions about teacher-scholar-activism (see Sullivan 2015) and access to higher education. The session began with short remarks about national issues facing TYCA members from the incoming and outgoing TYCA Chairs and TYCA Conference Chair. Attendees then reviewed and responded to recent events and national initiatives that affect the work of two-year college English teachers and their students. Through small group table discussions and reports back to the large group, attendees identified national priorities for teacher-scholar-activism at two-year colleges focused on three interrelated topics: access to higher education, legislative and administrative mandates that impose initiatives and requirements on two-year college English programs, and resources for engaging in teacher-scholar activist work.

Through these discussions, attendees identified key priorities for TYCA and its members. Challenges affecting how instructors and programs support students included eliminating and reducing developmental education, acceleration from developmental education to first-year writing, enrollment for dual credit high school students, various issues for US resident and international multilingual students, placement reform, limited resources for supporting at-risk students, and barriers for student retention (for example, food insecurity, transportation, and financial aid). Multiple groups discussed contingent labor, equitable hiring, and support for adjunct instructors. Some groups also identified a shift in hiring practices that increasingly emphasizes specialization in writing studies.

Attendees identified several issues affecting scholarship and the collection of evidence to support the work of engaging in teacher-scholar-activism, including misconceptions in the profession that two-year college instructors aren’t qualified to do research, scholars from other institution types talking at (rather than with) two-year college teacher-scholars, a lack of resources and funding, and teaching loads that limit time for research. From the opening session conversations, three key issues emerged as research gaps that require more investigation and
evidence to support the work of two-year college English programs: a) processes for assessing college readiness and placing students, b) co-requisite support and related developmental education issues; and c) integrated reading and writing, especially whether the IRW model adequately addresses students' development as college readers. These issues are directly connected to initiatives frequently imposed on writing and developmental education programs through legislation or administrative mandates.

Because of limited funding, the conference luncheon was a ticketed event that was open to both TYCA Conference attendees and participants in the CCCC. Recipients of the 2019 TYCA Outstanding Programs in English Awards from North Central Michigan College and Salt Lake Community College received their awards and made brief remarks about their programs. Most of the luncheon time was devoted to the keynote speaker, Kiese Laymon, Ottile Schillig Professor of English and Creative Writing at the University of Mississippi. He is the author of the memoir *Heavy*, which received the 2019 Andrew Carnegie Medal in Nonfiction. Laymon shared a piece that explored his own experiences with trauma and dealing with student trauma as a college English professor. The reading was followed by a question and answer session that initiated ongoing conference conversations about teaching and approaching students with honesty. (From “Starting the Conversation: The Origin, Execution, and Future of TYCA’s First National Conference,” with Jeff Andelora and Cheryl Hogue Smith, *Teaching English in the Two-Year College*, forthcoming in September)

From the same article, in my words, are thoughts about the future of the Conference:

**The Future Is Ours to Take**

On that very day, even as the historic first national conference was taking place, the TYCA national officers presented a second proposal to the C’s EC, asking the Cs to underwrite TYCA for a second national conference to be held in Milwaukee on March 25, 2020, the Wednesday before the next Cs. This proposal, prepared with the expert assistance of Emily Kirkpatrick and Kristen Suchor, reflected the resounding success of the first conference. The TYCA conference numbers were impressive: Of the 339 attendees who were actively engaging in the first TYCA conference, approximately 85% registered for both the TYCA and Cs conferences, with over 50% enrolling to become Cs members at the time of the TYCA registration and almost 30% attending the Cs annual conference for the first time. Not only had we exceeded our target registration number of 250 attendees by 89 registrants, we had successfully demonstrated that a TYCA national conference would benefit the Cs, both in membership and C’s conference attendance. Upon hearing of TYCA’s success, the Cs EC once again overwhelmingly supported the TYCA proposal and agreed to underwrite a second TYCA national conference the day before the 2020 Cs conference in Milwaukee.

Of course, with the proposal accepted, the TYCA leadership team were committed to another year of hard work to ensure a second successful conference. The inaugural 2018 proposal specified that TYCA would need three consecutive successful national conferences if TYCA were to become self-sustaining, and with our first successful conference behind us, we optimistically decided to prepare beyond Milwaukee and think, too, about the 2021 Cs in Spokane and 2022 Cs in Chicago. So, three days later at the TYCA EC meeting, the TYCA EC implemented a structure for the conference, whereby the TYCA EC would appoint an Incoming Conference Chair (to become Conference Chair in 2021 and then Outgoing Conference Chair in 2022), along with representation from each TYCA region. For 2020, Joanne Giordano has agreed to continue to chair the conference for one more year, becoming Outgoing Conference Chair in 2021, and Stephanie Maenhardt has agreed to be 2020 incoming Conference Chair, becoming Conference Chair in 2021 and Outgoing Conference Chair in 2022. For continuity, during these crucial first years of conference planning, we wanted the Conference Committee to remain largely the same. Therefore, for TYCA 2020, we elected to have mostly “veteran” committee members, adding newly appointed members Jennifer Duncan (SE) and Emily Beals, former Incoming Breakfast Chair.

The TYCA national conference started as a way to save TYCA’s very existence, but it has also enacted an earlier vision of a conference that would bring together the seven separate TYCA regional associations. While these regionals have always been linked through the TYCA EC (the TYCA EC includes representatives from each region, while the national TYCA is
represented by a TYCA officer at each of the regional conferences), the current national climate in the two-year colleges demanded a wider and more unified conversation. The opening session discussions outlined above demonstrate how crucial this conversation really is. For the first time ever, the seven regions were able to discover common problems and opportunities and develop action agendas on a national scale to address such pressing issues as dual enrollment, contingent faculty, and “eliminated” developmental courses—all of which have a crucial impact on two-year English faculty across the regions.

While we celebrate the success of our first national conference, however, we can’t forget that for TYCA to become self-sustaining, TYCA 2020 and TYCA 2021 must be successful. We also need to remember that the success and professional impact of TYCA as a national organization will continue to be crucially linked to the vitality of our regional conferences and the continuing development and replenishment of our regional leadership teams, where our national leaders are so often nurtured.

The TYCA 2020 Conference CFP is live, and proposals will be accepted until September 15th.

Emily Kirkpatrick is working to secure the luncheon speaker for TYCA 2020.

TYCA Awards
TYCA honors its award winners each year at CCC. For next year, they will once again be presented at the TYCA conference, with the exception of the Mark Reynolds TETYC Best Article Award awards, which will be presented at the CCC Awards Reception. Committees for each of the following awards work to decide on finalists from a list of nominations. The TYCA awards are as follows:

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

- **Nell Ann Pickett Service Award**
  This award had not been funded for many years, but because of the success of the first national conference, the Southeast representative presented a proposal from mark Reynolds, former TETYC editor, that asked the TYCA EC to reconstitute the award. The TYCA EC unanimously voted to do so.

- **The Mark Reynolds TETYC Best Article Award**
  We have asked the CCC Chair to present the award when they present other awards from NCTE journals; in 2019, the Mark Reynolds TETYC best article award was presented dead last.

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

In August, Holly Hassel, *TETYC*’s current editor, was elected as the next CCC’s Assistant Chair; TYCA is working with Kurt Austin and Holly Hassel to find a new editor for the journal.

**TYCA White Paper on Workload**
Holly Hassel has taken the lead on writing a white paper about Workload Conditions in Two-Year Colleges. According to Holly, “Our group has been collecting secondary source research on various areas of workload to create a bibliography for our white paper. We are almost done with a draft of our workload survey. Joanne Baird Giordano and I are meeting in the next week to draft the IRB proposal that we will submit to my university’s IRB. Once we have that approval, we can move ahead with disseminating the survey through the various channels. We are hoping to do that in September.”
TYCA Listserv
Our TYCA e-mail distribution list, set up by Holly Hassel and Suzanne Labadie, has been used actively by members to communicate across regions. https://groups.google.com/forum/#!forum/tyca-listserv

Appreciation, Recognition, and Thanks
Thanks to Linda Walters-Moore for her help with all things TCYA. We would be a lesser group without her.

Thanks to Kristen Sucher and, especially, Emily Kirkpatrick for their help with the TYCA 2019 Conference; their contributions helped make it the success it was.

And thanks to Jeff Andelora and Suzanne Labadie, TYCA’s Past Chair and Secretary, for their stellar work!

Thanks to Holly Hassel for her outstanding work with TETYC these last four years.

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

Cheryl Hogue Smith, 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, 2018? (For a full list of current appointive groups and charges, [click here.](#) In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

1. **List names, affiliations, and geographic region for all committee members.**

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<tr>
<td>NCTE Staff Liaison: Linda Walters-Moore NCTE</td>
<td>NCTE Administrative Liaison: Patrick Owen</td>
<td>Executive Committee Liaison: Alfredo Celedon Lujan</td>
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<td>NCTE President: Leah Zuidema</td>
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2. **What actions, projects, initiatives, or studies are “in progress” at this time?**
   - We continue to meet via RingCentral for monthly meetings, discussing our work for NCTE’s Annual Convention (the affiliate breakfast and the affiliate extravanganza session).
   - We also send out a monthly newsletter (Tracy Kriese creates these with the support of Linda Walters-Moore). The newsletter does a fantastic job of highlighting upcoming NCTE events/contacts/services and affiliate conferences, as well as spotlighting successes in regional affiliates.
   - We also judged the nominations affiliates submitted for the various NCTE affiliate awards.

3. **What have you accomplished so far, and what is your timeline for future work?**
   We continue to discuss how we can meet the needs of our affiliates, particularly those who are new, re-emerging, or in rural locales. We had discussed the possibility of having a SCOA Facebook group, but were unsure about who would manage that. However, this idea was brought up at the Affiliate Leadership Meeting this July in Washington, D.C., so it’s something we need to explore again, being sure we know its purpose, the specific roles and responsibilities of SCOA liaisons to/for this group, and have a plan for posts and interaction in addition to how we can partner with NCTE social media on this.
4. 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?

SCOA’s work contributes to NCTE’s role in shaping the teaching profession by 1) recognizing the good work of affiliates and 2) providing learning opportunities for affiliate leaders. The teacher-leaders on the executive boards of affiliates and their teacher members form the backbone of NCTE. When the SCOA committee liaisons present affiliates with awards, they recognize the successes of affiliates’ work throughout the year, highlighting their efforts to serve their members with excellence through their publications, like their web sites, journals, and newsletters. The awards also recognize affiliate efforts in honoring diversity within their membership and in taking action toward an affiliate’s mission and vision. By having these affiliates come to the annual convention to accept these awards, we show the high bar affiliates should strive to meet in helping the teachers in their state move forward in teaching and learning, helping to shape what support for ELA teachers can/should look like. Further, our work planning the extravaganza session will provide teacher-leaders the chance to learn from each other. Marge Ford has done a great job of planning different sessions that will allow affiliates to share their expertise while also connecting with other people who have different experiences in these areas, allowing the presenters and participants alike the chance to incorporate something new into their affiliate’s programming. The forum of a session at the annual convention helps us to show how important it is to connect with NCTE, the “mother ship” that supports all of us in literacy education.

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?
   We continue to receive feedback about why ELA teachers should choose to be a part of an affiliate. What does the affiliate offer that teachers would miss out on if they weren’t a member? Affiliates are constantly looking for ways to increase membership. Many are beginning to consider what role they serve in the professional lives and learning of their teacher members through the services and perks teachers receive from affiliates.

2. What trends need to factor into medium- to long-term NCTE planning?
   We really enjoyed the small part we played in the Affiliate Leadership Meeting in Washington, D.C. It was great to sit with our affiliate leaders, and we also really appreciated the opportunity to share readings that prompted reflection and thinking about the theme of community. We also helped suggest speakers for different topics since we have first-hand knowledge of what affiliates are doing/trying and direct communication with affiliate leaders. In the future, SCOA would really love the opportunity to be more a part of the entire planning process of this affiliate leadership meeting. As the main committee supporting affiliates, recognizing their accomplishments, and providing guidance to them, it would seem like a natural fit to work with Joan -- and everyone else on her team -- to facilitate the learning for this meeting.

Kirstey Ewald, Chair
Standing Committee Against Censorship

Charge:

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic region for all committee members.
   - **CHAIR**, Paula Greathouse (2020) (Tennessee Tech University, Cookeville)
   - Annmary Consalvo (2021) (University of Texas at Tyler)
   - Katharine Covino-Poutasse (2021)(Fitchburg State University, MA)
   - Ann D. David (2021) (University of the Incarnate Word, San Antonio, TX)
   - Brooke Boback Eisenbach (2021) (Lesley University, Cambridge, MA)
   - Jennifer Farnham (2019) (Ponte Vedra, FL)
   - Clay H. H. Francis (2020) (Hutchison School, Memphis, TN)
   - Abena Hutchful (2020) (National Coalition Against Censorship, New York, NY)
   - Gretchen Oltman (Emeritus – 2020)(Omaha, NE)
   - Executive Committee Liaison, Alfredo Lujan (Monte del Sol Charter School, Santa Fe, NM)
   - NCTE Staff and Administrative Liaison, Patrick Owen

2. What actions, projects, initiatives, or studies are “in progress” at this time?
   - NCTE’s vision calls for collaboration and community in an effort to support teachers and students in classrooms. The current members of the Standing Committee Against Censorship (SCAC) have collectively vowed to continue this support through both a summer project, presentations at the annual convention in Baltimore, and collaboration with other NCTE committees.
     - Our first project aimed to fill the gap in our current rationale list that NCTE members draw on when faced with a challenge of censorship in their classrooms. In addition to each member completing two rationales, several members have built the crafting of rationales into their current graduate English education courses, thus helping us add to this valuable resource. It is the goal of this project for educators to draw on these rationales as a means of supporting their commitment to student access of diverse literature. We will finalize all our rationales and submit to NCTE to be added to the available documents at the 2019 convention.
     - In addition to this project, we have been diligently working on the two presentations that will be sponsored by our committee at the annual convention in Baltimore. We have collaborated on creating resources to distribute and have secured panelists for a discussion on responding to violence in student writing and a discussion on freedom of inquiry in the ELA classroom. This endeavor supports NCTE’s vision of assisting teachers in providing access for more diverse voices in their curriculum.
     - Two of our current members, Paula Greathouse & Brooke Eisenbach, have collaborated with NCTE’s LGBT Advisory Board Committee. Together, with the chair of that committee (Cody Miller) we will be guest editing a themed issue of the English Journal. It is the intention of the SCAC to contribute to this issue with a collectively written article on censorship, thus adding to the research in our field.
Lastly, we have continued to gather and submit research findings on age appropriateness to a shared Google folder. It is our aim to use these findings to support a potential position statement.

3. What have you accomplished so far, and what is your timeline for future work?
   - We have met several times since the last annual meeting and have scheduled one more meeting before the annual convention to finalize our presentations and share our progress on the rationales. During this meeting a call to begin to consider our next project and session topics for the 2020 conference will be discussed.
   - This past year, each member has continued to contributed research findings on age appropriateness to a shared Google folder. During our annual meeting in Baltimore, we will review these findings and continue our conversation on using our findings for a position statement on this topic.

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

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?
   - NCTE has a policy on the preparation of ELA teachers, and a belief statement on the inclusion of technology in the ELA classroom, however, attention has not been given to the virtual ELA classroom, or the preparation of virtual ELA teachers. We would like to see more resources and discussion on virtual English language arts classrooms, pedagogy in the virtual ELA classroom, and teacher preparation of virtual ELA educators.

2. What trends need to factor into medium- to long-term NCTE planning?
   - Given the rapid, and projected increase in the number of students opting to attend school in virtual contexts, this trend (virtual ELA classrooms, literacy pedagogy, virtual ELA teacher prep) should be considered.

   Censorship Challenges NCTE Has Fielded July 2018-April 2019

   July 2018

   ● Objections to Pedagogy in NCTE Convention Sessions – Georgia – The Liberty Council wrote a blog condemning these pedagogies and calling out teachers in the local school district for following them. NCTE has written the teacher who was cited in the blog. So far there is no response.

   August 2018

   ● Objections to Pedagogy in NCTE Convention Sessions – Georgia – The Liberty Council wrote a blog condemning these pedagogies and calling out teachers in the local school district for following them. NCTE has written the teacher who was cited in the blog twice, once in July and once in August after school had started. The last time the message came back indicating the teacher is no longer at the school. I tried Googling her without success. On 8/27/18, a HuffPost reporter contacted Jenna about this. While Jenna had offered no information to offer on this case, she did refer the reporter to me in
case she wanted to chat about intellectual freedom and schools. So far, the reporter has not made contact.

- **Drag Queen Story Time** – Louisiana – Drag Queen Story Hour is a program established for libraries and bookstores where Drag Queens read stories to “capture the imagination and play of the gender fluidity of childhood and give kids glamorous, positive, and unabashedly queer role models.” Over time there have been many protests against these programs but, according to the American Library Association, the benefits of the program have proved to outweigh the complaints. A challenge to a program scheduled for a library in Lafayette, Louisiana, came to our attention. ALA and ACLU are involved in this challenge. The library is going on with the program despite the protests. NCTE will sign on ALA’s letter of support to the library.

- **#BlackLivesMatter Poster** – NV – a teacher was told by her principal to remove the poster from her wall following a parental complaint. Unfortunately, the school’s policy gives the principal the right to ask for the poster to come down. I worked with NCAC to provide information to the teacher.

- **Felix YZ** by Lisa Bunker – NY – a parent complained about the inclusion of the book on a summer reading book list of twelve books. Teacher is working with the union attorney but likely facing disciplinary action.

- **LGBTQ Displays in Public Libraries** – UT - NCTE signed on letter with NCAC objecting to the banning of these displays.

- **Habibi** by Craig Thompson – FL- two parents have complained that the graphic novel is pornographic and they don’t want it taught at the school. These parents have threatened a law suit if the text isn’t removed from the school and threatened to withdraw their monetary support of the school if the text is retained.

**September 2018**

- **American Pastoral** by Philip Roth – 11th Grade AP English in Texas – complaints about profanity. Other options were offered for students to read but district administration did not follow the challenge policy and pulled the book, replacing it with *The Great Gatsby* and a brand new approved reading list for all the grades in high school—a list mostly out of the 17th-19th centuries. I sent a letter criticizing the approved checklist, reiterating the requirements of AP, and offering NCTE resources, including my offer to help the school develop both text selection and challenge policies. Going forward the language arts director has committed to get the "approved book list" back to its original condition, to create a committee to approve books for the future, and to have trainings for teachers and administrators on how to handle parents who object to texts. Hopefully, a new book policy, will be drafted by the new committee, in the hands of the legal department by January so that by the end of the year there will be something to get approved by the board.

- **Drag Queen Story Time** – Louisiana – Lafayette’s Mayor-President Joel Robideaux declared he was going to stop the event. Drag Queen Story Hour is a program established for libraries and bookstores where Drag Queens read stories to “capture the imagination and play of the gender fluidity of childhood and give kids glamorous, positive, and unabashedly queer role models.” The Lafayette, Louisiana, program planned to go forward regardless of protest from the mayor and others. NCTE signed on ALA’s letter of support and resources to the library. The letter was well received by the librarian.

- **Fun Home** by Alison Bechtel – 12th grade English - New Jersey. Parents complained last spring about inclusion of the text in the curriculum, but while the school district heard the complaints, they kept the book. This time the director of curriculum was requesting resources to help her develop a rationale for including this text and other LGBTQ+ texts as well as educational materials for parents.
Habibi by Craig Thompson – Florida - two parents have complained that the graphic novel is pornographic and they don’t want it taught at the school. These parents have threatened a lawsuit if the text isn’t removed from the school and threatened to withdraw their monetary support of the school if the text is retained. The challenge is currently in the hands of the school’s lawyers.

LGBTQ+ Books in Banned Books Display – Public Library – Rumford, Maine. A group of local pastors tried to ban the LGBTQ+ books from the display. NCCE joined NCAC and CLDF to send a letter of support and guidance to the library to retain the books in the display. The display was retained with all the books included.

Looking for Alaska by John Green – One of 75 books on a summer reading list – California. I sent a rationale for the novel as well as advice on the Students’ Right to Read, text selection, a reminder of the school’s policy and how it should be followed, and an offer for additional help.

The Things They Carried by Tim O’Brien - 10th grade English (IB MYP at an IB World School), Texas. Parents challenged the text for language. I sent a rationale for the text along with a letter reiterating the requirements of IB and offering NCTE resources, including my offer to help the school develop both text selection and challenge policies. This was the first request to come in from our newly designed Rationales page which gives instructions for requesting a rationale:

Write an email to intellectuelfreedom@ncte.org with your request and the responses to the following questions:

1. What are your name, your school and state where you teach, and the grade level of your students?
2. Are you having a challenge to a text?
3. Do you think you might have a challenge to a text and want the rationale to be prepared?
4. Are you planning to teach the work and want the rationale to plan curriculum for that?
5. Are you looking for texts to use to meet your curriculum and would like to use the rationales to help you choose?

City of Thieves by David Benioff – 10th Grade English – explicit language. NCCE signed on a letter with NCAC and six other First Amendment Groups opposing the removal of the book from the curriculum without following the school’s policy for reconsideration of texts.

Drag Queen Story Time – Houston, Texas– A few citizens filed a lawsuit saying the library is misusing taxpayer money by hosting Drag Queen Story Hours when they don’t host Heterosexual Couple Story Hours- Emily Kirkpatrick and I have sent a letter of support to the library and the mayor.

EBSCO databases used in Utah schools. – challengers suggested that students could find pornographic material through these online databases. NCCTE signed on a letter with ALA and four other First Amendment organizations to protest the removal of the databases. The Utah Education Network voted to restore access to EBSCO K-12 databases for the students of Utah!

Felix-YZ by Lisa Bunker – NY – a parent complained about the inclusion of the book on a summer reading book list of twelve books. Teacher is working with the union attorney but likely facing disciplinary action. UPDATE—the teacher was forced to resign.

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie – GA. Sent rationale.

Habibi by Craig Thompson – Florida - two parents have complained that the graphic novel is pornographic and they don’t want it taught at the school. These parents have threatened a lawsuit if the text isn’t removed from the school and threatened to withdraw their monetary support of the school if the text is retained. The challenge is currently in the hands of the school’s lawyers.
UPDATE: the book was removed when the objecting parents threatened the teacher with a criminal lawsuit.

November 2018

- *A Suicide Bomber Sits in the Library* by Rotten Ralph creator Jack Gantos and comics illustrator Dave McKean. Pulled by publisher Abrams. No action on our part, just awareness that this is another book that has met this fate.
- *Beartown* by Fredrik Backman – Rockingham County, NC – 10th grade honors English – book pulled because parents complained it was inappropriate and “not fit for the Bible Belt.” NCTE signed on letter with NCAC.

December 2018

- *A Handmaid’s Tale* by Margaret Atwood – Indiana – teacher disciplined for teaching the book, told she broke district ethical policy by doing so and then disciplined for a post on her Twitter account. We’re working with the National Coalition on this and we’ve strongly suggested that the teacher get legal support/advice from the teachers’ union. If she still wants us to write a letter we’ll do so after the first of the year.
- Har-Ber High School Student Newspaper, Springdale, Arkansas – students wrote an article exposing improprieties in the sudden mid-year transfer of five varsity football players to a different school. The article was censored, the paper suspended, and the advisorthreatening with disciplinary action and maybe termination. We joined others to sign on a letter with the Student Press Law Center. Also see 12.12.18 blog A Free Press Begins at School.

January 2019

- *All Quiet on the Western Front* by Erica Maria Remarque – Louisiana. 8th Grade, a part of the Wit & Wisdom section of the Great Minds™ curriculum which the school and state had purchased. Administration redacted passages they disapproved of – Abena Hutchful from NCAC and I worked with the teacher who brought this to our attention and then, while a letter was planned, instead spoke with the Executive Director of the school who apologized for defacing the books and said new books were on order and would arrive within the week. She also promised that the charter school would begin work on their policies for curriculum and text reconsideration. We both offered our help with this.
- *Fun Home* by Alison Bechdel – New Jersey – High School Library. Principal, hearing about a challenge to this book in another New Jersey district where, ironically, the book was retained, has ignored the district policy for text reconsideration and asked the librarian to remove the book from the library. She has refused and is supported by her union representative. A meeting on February 1 will either end or exacerbate this challenge. NCTE, NCAC, and ALA are all working to support the librarian.
- *Kafka on the Shore* by Haruki Murakami – Maine – High School. This challenge was brought to NCTE by ALA. At this moment, there seems to be confusion about where the challenge stands.
- *H.P. 80: An Act To Prohibit the Dissemination of Obscene Material by Public Schools* – Maine – Republican state representative Amy Arata has proposed this bill based on her reading of *Kafka on the Shore*. In her words, she is taking steps to try to make sure books she considers obscene don’t wind up in the hands of schoolchildren. NCTE is working with ALA on this.
- *The Perks of Being a Wallflower* by Stephen Chbosky – Illinois – Grade 12 – a challenge to the novel arose in a school board meeting. NCTE sent a letter to the superintendent, board, and teacher
supporting inclusion of the book in the curriculum. The letter was to be read to the board during a scheduled curriculum discussion on Wednesday.

February 2019

- **Arrest of a 6th Grader for Refusing to Say the Pledge of Allegiance** - This happened just as the Tinker Tour, a 50th Anniversary celebration of students’ rights in school, was getting started. We joined others to sign on a statement from NCAC.

- **Fun Home** by Alison Bechdel – New Jersey – High School Library. Principal, hearing about a challenge to this book in another New Jersey district where, ironically, the book was retained, has ignored the district policy for text reconsideration and asked the librarian to remove the book from the library. She has refused and is supported by her union representative. A meeting on February 1 will either end or exacerbate this challenge. NCTE, NCAC, and ALA are all working to support the librarian. This challenge went on all month and, frankly, got pretty nasty. However, when the superintendent received the letter from NCAC that we signed onto with many of the usual organizations but also others like the ACLU and Lambda Legal and the letter from ALA, the story changed and the principals of both high schools in the district put Fun Home back on the regularly accessible library shelves. The librarian was a superb defender of the student’s rights to read this book.

- **Assassination Classroom**, a manga comic by Yusei Matsui – New York – Intermediate School Library - a parent complained about the book’s title and fictional superhero themes. NCTE joined others to sign on a letter from NCAC. The book was pulled from the library shelves. As the Comic Book Legal Defense Fund explains, “the title for the comic sci-fi manga series is unfortunately misunderstood by many unwilling to delve into its pages. Assassination Classroom is not about the real-life violence that plagues schools, but rather a class of misfit students pledged with saving the world by killing their alien super-villain teacher (who has already blown up a decent chunk of the moon).”

- **H.P. 433 House of Representatives, February 5, 2019 Resolve, Directing the State Board of Education To Adopt Rules Prohibiting Teachers in Public Schools from Engaging in Political, Ideological or Religious Advocacy in the Classroom** – Maine – I sent the Maine Council (MCELA) resources and suggestions for speaking against this bill which has not yet moved.

- **H.P. 80: An Act To Prohibit the Dissemination of Obscene Material by Public Schools** – Maine – Republican state representative Amy Arata has proposed this bill based on her reading of Kafka on the Shore. In her words, she is taking steps to try to make sure books she considers obscene don’t wind up in the hands of schoolchildren. NCTE worked with NCAC and ALA on this. NCTE joined the National Coalition Against Censorship and others in a letter to the Criminal Justice and Public Safety Committee of the Maine Legislature strongly encouraging them not to pass the bill forward. The committee sent the legislature a recommendation to vote against LD 94. See blog story: Kafka Started It and the Maine Legislation Finished It—for Now

- **LGBTQ+ Books (I Am Jazz by Jessica Herthel, Lily and Dunkin by Donna Gephart, and George by Alex Gino)** – Andover Public Library, Kansas – a community member objected to these books on moral grounds. NCTE joined NCAC and other organizations in a letter to the library supporting the books. The board of directors of the library voted overwhelmingly to keep the books in the youth sections!

- **Texts in Florida** – fyi, a news report on the many challenges the new textbook law has elicited.

- **The Hate You Give** by Angie Thomas – Iowa – high school – vulgar, propaganda, not required by syllabus. This challenge is young but may be on a fast track to a school board that seems not to have a reconsideration policy.
March 2019

- **Big, Bad Ironclad** by Nathan Hale, from *Nathan Hale's Hazardous* - elementary school library, Wyoming. Suggests suicide. We offered a policy review and suggestions for managing the challenge.

Children’s Book Exhibit at University of Minnesota – books selected don't include diverse books. Complaints surfaced on Twitter and on Debbie Reese’s blog on the exhibit. The University of Minnesota made some of the recommended revisions to the exhibit.

- **Devil in Thurgood the Grove: Marshall, the Groveland Boys, and the Dawn of a New America** by Gilbert King – AP English, Ohio - use of “N-word.” English department is looking to adopt this 2013 Winner of the Pulitzer Prize for General Nonfiction and the superintendent has stated that a board member is to be present at all the committee meetings before the actual presentation to the board.

- **The Adventures of Huckleberry Finn** by Mark Twain. New Jersey lawmakers propose resolution asking schools not to teach 'Huckleberry Finn'.

- **Texts in Florida** – fyi, a news report on the many challenges the new textbook law has elicited. See results so far below under Florida Defenders.

- **The Hate You Give** by Angie Thomas – Iowa – high school – vulgar, propaganda, not required by syllabus. This challenge is young but may be on a fast track to a school board that seems not to have a reconsideration policy. For now, this seems to have blown over. There was no mention of the text at the last school board meeting and support of the teacher by the principal is strong.

- Trump Order on Free Speech on Campus. NCTE signed on letter with AAUP.

April 2019

- **Crank** by Ellen Hopkins, Wisconsin – middle school libraries – NCTE sent rationales for the text as well as information and policies for combatting the challenge.

- **Fun Home** by Alison Bechdel, New Jersey – district Libraries - Just weeks after the text was retained in the district libraries, the superintendent and board revised their policies on selection and reconsideration of texts – NCTE signed on another letter with NCAC and others to the superintendent and board. – see blog, Keep the Light On.

- **Girls Like Us** by Gale Giles, Washington – 12th Grade English - sent rationale so teacher can be prepared for a possible challenge when she teaches the book.

- **The Giver** by Lois Lowry and **Of Mice and Men** by John Steinbeck, Minnesota – 8th and 10th grade English - “mutterings of a challenge coming for both novels” – sent rationales for the text as well as information and policies for combatting the challenge.

- **Like Water for Chocolate** by Laura Esquivel, North Carolina – high school English – “scenes of explicit sex not appropriate to the grade, and the ending "glorifies" suicide” - sent rationales for the text as well as information and policies for combatting the challenge.

- **Love Is Love** edited by Marc Andreyko, Sarah Gaydos, Jamie S. Rich, Texas – this is a review of the situation surrounding the banning of the book a year ago – spent time consulting with CBLDF, NCAC, and the teacher involved in the original challenge who is no longer in the district. It was decided not to register the challenge but to work in other ways to help parents make sure their students have access to good diverse literature. – see blog, Keep the Light On

- **Pride: The Story of Harvey Milk and the Rainbow Flag** by Rob Sanders and illustrated by Steven Salerno, Virginia – 2nd Grade –parent objected to the book on the grounds that teaching about the existence of gay people and the history of their struggles for civil rights in the United States is "inappropriate" for children of that age and objectionable to her faith. In speaking with the press, she mischaracterized the book as a book about marriage and about sex. – had extensive conversations
with teacher and NCAC, sent information and policies for combatting the challenge and working with NCAC on a letter to the school board – see blog, Keep the Light On.

- Undocumented by Duncan Tonatiuh, Illinois – elementary school (K-8) library – “the content is not suitable for anyone under the age of 14” - school is forming a committee to reconsider the book while NCTE and NCAC are working on a letter to the school board.

Paula Greathouse, Chair
Standing Committee on Diversity and Inclusivity

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

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? In each activity describe the more important features of the work and connect your work to the NCTE Vision Statement, if applicable.

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? (For a full list of current appointive groups and charges, click here.) In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

**2018 Meetings**
In the 2018 report, Toby Emert, who was then chair of this committee, said that on June 5th Toby would be stepping down to more fully devote himself to the work of editing English Journal and that Julia Torres would take over as chair after the convention in Houston. On September 2 Julia and Toby sent a message asking if current members wanted to remain on the committee. There was no further correspondence to the committee members from them. Toby had sent out (in April) a date and time for our committee to meet at convention, so Kelly Sassi went to the meeting. Only four people were in attendance, and Kelly was the only one from the committee. NCTE’s Executive committee asked Kelly to step into the chair role, and she accepted.

**2019 Meetings**
In the first part of 2019, Kelly, with the help of the executive committee and Patrick Owen, sought to fill the openings on the committee. This was challenging, as I sought to recruit new members that would lead to a diverse set of members. NCTE leaders provided leads for people who could help me, and I also used my own network from the National Writing Project. It took longer than expected to get all the positions filled. New members are Robert River Amezola (PA), Kenlea Pebbles (MI), and Jung Kim (IL).

In the meeting between the Chair, the Presidents, and the executive director, it was determined that an area of diversity that NCTE would like to improve upon is connecting with Native American teachers. Kelly recruited a new Native teacher for the committee and put together a proposal for our committee’s presentation at NCTE that included Native teachers from Montana, North Dakota, and Michigan.

We finally had our first meeting on March 21, 2019, followed by meetings on May 20th and July 29th. We will have another meeting on September 25, prior to convention.

In enacting NCTE’s vision that our “member-created communities will strengthen cross-community connections, information sharing, and organizing to collaborate more powerfully” Kelly has invited each committee member to take the lead at a meeting, which involves inviting the committee to read/view relevant texts and talk with a guest from an overlapping area of diversity and inclusivity within NCTE to help us as a committee gain a sense of what the concerns are across the organization. As we go through this collaborative process, we are discussing ways to de-mystify NCTE for new members or members who feel outside the mainstream of NCTE.
1. **List names, affiliations, and geographic region for all committee members.**

   CHAIR, Kelly Sassi (2021) (North Dakota State University, Fargo)
   Ruth Alisha Hill (2019) (Communities in Schools of Atlanta, GA)
   Franny Howes (2019) (Oregon Institute of Technology, Klamath Falls)
   Jung Kim (2022) (Lewis University, Romeoville, IL)
   Susi Long (2019) (University of South Carolina, Columbia)
   Siskanna Naynaha (2019) (California State University, Dominguez Hills)
   Kimberly N. Parker (2019) (Cambridge, Rindge and Latin School, MA)
   Kenlea Pebbles (2021) (Michigan State University, East Lansing)
   Robert Rivera-Amezola (2021) (F.S. Key Elementary, PA)
   Executive Committee Liaison, Franki Sibberson (Dublin City Schools, OH)
   Executive Committee Liaison, Leah Zuidema (Dordt College, Sioux Center, IA)
   NCTE Staff Liaison, Lisa Avetisian
   NCTE Staff Liaison, Emily Kirkpatrick
   NCTE Administrative Liaison, Patrick Owen

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

   Preparing for our invited session at NCTE is in progress. Panel members have been invited to fill out a doodle poll with their availability for meeting, and some resources for convention have been shared with the group by email.

   Some of the actions we have discussed are developing a welcoming protocol for groups like our panel of Native teachers, developing a high-profile way of demystifying the nominating process, and encouraging greater participation in the organization from all groups.

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

   Our committee was dormant for the first half of this fiscal year due to three different chairs cycling through, and with the current new chair, the main accomplishments have been filling the openings on the committee with diverse members, preparing a proposal for a session at NCTE focused on Native American teachers, increasing Native teacher involvement, establishing regular meetings with agendas and minutes shared with all, getting to know each other, and building connections with other entities within NCTE whose work overlaps with ours. Alisha Hill is helping us with building a timeline at our next meeting, and hopefully when we meet for the first time as a full committee face-to-face at convention, we can make progress on a longer timeline and set of goals.

4. **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 are contributing to NCTE’s role in making the work of Native American teachers visible and considering indigenous perspectives in literacy. With two of the teachers recruited for our invited panel, the Chair has developed a unit of study on Native American Boarding schools that will be piloted this fall. We plan to submit this unit to Read/Write/Think because we believe—with 366 Native American boarding schools across the United States—all students should have an opportunity to learn about this suppressed part of our history.

   **Suggestions from your group**: Your good ideas help direct future NCTE actions.

   1. **What significant changes or trends in our field point to action from the Council?**
   2. **What trends need to factor into medium- to long-term NCTE planning?**

   Kelly Sassi, 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.

1. **List names, affiliations, and geographic region for all committee members.**
   - CHAIR, Holly Johnson, University of Cincinnati, OH
   - Pam Allyn, LitLife Inc., New York, NY
   - Mary L. Fahrenbruck, New Mexico State University, Las Cruces
   - Danielle Filipiak, University of Connecticut, Storrs
   - Heerak Kim, Savoy Elementary School, Washington, DC
   - Kylowna Moton, Los Angeles City College, CA
   - Caroline Santinelli, Fountain Valley School of Colorado, Colorado Springs
   - Michael Seward, Minneapolis Community and Technical College
   - Lindsey Troutman, Columbia Public Schools, MO
   - Executive Committee Liaison, Alfredo Lujan, Monte del Sol Charter School, Santa Fe, NM
   - NCTE Staff and Administrative Liaison, Patrick Owen

2. **What actions, projects, initiatives, or studies are “in progress” at this time?**
   We continue to post to our blog and hope to continue this throughout the next year.

3. **What have you accomplished so far, and what is your timeline for future work?**
   The blog is our major accomplishment, and we posted every two months through December, 2018. In 2019, we have posted each month.

4. **How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?**
   We strive to address NCTE’s vision of Access, especially in respect to language. We have had a pre-conference session on decolonizing Englishes in the ELA classroom in 2018, with a follow up pre-conference session accepted for November, 2019.

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**Suggestions from your group:** Your good ideas help direct future NCTE actions.

1. **What significant changes or trends in our field point to action from the Council?**

2. **What trends need to factor into medium- to long-term NCTE planning?**
   - The lack of additional education at the graduate level for teachers. If teachers are not addressing their educational needs through universities, then NCTE might consider additional ways to encourage workshop participation and additional offerings.

   In addition, the recruitment of new teachers from the field as well as Asst. Professors at the university levels.

   Finally, the importance of global/international literature access/accessibility.

**Holly Johnson, Chair**
Standing Committee on Literacy Assessment

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

Major Projects and Initiatives
- Ways to Change the Conversation about Literacy Assessment Campaign aimed at moving the conversation about literacy assessment away from standardized testing and toward helpful uses of literacy assessment to support teaching and learning. The campaign has included print materials at convention, a blog series, a poster, a Twitter Chat, and NCTE sessions.

See below for more information about our work. It aligns directly with this charge.

1. List names, affiliations, and geographic region for all committee members.
CHAIR, Peggy O'Neill (Loyola University, Baltimore, MD)
Scott Filkins (Central High School, Champaign, IL) Scott resigned in January because of other obligations
Josh Flores (Birmingham, AL)
Bobbie Kabuto (Queens College, Flushing, NY)
Becky McCraw (Goucher Elementary School, Gaffney, SC)
Kathryn Mitchell Pierce (Saint Louis University, MO)
Elisa Waingort (Calgary, Alberta, Canada)
Kathleen Blake Yancey (Florida State University, Tallahassee)

2. What actions, projects, initiatives, or studies are “in progress” at this time?
- Ways to Change the Conversation about Assessment: A regular series on the NCTE blog. http://www2.ncte.org/blog/category/assessment/ This began last year and has been ongoing (we've already posted a new entry for August 2019).
- 2 sessions during NCTE 2019 Annual Convention

3. What have you accomplished so far, and what is your timeline for future work?
Our committee met monthly via Zoom. The meeting minutes are posted on Google and available here:
https://drive.google.com/drive/folders/0B5GBr3K46SayYUxTX2JHLW1rbDA?usp=sharing

Accomplishments July 1, 2018 –June 30, 2019
- Offered a well-attended roundtable at NCTE 2018 Annual Convention
- Initiated the blog Ways to Change the Conversation about Assessment and contributed 11 posts through June 30, 2019
- Created a poster and standing sign for convention linked to the blog as part of our campaign: Changing the Conversation about Literacy Assessment https://www2.ncte.org/app/uploads/2018/11/NCTE-10016-AssessmentMeterBoard_8.5x11_V2.pdf
- Hosted an NCTE Twitter Chat about assessment on May 19
- Completed the Technical Report about the survey of NCTE policy representatives that we conducted in 2017-18 and submitted to NCTE leadership for expedited review

Future Projects
- Continue with the Ways to Change the Conversation about Assessment blog series (we already have posted an August blog and have more scheduled across the fall).
- Planning another Twitter Chat on classroom assessment during the fall (but that isn’t scheduled yet).
- Offering 2 sessions, one a panel and one a roundtable, at the NCTE Annual Convention in Baltimore. These are already on the program and include teachers from outside of the committee as a means to get more people interested in serving on the committee.
- Determining our response to the feedback about the Technical Report: the expedited review recommended against publishing it, but we have permission to share information about it on the blog, which we will do for several reasons, among them to honor the contributions the survey participants made and our promise to them to share the results.
- Potential new project for fall: Create an assessment “quick guide” for teachers
- The term for the committee membership will expire in November. The new chair, Bobbie Kabuto, will take over as chair, with some members cycling out. We are in the process of inviting new members and will continue that process. Peggy and Bobbie are working on this through the Fall. We have secured one new member, Chris Gallagher, a college professor with expertise in writing assessment and Eric Turley, a high school teacher. We are actively seeking to diversify our membership.

4. 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?

Assessment is a driving force in literacy teaching and educational policy. Our work is directly aimed at helping NCTE members to understand assessment’s link to teaching and learning, especially as it relates to equity and inclusion. We are focused on moving the discussion beyond testing and standardized forms of assessment to more productive and helpful uses, especially in the classroom. Our blog exemplifies our focus on these goals.

We are interested in elevating teachers’ voices in decision-making about assessment at all levels: school, district, state and federal. To this end we have collected information through a survey of the NCTE state policy representatives and will be sharing it this fall. Our work with changing the conversation is also a way of helping teachers’ find their voices and feel confident about talking about assessment to improve teaching and learning in their classrooms and beyond; this effort grew out of what we heard from the policy representatives.

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?

The Technical Report mentioned above lists several important trends and recommendations for NCTE. Below, we highlight a few and mention others that have come to our attention.

The proliferation of legislation and mandated screening assessment in schools for dyslexia warrants a reasoned and multi-pronged response by NCTE. Much of what has been made available to teachers and the general public is based on flawed research, exaggerated claims based on anecdotal information, and designed to direct schools and families toward for profit “programs” that are based on questionable research. This topic overlaps with assessment,
professional development, legislative agendas, and research. A Quick Guide to dyslexia research and programming might be well-timed.

Based on information we gathered from the state representatives and other anecdotal information such as this article in the Baltimore Sun, the use of technology for state testing is an issue. One of our blogs also took up this topic. Technology was also an issue in the administration and results of last NAEP writing assessment, according to reports.

Our survey of policy representatives and anecdotal information gathered from teachers show that tests and testing vendors seemed to play an oversized role in determining the focus of teachers’ professional development opportunities. While keeping teachers informed about tests may be important, it should not dominate professional learning.

2. What trends need to factor into medium- to long-term NCTE planning?

Impact of ESSA on state literacy policies and assessments warrants continued monitoring. NCTE should try to get a sense of how ESSA is directly impacting literacy assessment policies across the states.

SAT Landscape index, which was initially called the Adversity Index, seems to demand monitoring in terms of how it is being used and what, if any, impact it has.

NAEP Writing Assessment is not scheduled until 2029, and the 2017 scores will not be released (because of a technology issue, according to reports). The last report on writing from NAEP was released in 2011. A report on the NAEP Writing Assessment should be released in 2020.

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, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic region for all committee members.

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Geographic Region</th>
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<tbody>
<tr>
<td>Tamara Butler</td>
<td>Michigan State University</td>
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<td>Limarys Carabello</td>
<td>CUNY</td>
<td>New York</td>
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<td>Sybil Durand</td>
<td>Arizona State University</td>
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<td>Antero Garcia</td>
<td>Stanford University</td>
<td>California</td>
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<td>David Green</td>
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<td>Fahima Ife</td>
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<td>Rosa Jimenez</td>
<td>University of San Francisco</td>
<td>California</td>
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<td>Gerald Campano</td>
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<td>David Low</td>
<td>California State U – Fresno</td>
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<td>Nora Peterman</td>
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<td>Tim San Pedro</td>
<td>Ohio State University</td>
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<td>Amy Stornaiuolo</td>
<td>U of Pennsylvania</td>
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<tr>
<td>Ebony Thomas</td>
<td>U of Pennsylvania</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Leah Zuidema</td>
<td>Dordt College</td>
<td>Iowa</td>
</tr>
</tbody>
</table>

2. 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:

1. to promote interest in research and research findings across the Council;
2. to promote articulation across the various research groups within NCTE;
3. to serve as the primary research strand review group for Annual Convention programming;
4. 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;
5. 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;
6. to consider developing position statements and other publications helpful to teachers, administrators, and policymakers regarding research in English language arts;
7. to maintain a presence in AERA and pursue efforts to secure private grants and foundation funding for NCTE research initiatives.
8. The committee discussed consideration of prohibiting one scholar winning multiple SCR awards during the same year (PRA and Purves), which occurred in 2019. This would require committees to discuss their award winners.

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

Accomplishments

New Members to the Committee

- We recognized and thanked the service of outgoing members: April Baker-Bell, Jennifer Clifton, and Peter Williamson.
- We welcomed new members to the committee: Limarys Caraballo, Sybil Durand, David Green, and Nicole Mirra.

NCTE 2018 Research Strand & Guaranteed Sessions

- The council discussed reserving one guaranteed research session each year for local teachers to discuss local issues.

Research in the Teaching of English Editorial Team

- On September 1, 2017, Ebony Thomas, Gerald Campano, and Amy Stornaiuolo became the lead editorial team for RTE. Since that time, they have worked to fill the first year’s worth of issues with two central foci: 1) peer-reviewed studies, featuring the highest quality empirical research on literacy and English education from around the world, and 2) In Dialogue, an open access invited section based upon each issue’s theme.

Promising Researcher Award

- The 2019 NCTE Promising Researcher Award committee was chaired by Fahima Ife (Louisiana State University). Members were Gholnecsar Muhammad (Georgia State University), David Green (Howard University), and Sybil Durand (Arizona State University). Review of papers was facilitated through a blind peer-review process.
- The 2019 NCTE Promising Researcher Award winner is Tracey Flores, for her paper “Cultivando La Voz Mujer: Latina Adolescent Girls and Their Mothers Rewriting Their Pasts and Imagining Their Futures”

Timeline for Future Work

The Standing Committee on Research anticipates the following activities during 2019-2020:

- We will review all Research Strand proposals for NCTE 2019, and provide oversight for research-related convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2020.
- 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 role of Member.
4. 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.

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?

   - The council would request an answer to the question discussed at our 2019 annual meeting: Is there a relationship between the position statements released by the Council and SCR? Ebony Thomas shared that the group has endeavored to put out research briefs and compile research resources in the past. They came out in the *Council Chronicle*. Doing this work would require additional funding. The idea of holding a 1-day preconference for SCR members to construct research briefs was discussed.
   - The council suggested that we earmark some money for local educators/community activists to be able to attend this conference. This could work in conjunction with the councils’ suggestions to reserve one guaranteed session for local educators.

Suggestions given during the 2016 SCR meeting in Atlanta are still relevant and need addressing:

   - Students in White communities & criticality beyond communities of color; what kind of knowledge/understanding of diversity exists in those spaces? Most of our conversations about research and diversity are focused largely on students of color.
   - Another area where NCTE’s leadership and research initiatives need change is when we consider region & institutional type. How might we open the Council to other perspectives? How do we support colleagues at smaller universities?
   - Teacher educators, critical Whiteness; reappropriate certain words for best practices, while being ever careful not to re-center Whiteness as normative in our research, teaching, and service.
   - The ties among the research organizations of NCTE need strengthening. Facilitating connections among the SCR, RTE, NCTEAR, and the Research Foundation would be helpful. Also, given the current political climate, might the Squire Policy Research Office be revitalized?

2. What trends need to factor into medium- to long-term NCTE planning?

   - NCTE would do well to facilitate PLCs and smaller learning communities of all kinds. Members of the SCR applaud recent efforts by the Council to use new media to encourage greater connections among members and others in education, such as #NCTEchat and the blog. Members hope that these efforts will continue.
   - With an annual budget, NCTE’s SCR could have a greater role in disseminating important research from our membership beyond *RTE* and the official conventions.

Timothy San Pedro, Chair
Reports
of the
Committees
Achievement Awards in Writing Advisory Committee

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

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

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

For information on the Achievement Awards in Writing Program, please go to: [http://www2.ncte.org/awards/achievement-awards-in-writing](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, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. **List names, affiliations, and geographic region for all committee members.**
   CHAIR, Dana Maloney, Tenafly High School, NJ and Montclair State University, NJ
   Rebecca Piazziere Chatham, University of Arkansas, Fayetteville
   Debbie Greco, Highland High School, Pocatello, ID
   Dwan Henderson, The Lovett School, Atlanta, GA
   Elizabeth Lietz, Macomb Intermediate School District, Clinton Twp., MI
   Logan Manning, Alternatives in Action High School, Oakland, CA
   Kaci Morgan, CityLab High School, Dallas, TX
   Wendy R. Williams, Arizona State University, Mesa

2. **What actions, projects, initiatives, or studies are “in progress” at this time?**
   1. Launching the 2020 contest via release of the 2020 Themed Writing prompt
   2. Collaboration with NCTE to publicize the 2020 awards (including via social media and an article in Council Chronicle)
   3. Using social media to engage teachers/students from across the country in the awards and to publicize best practices in teaching writing (including writing process).
      a. The theme of this year’s prompt is “Why Do I Write?” We will use hashtag #whydowrite.
      b. Last year we added a calendar that delays the opening of submissions to create time for- and emphasis on--drafting, revision, and editing. This calendar remains in effect; the awards link will open on December 15 and close on February 15.
   4. Collaboration among committee members to plan for the convention meeting
   5. Preparation for committee-sponsored panel presentation at 209 convention: (P.47) “Sparking Imagination and Wonder through Authentic Forms of Writing: Spoken Word Poetry, Visual Storytelling, and Writing Contests” Sunday, November 24, 2019 10:30 a.m. - 11:45 a.m.
6. Analyzing data from the 2019 awards (and previous awards) for trends, including:
   a. continued (2-year) increase in number of Superior Writing Awards, following our revision to the judging evaluation criteria/process
   b. continued decrease, in part to understand--and to problem-solve--continued decrease in overall participation numbers
   c. to understand other trends across time and to plan for action
7. Collaboration with NCTE headquarters staff to cull information about the 2019 awards process and to plan/troubleshoot based on this information
8. Preparation of new leadership; cultivation of new membership

3. What have you accomplished so far, and what is your timeline for future work?
   - revising judging criteria
   - revising page on NCTE site (to provide more information and guidance)
   - expanding committee in size and to include more representation from across the country
   - planning/leading writing sessions at the 2017 and 2019 conventions
   - analyzing judging data and the judging process
   - migration to new judging platform
   - increasing use of social media
   - writing prompt has been drafted with input from all members
   - engaging committee members and other NCTE members in spreading word about the contest through social media
   - August-September 2019: finalize writing prompt
   - September-October 2019: launch 2020 contest and use social media to spread the word about the contest
   - September 2019: work with Council Chronicle staff to publicize contest via an article
   - September-November 2019: plan for Convention meeting; review data and plan for continued progress; begin to plan 2021 contest theme; development of new leadership and membership
   - November 2019: transition to new committee leadership

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

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?

   1. The submissions from some states has declined significantly in recent years. A look at the award winners shows how many states received no awards at all. We feel as if NCTE can realize the potential of the awards by engaging—and by giving awards to—more students.
   2. It would be very helpful if the state affiliates could have a direct and strong role in promoting contests, including ours. We understand the challenges of this too. Perhaps NCTE can somehow incentivize the role of state leaders who do this for NCTE members in their states?
3. Otherwise, the NCTE AAW Advisory Committee page continues to state (erroneously) that the contest is led by State Coordinators. It is not. When the contest submissions moved from paper to electronic, those roles were removed. Our committee has previously recommended that NCTE consider the feasibility of re-implementing these roles.

4. It would also be helpful if NCTE strengthens promotion of the contest through social media feeds.

5. Our committee has asked the Executive Committee to consider the feasibility of students submitting their work directly, vs. through teachers. We understand some of the challenges of this but have not received a response and would appreciate more direct feedback, if possible, on questions such as this.

6. We are seeing increased interest from NCTE regarding writing instruction. We believe strongly in the potential of this contest to structure NCTE’s writing platform. We hope that NCTE will prioritize strong and continuous communication with the AAW Advisory Committee, as we know that such communication motivates our members and strengthens the collaborative force between headquarters and this committee to engage teachers and students with the contest--and to promote writing process and writing excellence.

7. What trends need to factor into medium- to long-term NCTE planning?

1. NCTE’s writing platform can be strengthened by strong promotion of this and other writing awards. These writing awards can be linked through clear promotion and other communication.

2. We hope that NCTE will see the need for personnel dedicated to consistent, hands-on management of and communication regarding the awards. Communication has varied greatly from year to year--and we have found that strong communication strengthens the power of our work. Such collaboration/partnership is motivational and powerful.

3. Deputizing the state affiliates (as mentioned and suggested above) requires long-range planning. We feel that roles such as this could help people offer and receive recognition for their service--which we think serves NCTE’s mission in ways that go well beyond writing instruction. In this new age, perhaps leadership looks different from how it was in the past, including through state and/or regional positions. Leadership roles and other recognition directed at teachers helps the organization in many ways.

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, 2018? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

1. **List names, affiliations, and geographic region for all committee members.**
   - CHAIR, Lorena German (2021) Headwaters School, Austin TX
   - Damian Baca (2020) University of Arizona, Tucson
   - Michelle Falter (2019) North Carolina State University, Raleigh Richard
   - Gorham (2019) Lawrence High School, MA
   - Felicia Hamilton (2021) Windsor Public Schools, Windsor, CT
   - Patrick L. Harris (2020) Bishop John T. Walker School of Boys, Washington, DC
   - Dorian Harrison (2021) The Ohio State University, Columbus, OH
   - Jazmen Moore (2019) Washing State University, WA
   - Keisha Rembert (2020) National Louis University, Chicago, IL
   - Sahar Shafqat (2019) Lane Tech High School, Chicago, IL
   - Holly Spinelli (2019) Somers High School, Lincolndale, NY
   - Kathleen C. Colantonio Yurko (2021) The College at Brockport, NY

2. **What actions, projects, initiatives, or studies are “in progress” at this time?** There are various efforts in progress at this time. We are in the midst of developing several NCTE blog posts with corresponding video materials for teachers (Patrick, Keisha, Felicia). The videos are meant to be a catalyst for anti-racist teaching efforts and build on the work of the meter boards and posters and will offer strategies for anti-racist pedagogy and offer an easily accessible message so teachers can share with colleagues. Additionally, we are working on an NCTE blog post with resources and ideas for teachers in the area of anti-racist service learning work in schools (Holly). We are also developing ideas for a space at convention where we can share resources and do brief sessions for teachers (Lorena).

3. **What have you accomplished so far, and what is your timeline for future work?**
   - So far we have had two internal training sessions via webinars (coordinated by Lorena) to equip ourselves in this work as we prepare to support other teachers. Our first session featured an NCTE member who teaches courses focused on incarcerated literacies. Additionally, our second session featured another NCTE member and he shared with us anti-racist perspectives in the area of writing and rhetoric. We plan on developing NCTE blog posts for both of those sessions to share our knowledge with the wider NCTE membership at some point in the winter. At Convention, we plan on brainstorming next steps and work to take on during 2019-2020. Some of the accomplishments of specific members:
     - We co-hosted a Twitter chat with #TheBookChat (led by two NCTE members) on the book *Heavy* by Kiese Laymon and supported teachers in evaluating their practices through an anti-racist lens (Lorena, Keisha, Patrick)
     - Dr. Damian Baca published a co-edited [book in NCTE’s Studies in Writing & Rhetoric Series](#).
     - Keisha was awarded NCTE’s Outstanding Middle Level Educator Award. It is connected to anti-racism and bias work because her instruction centered inquiry on what students understand and believed about others to break down barriers and fortify some students knowledge of self. They worked through literature and writing to affirm one another and moved away from othering.
     - Additionally, Keisha was also recognized with another award celebrating her efforts in holistic anti-racist teaching approaches in literature through Illinois History Teacher of the Year through Gilder Lehrman. Her lessons sought to give voice and often center those folk often absent from the American story.
- Member Patrick Harris and NCTE member, co-host Antonia Adams Patrick documented their experiences as teachers through a weekly podcast called Common Sense Podcast. Using their actual experiences as anchors, they were able to document how racism and bias lives through the global education system. They garnered over 70,000 listens, Top 100 Education Apple Podcast, and Apple Podcast Black History Month spotlight.

- Patrick Harris also launched Edu2020, a podcast that centers education policy in the 2020 Election. In it, he breaks down what each candidate has contributed to the education field prior to their announcement to run for office. Also, the podcast is on the campaign trail to talk to a diverse group of teachers on what issues should be included in the nominee’s education platforms, certainly with an emphasis on race and bias.

- Lorena German joined the graduate class of committee member Jazmen Moore as a guest speaker. Moore teaches at Washington State University and featured Lorena and the work of CARBTE.

- Committee member Felicia Hamilton worked on the School Governance Council at her school to develop an action plan to address disparities in that school related to academic performance and behavioral data (relative to suspensions/expulsions and referrals).

- Felicia also created a school-wide activity where students read, observed and discussed slam poetry for African-American Read-In. Then, arranged to bring in a local poet to speak to the school body and share his work.

- Developed and provided professional development at the building-level and beyond on topics such as implicit bias and race-related topics (Lorena, Felicia)

- Felicia worked on the District Equity Team to address disparities related to academic performance and behavioral data in her city/district.

- Committee member Holly S. made efforts toward disrupting the canon (through #DisruptTexts movement) at her institution by getting other educators in her department to move canonical texts from the center of their classroom’s teaching to becoming the supplemental reading material for non-canonical texts.

- Committee member Holly S. led writing workshops on creative writing, self-expression, and cultural exploration/celebration at the Spring 2019 NYC Bread Loaf Writing Conference.

4. **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?**

I think that our committee’s work has begun very important conversations both within NCTE and outside of the organization. Our members are active change agents in the field of teaching and English/literacy. Their work is impacting teachers nation-wide as we strive toward anti-racist practices. Additionally, we have:

- supported the Committee for Diversity & Inclusivity by joining their virtual meeting and offering insight and ideas (Lorena)

- participated in ALAN and supported their efforts (Keisha)

- reached out to members and encouraged newly-joined teachers to share their wisdom and expertise via the NCTE blog (Damian, Holly, Lorena, Keisha, Patrick, Jazmen)

- participating in NCTE chats and raising questions/issues in order to elevate discourse that promotes equity and anti-racism (Lorena, Keisha, Patrick, and others)

- used social media as a space to challenge and encourage teachers to evaluate their practices through an anti-racist lens (Lorena, Patrick, Keisha)

- Worked at school, district, and nation-wide levels to impact anti-racist educational policies (Lorena, Felicia, Damian, Rich)

Lorena German, 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, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic region for all committee members.
   - CHAIR, Henry “Cody” Miller (2021) (SUNY Brockport, Brockport, NY)
   - Katherine Mason Cramer (2020) (Wichita State University, KS)
   - S. Adam Crawley (2020) (at Oklahoma State University)
   - Darryn Diuguid (2021) (McKendree University, Lebanon, IL)
   - Rick Joseph (2021) (Birmingham, Bloomfield Hills, MI)
   - sj Miller, (2019) (Santa Fe Community College, NM)
   - Summer Melody Pennell (2020) (Truman State University, Kirksville, MO)
   - Vanessa Perez (2021) (Clinton High School, Clinton, OK)
   - Tadayuki Suzuki (2021) (SUNY Cortland, Cortland, NY)
   - LaMar Timmons-Long (2021) (Hudson High School of Learning Technologies, New York, NY)
   - Craig A. Young (2020) (Bloomsburg University of Pennsylvania)

2. What actions, projects, initiatives, or studies are “in progress” at this time?
   a. Working with NCTE to select and promote a range of conference sessions that address the committee’s charge
   b. Publishing original pieces for NCTE’s official blog, Literacy and NCTE, monthly that offer educators pedagogical, curricular, and policy practices to best support and affirm LGBTQIA+ students, families, and communities; original posts on Literacy and NCTE are scheduled until the end of the year; original posts for the months of October, November, and December are planned or in the process of being planned and written
   c. Call for LGBTQIA*-themed issue of English Journal is currently in circulation; call is being shared on social media; more information about the specific call is outlined in the following section
   d. Develop and conduct an #NCTEchat dedicated to addressing LGBTQIA* topics in English education
   e. Establishment and bestowment of the LGBTQ+ Advocacy and Leadership Award; recommendation is outlined in last year’s report
   f. Partnering with the Gender and Sexualities Equality Alliance to promote visibility of LGBTQIA* topics at NCTE

3. What have you accomplished so far, and what is your timeline for future work?
   a. Members of the committee volunteered to review for session proposals submitted with the LGBTQ strand

   Cody Miller and Craig Young attended the conference planning session in D.C. during February; per last year’s report, the goal is to have one novice reviewer (Cody) attend with one experienced reviewer (Craig) and for this year’s novice review to be next year’s experienced reviewer, which creates an opportunity for a new member to attend and help plan the conference
We fulfilled all of our allotted spots for the LGBTQ strand. Additionally, we worked with other committee members to collaborate and ensure a larger number of LGBTQ identified conference sessions were present than allotted. Of 173 proposals labeled with the LGBTQ strand, we accepted 45 sessions. The breakdown of specifics is below:

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle level</th>
<th>Secondary</th>
<th>General</th>
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<tbody>
<tr>
<td>June</td>
<td>5</td>
<td>9</td>
<td>23</td>
<td>8</td>
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b. Published pieces for the months of January to August are provided below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Author</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Henry &quot;Cody&quot; Miller</td>
<td><a href="http://www2.ncte.org/blog/2019/02/lgbtqia-affirming-classrooms/">http://www2.ncte.org/blog/2019/02/lgbtqia-affirming-classrooms/</a></td>
</tr>
<tr>
<td>February</td>
<td>Vanessa Perez</td>
<td><a href="https://www2.ncte.org/blog/2019/02/libraries-can-be-lgbtq-affirming-spaces-on-school-campuses/">https://www2.ncte.org/blog/2019/02/libraries-can-be-lgbtq-affirming-spaces-on-school-campuses/</a></td>
</tr>
<tr>
<td>March</td>
<td>Adam Crawley</td>
<td><a href="https://www2.ncte.org/blog/2019/03/lgbtq-inclusive-childrens-literature/">https://www2.ncte.org/blog/2019/03/lgbtq-inclusive-childrens-literature/</a></td>
</tr>
<tr>
<td>April</td>
<td>Summer Pennell</td>
<td><a href="http://www2.ncte.org/blog/2019/04/lgbtq-ya-literature-recommendations/">http://www2.ncte.org/blog/2019/04/lgbtq-ya-literature-recommendations/</a></td>
</tr>
<tr>
<td>May</td>
<td>LaMar Timmons-Long</td>
<td><a href="https://www2.ncte.org/blog/2019/05/affirming-black-queer-youth/">https://www2.ncte.org/blog/2019/05/affirming-black-queer-youth/</a></td>
</tr>
<tr>
<td>June</td>
<td>Dana Stachowiak</td>
<td><a href="https://www2.ncte.org/blog/2019/06/how-literacy-teachers-can-support-lgbtqia-students/">https://www2.ncte.org/blog/2019/06/how-literacy-teachers-can-support-lgbtqia-students/</a></td>
</tr>
<tr>
<td>August</td>
<td>Rick Joseph</td>
<td><a href="https://www2.ncte.org/blog/2019/08/creating-lgbtq-affirming-elementary-classrooms-day-one/">https://www2.ncte.org/blog/2019/08/creating-lgbtq-affirming-elementary-classrooms-day-one/</a></td>
</tr>
</tbody>
</table>

c. Call for LGBTQIA*-themed issue of *English Journal* is currently in circulation; the call reads as follows:

**Affirming LGBTQ+ Identities**

Submission Deadline: January 15, 2020

Publication Date: September 2020

*Editor:* Toby Emert  
*Guest Coeditors:* Paula Greathouse, Brooke Eisenbach, and Henry “Cody” Miller, NCTE LGBTQ Advisory Committee

“Some of the work of the English classroom . . . should be about exposing and analyzing how we read and write our sexual identities in textual and embodied worlds and how we can both confound and be confounded in our expectations.”  
—Viv Ellis, “What English Can Contribute to Understanding Sexual Identities”

A decade ago, in March 2009, *English Journal* published an issue that focused on LGBTQ+ voices and ELA classroom considerations. We have seen remarkable changes in visibility, legal status, and social acceptance of LGBTQ+ communities since the issue appeared, but our cultural institutions, including schools, still routinely struggle to promote and provide equitable status and treatment for people who identify on the queer spectrum.

Because the emphasis of our work as English teachers is on the art of telling human stories, we are uniquely positioned to engage students in important discussions about empathy, inclusion, and activism concerning LGBTQ+ issues. But national, state, and district policies, resistant stakeholders, or our own uncertainties about how to signal support in a responsible way often limit our curricula and our teaching.
In this issue of *English Journal*, we want to hear how teachers are helping students explore the concept of intersectional identities that include but are not limited to queer, gender diverse, gay, lesbian, bisexual, trans, and questioning. We welcome stories that describe obstacles teachers face in implementing queer-inclusive curricula and suggested strategies for responding to these obstacles. We invite authors to share practices that create opportunities for students to research, write about, read about, and discuss matters of gender, gender identity, or sexual identity. Which texts that feature the stories of LGBTQ+ characters have you found most compelling and affirming for students? What insights can you offer colleagues working with canonical texts that they might “queer” with students? How can we move beyond tolerance and acceptance to inclusion and belonging?

d. Discussed initial idea at NCTE meeting; committee still needs to meet and determine who is interested in co-hosting the chat, constructing questions for the chat, and working to advertise the chat on Twitter; Cody Miller will reach out to NCTE social media team before the end of the year to determine viable dates for the chat

e. Mollie Blackburn was named the inaugural recipient of the LGBTQ+ Advocacy and Leadership Award; award is provided when application warrants bestowment; we will work to nominate candidates we believe will meet the criteria for presentation of the award

f. Dana Stachowiak, Summer Pennell, and Cody Miller are working with Emily Kirkpatrick to secure a banner that promotes the work of LGBTQIA* educators at the 2019 NCTE conference

4. 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?

a. Conference sessions speak to the range of educators who compose NCTE’s membership from elementary education to teacher education

b. Topics of original blog posts address K-12 educators, librarians, and teacher educators; original blog posts offer practical, classroom-based practices for supporting and affirming LGBTQIA* students, families, and communities through young adult literature, children’s literature, writing instruction, professional development, classroom management, and outreach; blog posts are shared via social media to heighten the impact and visibility of the work being conducted by the committee; blog posts offer potential for future research articles and conference proposals/presentations

c. The *English Journal* issue will attend to the progress made since the 2009 issue, including the political, cultural, curricular, and pedagogical shifts in the last decade; the issue will also attend to contemporary and lasting challenges that educators face when working to creating affirming ELA experiences for LGBTQIA* youth, families, and communities

d. Twitter chats remain a popular venue for teachers to learn and develop their professional expertise and identities; #NCTEchat has been very successful in engaging in a broad group of teachers throughout the various chats; our chat would provide accessible professional learning for English teachers to create affirming ELA curriculum and pedagogy for LGBTQIA* youth, families, and communities

e. LGBTQIA* students deserve curriculum, pedagogy, and professionals who will affirm their identities; many LGBTQIA* educators have made the goal of creating just schools their mission but the institution of NCTE had not acknowledged that work in an official, institutional manner; the award acknowledges the contributions of LGBTQIA* literacy educators and speaks to the importance of honoring LGBTQIA* leaders within the organization of NCTE and the field of teaching English broadly

f. A banner at the conference will highlight the work of LGBTQIA* educators within NCTE and the teaching of English and literacy broadly
Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?
   • Continued attacks on LGBTQIA* students, families, communities, and educators from federal, state, and local governments
   • Despite growth in quantity of LGBTQIA*-centered texts, the texts are continually challenged and banned in schools
   • Teachers need professional learning opportunities to develop LGBTQIA*-affirming pedagogies and curriculum

2. What trends need to factor into medium- to long-term NCTE planning?
   • Continue focusing on censorship, which disproportionately negatively impacts LGBTQIA*s texts from being included in classroom and library material
   • Continue supporting inclusion of LGBTQ strand in conference planning
   • Continue working on creating gender-inclusive and affirming spaces for all genders
   • Critical vetting of speaks to avoid homophobic instances such as the one from last year
   • Explicit discussions of how NCTE will support LGBTQIA* students, educators, and families in the current political climate
   • Highlighting of work by LGBTQIA* educators in online and physical spaces
   • Intentional recruitment of LGBTQIA* educators to write conference proposals, blog entries, and manuscript submissions

Cody Miller, Chair
NCTE Children’s Poetry Awards Committee

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

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

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic regions for all committee members.

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Geographic Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Bandré</td>
<td>USD 305, Salina, KS Public Schools</td>
<td>Midwest</td>
</tr>
<tr>
<td>Donna Friend</td>
<td>Hebron High School, Carrollton, TX</td>
<td>Southwest</td>
</tr>
<tr>
<td>Theodore (Ted) Kesler</td>
<td>Queens College, Cuny, Flushing, NY</td>
<td>Northeast</td>
</tr>
<tr>
<td>Judy Rowe Michaels</td>
<td>Princeton Day School, NJ, Emerita</td>
<td>Northeast</td>
</tr>
<tr>
<td>Heidi Mordhorst</td>
<td>Rockview Elementary School, North Kensington, MD</td>
<td>Southeast</td>
</tr>
<tr>
<td>Lisa Patrick</td>
<td>Ohio State University, Columbus, OH</td>
<td>Midwest</td>
</tr>
<tr>
<td>Yoo Kyung Sung</td>
<td>University of New Mexico, Albuquerque</td>
<td>Southwest</td>
</tr>
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</table>

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

- At present, the 2020 selection committee members are reading, reviewing and rating the 2019 poetry books we have received from publishers. As chair, I have been communicating with publishers since late March and requesting copies of their 2019 poetry titles for committee review. All books received are recorded on a Google Sheet in a Google folder accessible by the committee members. After reading and rating each book, we will discuss them at length during our meeting at the 2019 NCTE Annual Convention. The most outstanding books meeting the award’s criteria will be named to the 2020 list of Notable Poetry Books and Notable Verse Novels. Submissions have been slow to arrive thus far. At present, we have received 22 books. Several more have been requested. November 1st is the deadline for accepting 2019 titles.
- In the next few weeks we will begin finalizing plans for two 2019 NCTE Annual Convention presentations. One session will feature the 2019 Children’s Notable Poetry and Verse Novels. Poet David Harrison, whose book Crawly School for Bugs (WordSong, 2018) was selected for the list, will discuss his work and conduct some poetry warm-up activities with the attendees. Members of the 2019 selection committee will present all of the books on the list. Attendees will...
receive handouts that provide information about all of the books selected as well as ideas for using poetry in the classroom. The second session will celebrate the work of Paul B. Janeczko, winner of the 2019 Award for Excellence in Poetry for Children. Those who knew Paul and admired his work will be sharing poetry and thoughts about his work in memoriam.

3. What have you accomplished so far, and what is your timeline for future work?
   - The 2019 selection committee wrote and submitted an article about the 2019 Notable list for *School Library Journal*. This was published in print form and online in April. Two of the committee members prepared an article about Paul B. Janeczko to appear in a forthcoming issue of *Language Arts*.
   - Over the next few months, the 2020 selection committee will continue to read and review books in preparation for our meeting at the 2019 NCTE Annual Convention.
   - Following the selection of the 2020 Notable Poetry and Verse Novels, publishers will be notified and the list will be shared via social media and posted on the NCTE website. Committee members will prepare reviews of the selected books for publication.

4. 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 many teachers are uncomfortable teaching and sharing in the classroom. The goal of our committee is to promote poetry and provide teaching ideas through our conference presentations and journal publications. We have shared, and will continue to share, what we consider to be the best poetry available from the current publishing year and offer suggestions to teachers to make them more comfortable in reading and teaching poetry in the classroom. We want to encourage the writing of poetry on the part of students and the enjoyment of listening to and discussing poetic language.
   - Since one of our goals is to seek out poetry from diverse languages and cultures, we hope to promote the multicultural and diverse language and setting that poetry offers. This speaks directly to the opening sentence of the NCTE Vision statement: “NCTE and its members will apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them.” WE especially desire to locate and recognize children’s poetry that celebrates Native American people and culture.
   - We continue to strive to find and recommend notable poetry books for the youngest children in our age range – 3 to 5 years old.

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?
   - Committee members have noticed an increase in the number of verse novels written for young adults. Because our age range is 3-13 years old, we are unable to recognize these wonderful books. Perhaps NCTE could discuss a way to recognize poetry and verse novels for young adults in a formal way?

2. What trends need to factor into medium- to long-term NCTE planning?
   - The website and social media connections are critically important in today’s classrooms and styles of teaching and communicating. Keeping these areas user-friendly, easily accessible, and easily navigated are essential.
   - Sessions selected at annual conference are critical in reflecting current trends and enough cannot be said about the importance of issues of diversity today. All of the NCTE communications, website articles, author presentations at annual conference, need to reflect this. Many efforts have been taken and are greatly appreciated. We need to continue to make diversity a focus.
Those who want to attend sessions about children’s poetry at NCTE are often the same people who desire to learn about other notable books – the Orbis Pictus books, the Charlotte Huck books, and the Notable Books in the Language arts to name just a few. It would be wonderful if every effort was made for these sessions to be held on different days / different times. When they all occur at the same time, it is very difficult for attendees to decide what session to attend.

Patricia Bandré, Chair
NCTE Charlotte Huck Award for Outstanding Fiction for Children

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

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


Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2018? 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?**

Members of the committee are engaged in the extensive and intensive process of reading and culling books in hopes of identifying outstanding works of fiction that meet the criteria of the Charlotte Huck Award for Outstanding Fiction for Children. On the first Sunday of every month, the committee meets on ZOOM (video conferencing) to discuss books received from publishers and titles that members have located independently. Members also communicate daily/weekly via a private chat group on WhatsApp to share new titles or to highlight books that meet the award criteria. Final deliberations for this award are scheduled on Thursday, November 22 at the annual conference in Baltimore Maryland. In addition to selecting and announcing this year’s winner, honor and recommended books at the Children’s Book Award Luncheon, members are responsible for collecting data on children’s responses to last year’s selections. The committee is preparing to participate in two conference presentations: *Inviting Compassion, Imagination and Wonder with the 2019 Charlotte Huck Award Winners* and *The 2019 Orbis Pictus and Charlotte Huck Honor Book Award-Winning Authors and Illustrators Share Their Stories and Insights*

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

Shortly after last year’s annual conference, Denise Davila (Chair of Orbis Pictus) and I sent out broad requests to publishers via email and snail mail to invite submissions. These invitations included a cover letter explaining the award criteria and a committee member contact list. In the months that followed, I have sent broad reminders via email, and also called and emailed publishers to request specific titles on behalf of the committee. Members of the committee have continuously read nominated books, and tirelessly searched for additional books that meet the criteria. Following a process established last year, each committee member has taken responsibility for locating and suggesting outstanding books within different sub-genres of fiction: contemporary realistic fiction, historical fiction, graphic novels, poetry, and fantasy. Individual members have also contributed to a book request form using Google docs, and searched their local libraries, bookstores and databases for promising works of fiction. Additionally, committee members have submitted monthly KEEP/WITHDRAW spreadsheets to indicate whether titles should remain under consideration based on the award criteria, and (for the past three months) have submitted top 20 lists. Our ongoing conference calls, chats and postings serve as a record of the group’s responses to books as well as any concerns members have raised about a particular book. We are charting all of this data to help to guide the conversation and selection process during our final deliberation session. In the end, we hope to contribute to NCTE’s broader mission related to access (sharing resources and state-of-the-art practices related to children’s literature) and affiliation (strengthening cross-community connections, information sharing, and organizing to collaborate more powerfully).
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 work aligns closely with NCTE’s vision of having its members, “apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them.” The Charlotte Huck Award, in particular, with its focus on recognizing books that, “have the potential for transforming children’s lives by inviting compassion, imagination, and wonder,” lends itself to work for social justice. Members of the committee take this work seriously, and seek to promote literature that challenges the status quo and demands that the voices of marginalized groups are recognized. Each year, we search for new authors and smaller presses along with those who are more prominent and well-known. We also consider stories that have not often been told as well as those that cause us to think differently about the familiar. Our aim is always to tap into the transformative power of story and to share and promote those works that guide us toward a more just and equitable world.

Desiree Cueto, 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, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic region for all committee members.

Denise Dávila, Chair, University of Texas at Austin
Seemi Aziz, University of Arizona, Tucson, AZ
Amina Chaudhri, North Eastern Illinois University, Chicago, IL
Suzanne Costner, Fairview Elementary School, Maryville, TN
Daryl Grabarek, School Library Journal, New York, NY
Sanjuana C. Rodriguez, Kennesaw State University, GA
Julie Waugh, Zaharis Elementary School, Mesa, AZ

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

December 2018: Denise Davila became the chair of the Orbis Pictus committee. Applications for membership on the 2020 Orbis Pictus Committee were collected by NCTE and shared with the committee chair.

January 2019: Invitations were issued to welcome two new member onto the committee in place of two out-going members. The new committee met to mentor new members, review the bylaws and procedures for the 2020 award, develop a group identity, answer questions, and discuss the Orbis Pictus evaluation criteria.

In consultation with NCTE President Frankie Sibberson and the 2019 chairs of the Orbis Pictus and Huck committees, Mary Ann Cappiello and Ericka Dawes, the criteria for the book awards was updated to permit submissions of books either first published or distributed in the United States during the 2019 calendar year.

January - February 2019: The Orbis Pictus and Huck committee chairs collaborated in communicating with children’s book publishers and soliciting submissions. For example, we sent out our introductions to publishers on the same day, using the same letter, with appropriate changes made to share information on each committee. We encouraged publishers to send books as soon as possible. The committee began receiving books in February.

March - August 2019: Every 4 - 6 weeks, the committee completed submission evaluation surveys and met via video conference to discuss, critique, and advance book submissions.

June 2019: With Patrick Owen of NCTE, the committee chair visited all of the book vendors at the American Library Association convention in Washington D.C. to solicit submissions for both the Huck and the Orbis Pictus awards.
**August - November 2019:** Every 3 weeks, the committee completed submission evaluation surveys and met via video conference to discuss, critique, and advance book submissions.

The committee shifted to meeting more frequently during this time frame to accommodate the abundance of books that are submitted fall in advance of the October 15 submission deadline.

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

As of this writing (September 2019), we have evaluated and discussed more than 250+ submissions. We anticipate that we will review and critique another 150 + submissions that are received on/before October 15.

Following the success of the 2018 Orbis Pictus committee, the 2019 committee is preparing a session for NCTE 2019 that focuses on teaching with the books across the varying types of non-fiction. Although the development of the session is an additional layer of work for the committee, we think this is an important next step in supporting teachers as they try to scaffold more nonfiction into the everyday lives of their elementary and middle school classrooms.

4. **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 Orbis Pictus award is very important in the field of children's literature, especially as 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 updated format for the Orbis Pictus Committee presentation at the 2019 conference will help support teachers' interests and objectives for using nonfiction literature in their classrooms.

**Suggestions from your group: Your good ideas help direct future NCTE actions.**

1. **What significant changes or trends in our field point to action from the Council?**

   We agree with the 2019 committee that NCTE needs to be a leading voice in advocating for the diversification of texts that are explored in classroom K-12. Instead of looking at multiple texts concurrently, in various genres and modalities, many schools continue to repeat the same books year after year, and often a single text at a time. NCTE needs to be an even larger catalyst for self-examination within the field, and an advocate for change.

2. **What trends need to factor into medium- to long-term NCTE planning?**

   A trend that needs to be factored into NCTE's medium- to long-term planning is supporting teachers to not only expand their repertoires of diverse and transformative works of children's literature but also to cultivate the capacity and skills to guide critical discussions that stem from the literature.

**Denise Davila, 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, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic region for all committee members.
   a. Allison Berryhill (chair), ICTE, Iowa
   b. Kristina ByBee, Arizona
   c. Michelle Devereaux, Georgia
   d. Stephanie F. Reid, Arizona
   e. John Ritchie, Kansas
   f. Executive Committee Liaison: Leah Zuidema, Iowa
   g. NCTE Administrative Liaison: Patrick Owen

2. What actions, projects, initiatives, or studies are “in progress” at this time?
   a. The committee is reading and preparing to select the George Orwell and Doublespeak recipients for 2019.
   b. The committee will meet on Sept. 26, 2019, to make its selections.
   c. The committee will discuss extending the window for nominations to allow books to be on the market for at least six months before the window closes.
   d. The committee will discuss changes and trends in Public Language and consider action possibly needed from the Council.

3. What have you accomplished so far, and what is your timeline for future work?
   a. The committee met on Sept. 26, 2018, via Zoom to discuss and select award recipients.
      i. The Orwell winner: Scarlet A: The Ethics, Law, and Politics of Ordinary Abortion by Katie Watson (selected from five nominations)
      ii. The Doublespeak winner: Rudi Guliani: “Truth isn’t truth.” (selected from three nominations)
   b. Members were charged to individually promote awareness of the awards through social media, essays, and speaking opportunities.
   c. Allison Berryhill presented the Public Language Awards at NCTE in Houston.
   d. We have received 17 nominations for the 2019 Orwell Award, and two nominations for the Doublespeak Award. The nominated books have been delivered to the committee members; our meeting for award selection set for Sept. 26, 2019.
   e. Allison Berryhill will present the 2019 award winners in Baltimore at NCTE.

4. 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?
   a. The Orwell Award “recognizes writers who have made outstanding contributions to the critical analysis of public discourse” in an era when the very notion of truth is debated among politicians, pundits, and journalists. Our challenge is to educate students to both recognize and value language intended to clarify rather than to obfuscate, to explain rather than to confuse, and to enlighten rather than to deceive.

Allison Berryhill, Chair
Recognizing Excellence in Art and Literary Magazines

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

For more information on the Recognizing Excellence in Art and Literary Magazines, please go to: [http://www2.ncte.org/awards/program-to-recognize-in-student-literary-magazines/](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, 2018? In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.

1. List names, affiliations, and geographic region for all committee members.

   Jim Barnabee, Adlai E. Stevenson High School, Lincolnshire, IL  
   Becca Carson, Big Sky High School (Aerie Literary Program), Missoula, MT 59804  
   Maggie Deschaine, Lincoln North Star High School, Lincoln, NE  
   Peter J. Elliott, The John Cooper School, The Woodlands, TX  
   Alexa Garvoille, Durham School of the Arts, Durham, NC  
   Laura Gellin, Park Tudor School, Indianapolis, IN  
   Rebekah Goode, Woodward Academy, College Park, GA  
   Bryan Jeffreys, Judge Memorial Catholic High School, Salt Lake City, UT  
   Benjamin Lally, Hopkinton High School, Hopkinton, MA  
   David A. Ragsdale, Clarke Central HS, Athens, GA  
   Gillian Schneider, Neuqua Valley High School, Naperville, IL  
   Amy Williams-Eddy, Saint Mary's Hall, San Antonio, TX

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

   - At the convention, we dissolved the State Coordinator position after many challenges. Laura Gellin will be the in-house REALM Coordinator to manage special cases that arise through the submission process.
   - Gillian Schneider worked with Patrick Owen on the transition to online submissions and rating through EventPower.
   - Our team rated literary magazines at the NCTE convention in Houston.
   - We worked with Patrick Owen to shift our rating to online system through EventPower.
   - Our group talked about the redesign of our presence online, including adding a rating sample video by next year.
   - We are expanding our committee and have reached out to several teachers across the country to try to increase membership generally and expand our judging panel. We added 2 more judges this year and invited guest judges with the potential to be added to the committee.
   - We modified the rubrics for high school, and extended rubrics for middle school and elementary.
   - We created a draft of a college rubric.
   - Ben Lally updated our digital map for NCTE, as the graphics department works on an appropriate version.

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

   - We appointed Laura Gellin as the in-house REALM Coordinator to manage special cases that arise through the submission process. We will meet in Baltimore to further define this role.
   - We transitioned to online submissions and rating through EventPower and will get feedback from sponsors and committee members until November.
   - Our team will rate magazines at the convention in November (Friday this year).
   - Our group talked about the redesign of our presence online, including adding a rating sample video by next year. We hope to meet on Thursday or Friday at the convention to film an updated version, as Patrick took care of this for this year.
• We added 2 more judges this year and invited guest judges with the potential to be added to the committee. Gillian will step down as Chair this year and renew for three years to help the transition.
• We modified the rubrics for high school, and extended rubrics for middle school and elementary. We will need to review these over the next year and finalize before creating a rating video for judges.
• We created a draft of a college rubric. We will need to review this over the next year and finalize before creating a rating video for judges.
• Ben Lally updated our digital map for NCTE, as the graphics department works on an appropriate version. Ben may continue to update this for the next couple of years until a final decision can be made on the best system.

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

• Our group is working with teachers to offer opportunities to publish student work, and we present at the annual convention in order to share best practices.
• We hope to inspire more schools to take advantage of technology to publish digitally (especially when funding prohibits publication of a physical magazine).
• We want to expand our base (of 330+ submitting sponsors) to inspire more teachers to offer outlets for creativity. As a result, we have expanded to include elementary school, middle school, and college literary magazines.
• We hope to remind teachers that writing can be fun and publishing a literary magazine can be rewarding. Our committee recognizes magazines on a national stage to inspire creativity and teamwork.
• Through creative writing and publication, our committee work helps “deepen every student’s consciousness of worth and widen possibilities for all students’ access, power, agency, affiliation, and impact, across a lifetime.”

Suggestions from your group: Your good ideas help direct future NCTE actions.

1. What significant changes or trends in our field point to action from the Council?

The use of technology in the field of student publications has shifted and helped equalize the field. As we mentioned last year, we hope to help sponsors balance the expense of publishing/printing vs. developing online magazines may make a difference for many schools in the literary magazine realm. THANKS to NCTE for helping public schools submit digitally this year, as private schools often have an upper hand.

2. What trends need to factor into medium- to long-term NCTE planning?

SEL, climate change and its effect on teens, divisive language of leaders

Gillian Schneider, Chair
Reports of the Publication Editors
NCTE Books Program

Book sales for the fiscal year exceeded projections by 12%; they exceeded the previous year’s total sales by 16%. Total revenue for the year (including gifts, other products, and permissions and royalty earnings) exceeded budget by 22%; they exceeded the prior year’s total sales by 25%.

The program received 21 book proposals and 11 full manuscripts during the fiscal year.

Book Series

Continuing the Journey
November 2018 saw the release of the second book in a projected four-book series by longtime members (and former English Journal editors) Leila Christenbury and Ken Lindblom. The series is intended primarily for teachers with 3–10 years of experience and those who support them (mentors, senior colleagues, department chairs, and school leaders). The books will be enhanced by in-person professional learning opportunities; a very successful Continuing the Journey summer institute was held in July 2018 in Providence, RI.

CCCCC Studies in Writing & Rhetoric Series (SWR)
Steve Parks continued as series editor. Eight proposals were submitted for consideration in FY19, and two new books were published. Parks anticipates that at least 3 manuscripts will be ready for production in FY20.

NCTE-Routledge Research Series
Susi Long and Valerie Kinloch continued as series editors, working with authors to develop a half-dozen projects for the series. Two or three new titles will be published by Routledge in FY20.

Principles in Practice (PIP) imprint
Cathy Fleischer continued as special imprint editor, working closely with NCTE publications staff to develop and promote projects. Two new titles were released this year: one in the Literacy Assessment strand and one in the Adolescent Literacy strand. Manuscripts are in development for new strands on the Students’ Rights to Read and Write and on Children’s and Young Adult Literature.

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

New Product: Quick-Reference Guides (QRGs)
Late in FY19, we introduced the first dozen titles in a new line of products: Quick-Reference Guides (QRGs). These engaging and easy-access 3-panel, tri-fold publications offer brief, research-based definitions, strategies, tips, activities, and more to address many of the core topics in English and language arts classrooms. Initial sales have been strong, and at least four more titles are planned for FY20.

Marketing and Promotional Efforts

Marketing and promotional efforts this year included targeted email promotions; two catalogs featuring new and bestselling titles, released in October 2018 and April 2019: highlighting of new and featured titles in the twice-monthly INBOX newsletter; posts on the Literacy and NCTE blog by authors and about new titles; increased social media outreach (Facebook, Instagram, Twitter); feature stories in the Council Chronicle; and visibility through the NCTE Online Store. We continue to partner with Amazon.com to make NCTE titles available through the online retailer.

Catalog distribution went from 35,000 in October 2018 to 59,000 in April 2019, and now includes Canadian members and nonmember book buyers.

Book and journal distributors are now included in monthly targeted email promotions, and regional book distributors now also receive our catalogs. We increased the number of distribution channels in FY19, contributing to a 19% increase in sales over the prior year. Amazon remains the dominant distribution
channel, with Follett, Yankee Book Peddler, and Barnes & Noble following. The most significant revenue increases were from Amazon (~$17K) and Follett (~$12K), and the most significant growth came from Mackin (1,267%) QEP (372%), Follett (263%), MBS Textbook (222%), and Complete Books & Media (96%).

We continued to work this year with book marketing firm Princeton Selling Group to expand our reach to nonmembers and to book distributors. PSG compiled lists of nonmember faculty in teacher education, academic libraries, and college-level composition and literature courses, and they created more than two dozen email campaigns to inform these audiences of new and featured (topical, bestselling) NCTE books, journals, QRGs, and meetings.

Planned for July 2019 was another month-long discussion in our members-only Facebook book club, NCTE Reads, this time organized around Mary E. Styslinger's Workshopping the Canon. Over 800 NCTE members signed up for the group, a significant increase over the FY18 NCTE Reads.

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

- presented in sessions at the NCTE Annual Convention, CCCC Annual Convention, TYCA National Conference, ELATE Summer Conference, WLU Literacies for All Summer Institute, and other meetings.
- frequently published in journals produced by NCTE and others.
- participated in Twitter chats.
- engaged in professional learning opportunities through NCTE-sponsored webinars.

We continue to offer PDF eBook versions of all new titles and of some backlist titles.


*Continuing the Journey 2: Becoming a Better Teacher of Authentic Writing*, Ken Lindblom and Leila Christenbury [Continuing the Journey series]

*Discussion Pathways to Literacy Learning*, Thomas M. McCann, Elizabeth A. Kahn, and Carolyn C. Walter

*Just Theory: An Alternative History of the Western Tradition*, David B. Downing

*Letting Go: How to Give Your Students Control over Their Learning in the English Classroom*, Meg Donhauser, Cathy Stutzman, and Heather Hersey

*Lightning Paths: 75 Poetry Writing Exercises*, Kyle Vaughn


*Speak for Yourself: Writing with Voice*, Susanne Rubenstein

**Principles in Practice imprint (imprint editor: Cathy Fleischer)**

*Going Public with Assessment: A Community Practice Approach*, Kathryn Mitchell Pierce and Rosario Ordoñez-Jasis

*Restorative Justice in the English Language Arts Classroom*, Maisha T. Winn, Hannah Graham, and Rita Renjitham Alfred

**CCCCC Studies in Writing & Rhetoric (SWR) series (series editor: Steve Parks)**

*Black Perspectives in Writing Program Administration: From the Margins to the Center*, Staci M. Perryman-Clark and Collin Lamont Craig (eds.)
Rhetorics Elsewhere and Otherwise: Contested Modernities, Decolonial Visions, Romeo García and Damían Baca (eds.)

Co-publication

Literacy Engagement through Peritextual Analysis, Shelbie Witte, Don Latham, and Melissa Gross (eds.) (Co-publisher: American Library Association)

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

This report outlines the current work of the journal, College Composition and Communication. I include submission and decision data, as well as information on the current rotation of CCC editorial board members. My term as editor ends with the December 2019 issues, and I am in the process of finalizing my remaining issues for 2019. Kurt Austin and I have been in discussion with the incoming editor, Malea Powell, about the transition. I ceased vetting new and revised submissions in November of 2018, and Malea has been handling all new and revised work. I will continue through the remainder of this calendar year to produce remaining podcasts, but fully expect that my work on and for the journal will end by the end of December 2019.

Submission Data at a Glance (July 1, 2018–June 30, 2019)

**Submissions:**

Decisions Made: 76

Initial Submission (46)
- Accept Conditionally: 3
- Revise and Resubmit: 14
- Reject after Review: 16
- Desk Reject: 13

After First Revision (23)
- Accept: 3
- Accept Conditionally: 8
- Reject: 9
- Revise and Resubmit: 3

After Second Revision (7)
- Accept: 6
- Accept Conditionally: 1
- Reject: 0

Pending Submissions: 0

Total Submissions/Decisions: 76

Performance Statistics

Review Process
- Total Reviewers Utilized: 110
- Unique Reviewers Utilized: 101

Average Days to Complete Review: 40.6
# of Early Reviews: 111  
*Average # of Days Early:* 16.4

# of Late Reviews: 69  
*Average # of Days Late:* 9.9

Review "Accept" Recommendation Rate: 15.6%

**Decisions**

**Turnaround Time (Average in Days):** 130.3

**Acceptance Rate—Overall:** 28.3%

Acceptance Rate—New Submissions: 12.9%
Acceptance Rate—Revised Submissions: 60.0%

**Editorial Board**

Current editorial board members include the following:

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

Malea Powell, the in-coming editor, is working on the new editorial board membership.

I have considered editing CCC one of the highlights of my career, and I remain grateful for the opportunity to work with NCTE and CCC. I particularly thanks Kurt Austin and Rona Smith for guidance, collegiality, and good humor.

Please let me know if you have any questions or concerns about this report.

**Jonathan Alexander, Editor**
College English (CE)

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

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

Editorial Board
Editorial Board members include:

- Brenda Jo Brueggemann, University of Connecticut
- Michelle Cox, Cornell University
- Anne Ruggles Gere, University of Michigan
- Karen Keaton Jackson, North Carolina Central University
- Andrew Jeter, Niles West High School
- 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

Ongoing and New Initiatives

In my application for the CE editorship, I named mentoring new voices among my intended goals as editor. This year, I have pursued this work by leading publication bootcamps for colleagues interested in framing their research for publication. Most recently, I collaborated with Lori Ostergaard, the editor of WPA, on a highly successful bootcamp at the 2019 Conference of the Council on Writing Program Administrators. We are currently in conversation concerning ways to make this experience available to more writers.

CE has a tradition of publishing special issues produced by guest editors. In order to continue this tradition and widen access to this opportunity, a call for special issues was released in April 2018. In consultation with the CE Editorial Board, September 2019 saw the first special issue of my editorship, “Weaving the Text: Transdisciplinary Redefinitions,” edited by Suresh Canagarajah. The second and final special issue of my term, “Transdisciplinary Intersections in Composition Studies and Technical Professional Communication,” will be edited by Anis Bawarshi, Laura Gonzales, and Ann Shivers-McNair, and appear as the September 2020 issue.

In addition to the guest edited issues, my editorship features themed issues. The first such issue, “Scholarly Editing: History, Performance, Future,” was published in March 2019. It has received considerable positive feedback. My second and final theme will take place at the end of my editorial term. “Undergraduate Research and College English” will include two issues: May 2022 will be comprised of faculty research into the role of undergraduate research in writing studies. I will again ask the CE Editorial Board to vet the proposals for this issue, as they did for the scholarly editing issue. The final issue of my editorial term will be dedicated to undergraduate research in English Studies. For this issue, I will invite the College Section Board members to serve as reviewers.

Editorial Queue Manuscript Decisions
Manuscripts Received: 128
Manuscripts Rejected: 109
Accepted: 16
Under consideration: 1

Melissa Ianetta, Editor
**English Education (EE)**

English Education ([http://www2.ncte.org/resources/journals/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:** We¹ received on average just over 1 new manuscript per week between July 1, 2018, and June 30, 2019:

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<tbody>
<tr>
<td># of new ms's</td>
<td>72</td>
<td>60</td>
<td>80</td>
<td>61</td>
<td>64</td>
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The average time between submission and initial decision letter (whether that be "reject" or "revise and resubmit"—no manuscripts were conditionally accepted or accepted upon initial submission this year) was **just over two months**. Our acceptance rate was **about 15%**. These statistics are in keeping with our history of and goals for reasonably prompt feedback and maintaining the rigor and quality of the journal.

**Second, highlights of the year's accomplishments:** Our fourth themed issue, titled *Working Through Whiteness and White Supremacy in English Education* (January 2019), was aligned with the previous themed issues' explicit social justice orientation. The Emig Award winner, Kate Seltzer and Cati V. de los Ríos's (October 2018) "Translating Theory to Practice: Exploring Teachers’ Raciolinguistic Literacies in Secondary English Classrooms," was also consistent with Emig winners selected during my tenure in its social justice focus, which I think affirms the socially just stance we’ve taken. Also of note this year was the journal’s 50th anniversary, celebrated with two themed editorials (April 2019 featured former editors in conversation and July 2019 featured a content analysis of Emig Award winners) and a reception at the ELATE Summer Conference.

**Third, plans for the future:** Our fifth and final themed issue, titled *Caught Up in the Rupture of Freedom: Fugitive Literacies across Multi-modalities in Communities and Classrooms*, is in the pipeline for publication for April 2020. It will fulfill our initial intent of reserving one issue per year for a themed issue. This year also marks the transition to a new editor, Dr. Melanie Shoffner of James Madison University, whose first issue will be October 2020.

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

¹ By “we” I mean the editorial team, which during FY 18-19 consisted of Tara Star Johnson as editor; Shea Kerkhoff and Lanette Jimerson as assistant editors; and David Premont as editorial assistant.

**Tara Star Johnson, Editor**
English Journal (EJ)

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

**Editorial Team**

The editorial team consists of Coeditors Toby Emert and R. Joseph Rodríguez. During the Volume 108 period (September 2018 – July 2019), Toby served as a Professor of English Education in the Department of Education at Agnes Scott College; and Joseph was an Assistant Professor in the Kremen School of Education and Human Development at California State University. Theresa Kay, senior editorial associate, operates out of Fairbanks, Alaska. Lila Holland assists with fact-checking and is an undergraduate student at Agnes Scott College. In addition, NCTE production editor Rona Smith provides expert assistance to prepare the journal for final publication. Finally, the Secondary Section Steering Committee members contribute theme-based introductory articles in each issue under the heading of *High School Matters*.

**Writers and Published Manuscripts**

The coeditors 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 209 manuscript submissions to *English Journal* from January 15, 2018, through November 15, 2018 (which was the submission deadline for Volume 108). From these submissions, 56 peer reviewed articles were selected for publication. Of the group, 50 authors/coauthors were college or university faculty, 28 authors/coauthors were either middle school or high school classroom teachers, 11 authors/coauthors were undergraduate or graduate students, and six contributors were authors of young adult literature.

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 108 of *English Journal* had an acceptance rate of 27 percent.

**Columns and Columnists**

Volume 108 continued the *English Journal* tradition of including columns under the following titles and with the following editors:

- **Beyond Binary Gender Identities**, sj Miller (Shares the stories of how stories recognize and affirm myriad gender identities)
- **Books-in-Action**, Nicole Sieben (Features essays on various professional books and resources that help ELA teachers put hope into action)
- **Critical Global Literacies**, Bogum Yoon (Presents essays that focus on global perspectives as integral to the curriculum)
- **From Campus to Classroom**, Melanie Shoffner (Shares the viewpoints of those poised to enter the classroom)
- **Journeys Inward**, Mary Ellen Dakin (Crafts authentic nonfiction narratives by teachers on self-discovery, redirection, and renewal)
- **Teaching Shakespeare**, Laura B. Turchi and Ann C. Christensen (Illustrates the Study of Shakespeare texts to explore identity and performance in innovative and multimodal ways.)

Five of the six issues that comprise Volume 108 had specific themes; the coeditors chose to devote one issue (July) to articles of general interest. These included the following:

- 108.1 (Radical Courage)
- 108.2 (Artifactual Inquiry)
- 108.3 (Biography as Curriculum)
- 108.4 (Exploring Color Hierarchies)
- 108.5 (Fakery v. Facts)
- 108.6 (General Interest)
Each issue in Volume 108 included a From the Editors section and each included a High School Matters column and Bookended essay by an author of young adult literature. In all, Volume 108 consisted of:

- 56 articles
- 19 poems
- 36 columns
- 11 “Speaking My Mind” essays
- 6 “Bookended” essays

**Poetry**
The poetry section was first edited by the coeditors and later (currently) by Peter Elliott and Alexa Garvoille. The selected poems connect readers to the impact of reading and writing on young people, words and language, classroom stories, and reflections on teaching and learning.

**Anonymized Reviewing Process**
*EJ* is refereed by peer reviewers from both the United States and Canada. Reviewers consist primarily of college faculty members (teacher educators) 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 April Niemela, Tiffany Rehbein, and Vaughn Watson.

**Winner:**

**Honorable Mention:**

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 year’s selection committee was chaired by Amanda Palmer with members Josh Cabat, Anne Marie Quinlan, and Shekema S. Dunlap. (This biennial award is now annual as of 2019.)

**Winner:**
Romano, Tom. “The Poet and Me, the Writer and You.” March 2019 (pages 83-87)

**A Final Note**
Our launch as coeditors involved many learning experiences and situations that strengthened our roles and responsibilities. Among these, we: (1) reviewed the editorial processes that now involve three peer reviewers per manuscript; (2) reduced response times to authors and manuscript decisions; and (3) revised web-based content and instructions for prospective authors. Some of our future work includes more web-based content and digital resources for *EJ* readers and an assigned editor per issue to maintain the copyediting and production schedule.

We began conversations with prospective guest editors for Volume 110. Moreover, we launched an informal mentorship with prospective authors and with authors whose manuscripts required extensive revision. We believe this offers our *EJ* readers more topics and discussions that reflect a diversity of concepts, interests, and voices.

_Toby Emert and R. Joseph Rodríguez, Coeditors_
The journal’s new design and layout has been received positively as it is visually appealing and acts as a direct conduit to outside resources, samples, etc. The journal capitalizes on its digital forma with features such as the sidebars “Learn More about…,” “Listen to …,” and “Resources for …” Additionally, an author video feature in October was well-received.

Volume 41 (2018-19)

• No. 1 August  Personalizing Professional Development
  The issue explored ways in which professional learning continues to support and expand educators’ practice. Articles considered perspectives on personalizing professional development through individual reflection, the digital realm, and collaborations between K-12 and university educators.

• No. 2 October  Sustaining Teaching and Leadership
  Authors considered a variety of methods and contexts in discussing the October theme of student agency. The free access articles shared perspectives on Youth Participatory Action Research (YPAR) programs and on the role of schools in fostering student agency through learning. The issue represented the university and secondary settings and examined the relationship between writing and collaboration in both peer and mentor contexts. Additionally, candidates for CEL positions shared professional information and position statements via the video embedding features of the digital platform.

• No. 3 February  Sustaining Teaching and Leadership
  Supporting the longevity of a career in education was the focus of the February edition. Articles addressed tailored professional development, rural literacy, LGBTQ literature, rural schools, and teacher-leaders. The free access articles explored the unique situations of rural educators and the ways in which teacher-leaders support curriculum that also represents LGBTQ youth.

• No. 4 April  Mixed Realities and Learning
  This edition considered the differing options that educators are exploring in designing learning for first century literacies, differentiation, student-centered classrooms, and mixed realities. The free access article examined the practices that support blended learning in the secondary ELA classroom; other authors considered digital project-based learning options and service learning in the high school.

Volume 42, to be published during the 2019-2020 period, will consider such concerns as redesigning writing instruction, rethinking assessment, and re-envisioning communication skills that unite the classroom and the workplace.

2018-19 Editorial Board
  Christopher Bronke, Community High School District 99
  Arianna Drossopoulos, East Hartford High School
  Jill Geocaris, Maine Township District 207
  Theodhora Koller, Community High School District 211
  Britni Mitchell, Community High School District 99
  Kathy J. Smith, Northern Illinois University and Community High School District 99
  Amy Stoops, Community High School District 99

Elaine Simos, 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)

Language Arts Editorial Team Report
NCTE Convention 2019 – Baltimore, Maryland

Volume 97: September 2019 - July 2020

<table>
<thead>
<tr>
<th>Issue Theme</th>
<th>Date</th>
<th>Submitted MS</th>
<th>Rejected MS</th>
<th>Published MS</th>
<th>Invited MS</th>
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Volume 97 Feature Articles, Perspectives on Practice, and Departments

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

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

Research & Policy
The goal of this Department is to offer insightful research and policy pieces related to the field of Language Arts. Articles will be invited and include the following: research synthesis, emerging or cutting edge theoretical frameworks or studies, past/present perspectives on seminal research, or reviews of
critical areas of policy. Scholars who have contributed to this department are Catherine Compton Lilly, Tisha Ellison Lewis, Rebecca Rogers, Arlette Willis, Bridget Dalton, Karla J. Möller, and Melissa Mosley Wetzel. Elizabeth Marshall and Theresa Rogers are the department editors. (approximately 5,000 words)

Invited Dialogue
Some issues will include interviews with a variety of individuals who can provide additional insights related to the themes for each issue. Guests include notable scholars and authors of children’s literature as well as publishing representatives such as editors and book designers. Individuals interviewed in volume 97 include Patricia Anders, Jeanne Paratore, and Mary McVee. 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 Angela Wiseman, María Paula Ghiso, and Susan Browne and Marjorie Madden. David E. Low 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 English Language Arts (March issue) as well as the winners of the Charlotte Huck and Orbis Pictus Awards (November issue). Notable poetry books will be published in the July issue. Our department editor will work closely with the editorial team to ensure that the column aligns with themed issues. Grace Enriquez is the department editor. (approximately 3,500 words)

Volume 98 Calls for Manuscripts
September 2020
Teaching in Troubling Times
With increasing frequency, educators have witnessed acts of violence play out across media outlets, heard anti-immigrant discourses and name-calling, and watched as their students come to class managing waves of social anxiety created by living through troubling times. At the same time, young people are leveraging literacy practices in response to injustices, raising their voices and organizing to make change. In a riveting speech at the 2018 March for Our Lives rally, 11-year-old Naomi Wilder called for the end of gun violence in schools and communities. Tween Marley Dias started the #1000BlackGirlBooks movement to diversify book lists. Within this issue, we seek manuscripts that explore how can we can use literacy to teach about social injustices, even as we also foster hope for a more equitable future. What are your students teaching you about navigating these troubling times? How are young people engaging in social activism and drawing on community-based assets to document and respond to troubling times and experiences across platforms (e.g., blogs, community newspapers)? What texts, multimodal literacies, and instructional practices support young people in engaging in civically-minded discourse and the responsibilities of citizenship? What roles can language arts educators play in helping students appreciate multiple perspectives and bridge ideological, linguistic, racial, gender, and social class divides? How are teachers moving students forward academically while also being responsive to the emotional dimensions of teaching and learning? Some educators may also find certain educational currents troubling. How are teachers responding to increasing demands related to testing, standardized curricula, censorship, and silencing of student and teacher voices? How are teachers engaging in literacy practices to persevere through difficult times? Join us as we construct an issue responsive to troubling times and to children creating hopeful visions of the future.

Submission deadline: September 15, 2019
November 2020

Viewpoints and Visions

For this un-themed 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, 2019

January 2021

Multiple Identities, Intersectionality, & Literacy

Within this issue, we seek Feature Article and Perspectives on Practice submissions that explore how educators draw on and cultivate the multiple and fluid identities held by youth as they engage in language and literacy practices. These identities include those influenced and marked by one's race, gender, ethnicity, ability, social class, religion, sexuality, and other markers. Some questions you might pose are: What and how are students' identities expressed and valued in your language arts classroom? What roles can language arts educators play in helping students embrace the identities they hold as well as those held by others? How are young people using the language arts to navigate their identities in school, on social media, and in out-of-school spaces? We also seek insights into the ways Kimberlé Crenshaw's concept of "intersectionality" (which addresses the cumulative effect of multiple identities and highlights interlocking systems of oppression) might inform language and literacy curricula. For example, if we build on and expand Crenshaw's ideas, what instructional practices, texts, and other material selections help to illuminate or critique the marginalization experienced by certain groups with intersecting identities (e.g., Black and Brown girls or boys, Muslim and Arab youth, or those who identify as LGBTQ and persons of color). How might literacy instruction that foregrounds intersectionality help to lessen divisions among the variety of groups represented in your classrooms, schools, or districts? Finally, what are some of the theoretical, practical, or research based potentialities and challenges of recognizing identities and their intersections? Join us in putting together a collection of articles that nuance and broaden our thinking about multiple identities, intersectionality, and literacy.

Submission deadline: January 15, 2020

March 2021

Equity and the Language Arts

For this issue, we seek Feature Article and Perspectives on Practice submissions that explore the myriad ways educators can provide more equitable language arts instruction for youth. Some questions to consider are: How might language arts educators take on equity-oriented teaching and recognize and intervene concerning bias in curricula and practices such as tracking, scripted curricula, and over-emphasis on test preparation instead of authentic literacy learning? What are the challenges of providing differentiated literacy instruction (e.g., guided reading) while not marginalizing particular groups of students? What role does critical self-reflection around issues of bias related to cultural phenomena such as racism, homophobia, poverty, and ableism play in equity and the language arts? How can issues of social justice be embedded in language arts instruction with children as well as with preservice teachers to help them read the word and the world? How might language arts educators design classroom learning environments that are safe, welcoming, and inclusive for all students? For example, what role might diverse children's literature that speaks to students across various racial and social groups play in this effort? Join us in crafting an assortment of articles that helps to expand our understandings related to equity and the language arts.

Submission deadline: March 15, 2020

May 2021

The Promise of Picturebooks

For this issue we seek Feature Article and Perspectives on Practice submissions that explore the promise of picturebooks. Some of the many questions to consider are: How have picturebooks evolved over time? In what ways can picturebooks be used to teach children about art and art history? What kinds of
instructional techniques can teachers use to help children learn the language of picturebooks (e.g., end pages, gutters, borders, dust jackets, etc.) and support them in learning to look closely at art? How do teachers conduct illustrator studies of notable picturebook creators such as Donald Crews, Laura Vaccaro Seeger, Yuyi Morales, Christian Robinson, Jason Chin, Ekua Holmes, Melissa Sweet, Jerry Pinkney, and Leo Lionni. What are the ways that picturebooks can serve as mentor texts for youth to create their own work? How can picturebooks be used with students in middle school settings? How have new technologies, such as e-readers and picturebook apps, shaped the early literacy experiences of young children? How have teachers incorporated picturebooks into the classroom to invite conversations about complex topics and difficult histories? Join us in putting together an issue that will give us much to consider in regard to the promise of picturebooks.

Submission deadline: May 15, 2020

July 2021

Viewpoints and Visions

For this un-themed 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, 2020

Wanda Brooks, Jonda C. McNair, and Kelly Wissman, Co-Editors
Research in the Teaching of English (RTE)

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

Introduction

Research in the Teaching of English is the premier research journal for multidisciplinary inquiry into the teaching and learning of language and literacies. Over the past five years, the journal has ranked in the top quartile of all journals in the fields of education, language, and linguistics, according to Scimago Journal and Country Rank (SJR)¹. It represents one of the most important sources of groundbreaking literacy research for members of the National Council of Teachers of English and College Composition and Communication, as well as for educators and scholars interested in English teaching, literacy, and learning across all levels, from preschool to adult, and multiple contexts, including transnational and global spaces.

Our vision has been to publish the very best scholarship on the teaching of literacy and English Education. We have been committed to sustaining and enhancing RTE’s reputation as a venue for rigorous and significant research that has the potential to break new ground in and shape the field. To that end, our editorship is grounded in the twin ideals of expanding knowledge (including knowledge-seeking practices) and expanding impact. Our inaugural volume year, as well as the two years that have passed since we assumed editorship, demonstrates both our curation of RTE’s storied history and our momentum toward our twin goals during our editorial term.

Building upon the work of prior editorial teams to continue the visibility, impact, and reach of the journal, here, we share what we have accomplished during our second year.

Expanding Knowledge

Since taking the reins of RTE on September 1, 2017, our team has filled the first volume year’s worth of issues with the very ideas that we suggested we would address in our proposal. The issues are drawn together by editorial theme, with two sections: 1) peer reviewed studies, featuring the highest quality empirical research on literacy and English education from around the world, and 2) In Dialogue, an open access invited section based upon each issue’s theme.

The first two volumes of the five we will curate as editors are nearly complete. Below, we provide details.

Volume 53

● 53.1 (August 2018, in print) - Bridging Generations
  ○ This issue featured an editorial announcing our vision for the next 5 years, connecting past legacies in literacy and English education scholarship to the fraught present moment, and looking toward the future.
  ○ Peer reviewed studies published: Sinead Harmey & Bobbie Kabuto (UCL Institute of Education; Queens College, CUNY); Sakeena Everett (University of Georgia); Meghan A. Sweeney (Saint Mary’s College of California).
  ○ In Dialogue authors invited: Celia Genishi (Teachers College, Columbia University); Sonia Nieto (University of Massachusetts, Amherst); Carol D. Lee (Northwestern University).

¹ http://www.scimagojr.com/journalsearch.php?q=22614&tip=sid&clean=0
- **53.2** (November 2018, in print) - **Collectivities**
  - The focus of this issue was on acknowledging the many ways that we collaborate on research, scholarship, teaching, and activism in literacy and English education.
  - Peer reviewed studies published: Jo Worthy (University of Texas at Austin); Lamar Johnson (Michigan State University); Valerie Lieberman Marsh (University of Rochester).
  - In Dialogue authors invited: Black Girl Literacies Collective, Sacred Little ones, National Writing Project

- **53.3** (February 2019, in print) - **Methodological Pluralism**
  - This issue returned to our proposed focus on pushing the field methodologically.
  - Peer reviewed studies published: Tisha Lewis Ellison (University of Georgia), Marva Solomon, Angelo State University; Erika Moore Johnson (Stanford University); Blaine Smith (University of Arizona).
  - In Dialogue authors invited: Ezekiel Dixon-Roman (University of Pennsylvania); Peter Smagorinsky (University of Georgia); Leigh Patel (University of Pittsburgh).

- **53.4** (May 2019, in print) - **Ethics**
  - This issue focused on the many ethical considerations of research in the teaching of English, language, and literacies.
  - Peer reviewed studies published: Vaughn W. M. Watson (Michigan State University), Alecia Beymer (Michigan State University), Michele Eodice (University of Oklahoma), Anne Ellen Geller (St. John’s University), Neal Lerner (Northeastern University), Danielle Lilge (Illinois State University), Kimberly Lenters (University of Calgary).
  - In Dialogue authors invited: Jill M. Hermann-Wilmarth (Western Michigan University), Caitlin L. Ryan (East Carolina University), Timothy San Pedro (The Ohio State University), Jen Scott Curwood (The University of Sydney).
  - Announcement of the 2017-2018 Alan C. Purves Award Recipients: Latrise P. Johnson (University of Alabama) and Cati V. de los Ríos (University of California, Riverside) and Kate Seltzer (The Graduate Center, City University of New York)

**Volume 54**

- **54.1** (August 2019, finalizing) - **Politics of Literature**
  - This issue examined the politics of teaching literature in a culturally and socially polarized age.
  - Peer reviewed studies published: Sylvia Pantaleo (University of Victoria), Sarah Levin (Stanford University), Ryan Schey (Auburn University), and Mollie Blackburn (The Ohio State University).
  - In Dialogue authors invited: Deborah Appleman (Carleton College), Patricia Enciso (The Ohio State University), E. Sybil Durand (Arizona State University), Angel Daniel Matos (San Diego State University).

- **54.2** (November 2019, awaiting copy edits) - **Critical Digital and Media Literacies**
  - This issue is still in production.
  - Peer reviewed studies to be published: Leigh A. Hall (University of Wyoming), Katherine Evans (University of California, Santa Barbara), Dana Ferris (University of California, Davis), Kory Lawson Ching (University of California, Davis), and Stacy Wittstock (University of California, Davis).
  - In Dialogue authors invited: Antero Garcia (Stanford University), Megan Boler (University of Toronto), Sam Reed (U School), and Anthony Rivera (New York University, Tisch School of Arts).

- **54.3** (February 2019, in production) - **Precarity of Place**
  - This issue is still in production.
  - Peer reviewed studies published: Lenny Sánchez (University of South Carolina), Mónica González Ybarra (University of Illinois at Urbana-Champaign), Xiqiao Wang (Michigan
State University), and Lisa Arnold (North Dakota State University).

- In Dialogue authors invited: Allison Skerrett (University of Texas at Austin), Cinthya Saavedra (The University of Texas Rio Grande Valley), and Kate Vieira (University of Wisconsin, Madison).

- 54.4 (May 2019, in production)
  - This issue will be our first guest edited issue: Danny Martinez (University of California, Davis)

**Expanding Impact**

*Research in the Teaching of English* has been a leading venue for empirical investigation and inquiry in reading, literacy, and English education since its founding. Previous editorial teams have focused on the impact of RTE within the larger landscape of educational research, language teaching and learning, and composition studies. The journal, now ranked in the top quartile of all education and language and linguistics journals, has a 5-year impact factor of 1.2358. In 2018, the impact factor reached new heights at 1.62. Additionally, our International Collaboration rating has increased by 9.52%, though our overall citations have decreased from 139 in 2017 to 129 in 2018. We believe this to be a result of editor turnover and are addressing this small dip in citation through an expanded publication outreach strategy. We are unequivocally committed to continuing RTE’s commitment to having a significant impact by these conventional measures.

In addition, at a time when information is circulating much more rapidly than in the past, academic access is increasingly limited, and schools, students, families, communities at the margins are demanding that scholars engage in research with and alongside them, our team is passionate about deepening attention to what impact can mean beyond what can be measured by number of views or citations.

As a team of researchers who have each engaged in sustained school and/or community partnerships in our work, situated within a program, division, and graduate school of education with historic and abiding commitments to practitioner inquiry, ethnography in education, diversity, and social change, we seek to expand the notion of what is meant by impact in the digital age. To that end, we continue to work toward broadening the audience for *Research in the Teaching of English*, strengthening mentorship available to prospective authors of articles, and amplifying the work of the journal through multiple modes.

To this end, we have done the following:

- Formed the “In Dialogue” forum section, which is publicly available through NCTE’s website.
- At NCTE 2018 in Houston, in addition to our editorial board meeting and participation in the annual “Ask the Editors” roundtable, we will lead an invited session sponsored by the Standing Committee on Research, “Everything You Always Wanted to Know About Publishing in RTE.”
- We are working with the Penn GSE website redesign on a redirect page for NCTE’s website. We have additionally developed a social media strategy to complement NCTE’s promotion of RTE.
- Editors and editorial assistants are attending conferences in the United States and around the world such as the Literacy Research Association, Children’s Literature Association, and the American Educational Research Association, providing information about publishing in RTE.

**Journal Accountability Report**

This section provides a summary of activities of the journal for the period between September 2, 2018 and September 1, 2019.
Submissions
Table 2: A comparison of manuscript submissions for the last five years. Data from 9/2/14-9/1/19 from 2017 Annual Report.

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<th>New MS Received</th>
<th>Revisions Invited</th>
<th>Revised MS Received</th>
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<td>65</td>
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<td>9/2/15 - 9/1/16</td>
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<tr>
<td>9/2/16 - 9/1/17</td>
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<td>79</td>
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<td>9/2/17 - 9/1/18</td>
<td>196</td>
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<td>44</td>
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<tr>
<td>9/2/18 - 9/1/19</td>
<td>172</td>
<td>61</td>
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Journal Turnaround Time
Table 3: Submission to First and Final Decisions, September 2018 - August 2019

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<td>Submission to First Decision</td>
<td>Average number of days between the date the manuscript was received and the first decision.</td>
<td>110.1</td>
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<td>Time to Final Decision</td>
<td>Average number of days from when Gerald, Amy, and/or Ebony assumed responsibility for making decision and when final decision was submitted. This averages decisions rendered at each stage of the process.</td>
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Reviewer Statistics
Table 4: Total Reviewers Invited to Review, September 2018 - August 2019

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<th>Number of Manuscripts Sent Out for Review</th>
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<td>Total Reviewers Invited</td>
<td>388</td>
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<tr>
<td>Reviewers who Completed Reviews</td>
<td>215</td>
</tr>
<tr>
<td>Declined to Review</td>
<td>76</td>
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Reviewer Recommendation Summary
Table 5: Reviewer Recommendation Summary

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<tr>
<th>Reviewer Recommendation Term</th>
<th>Reviews Completed</th>
<th>Frequency of Recommendation</th>
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<tr>
<td>Accept with minor editing</td>
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<td>13.2%</td>
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<tr>
<td>Conditional Accept with Specified Revisions</td>
<td>33</td>
<td>14.1%</td>
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<tr>
<td>Reject</td>
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<td>16.2%</td>
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<td>Reject and Resubmit (as new submission)</td>
<td>40</td>
<td>17.1%</td>
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<td>Revise and resubmit</td>
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<td>39.3%</td>
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<td>Total Reviews completed</td>
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<td>---</td>
</tr>
</tbody>
</table>
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.

* Decisions made between 9/2/2018 and 9/1/2019 – includes manuscripts submitted prior to this timeframe.

**Table 6: Editor Decision* Recommendation Summary**

<table>
<thead>
<tr>
<th>Editor Decision</th>
<th>Original Submission</th>
<th>Rev 1</th>
<th>Rev 2</th>
<th>Rev 3</th>
<th>Rev 4</th>
<th>Rev 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>51</td>
<td>25</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Accept (includes conditionals, etc.)</td>
<td>2</td>
<td>9</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Reject (not include desk rejects)</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reject and Resubmit (as new submission)</td>
<td>15</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Revise and resubmit</td>
<td>26</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Gerald Campano, Amy Stornaiuolo, and Ebony Elizabeth Thomas, Co-Editors
Talking Points (TP)

Talking Points (http://www2.ncte.org/resources/journals/talking-points/) is published by LLA, Literacies and Language For All, 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, 2018 and ending June 30, 2019. The October 2018 issue was “Transformations in Literacy and Technology,” and the May 2019 issue was “New Possibilities.” We have continued with our non-themed issues because it has helped with increasing the number of manuscripts submitted without having to extend the deadlines, and manuscripts can be carried over to future issues when appropriate. In addition, the editors offered sessions at both the NCTE annual conference and the Literacies for All Summer Institute as a means to assist and support interested parties in writing for the journal.

Talking Points received 13 submissions during 2018-2019. This gave an overall acceptance rate of 38%. For the October 2018 issue, we received 7 submissions. Four were not sent for review because they did not address whole language issues or were inappropriate for the readership. We did not extend the call because we carried two manuscripts over from the May submission cycle. We invited a total of 8 reviewers to review the three new manuscripts; two reviewers were unable to complete a review at the time of the invitation. The issue included three full-length articles: two co-written by university faculty and one co-written by a classroom teacher and faculty.

The final issue of the current editors, Dr. Sally Brown and Dr. Deborah MacPhee, was the May 2-19 issue and five submissions were received. One was rejected by the editors before being sent out for review. The issue included two full-length articles: one co-written by a classroom teacher and associate professor, and the other co-written by two assistant professors and an associate professor, and a poem written by a group of teacher educators. Each of these pieces went through the peer-review process before being accepted for publication. We also included an invited commentary written by Debra Goodman titled “Yes, We Learn to Read through Reading”.

Kathryn Mitchell Pierce and her professional study group wrote the “Classroom Voices” column for each issue of Talking Points. The column includes classroom teacher profiles, teacher comments on issues in whole language education, including a focus on teachers who are taking up leadership positions in their educational settings. Topics for the column during 2018-2019, which correlated with each issue’s theme were:

- Transforming Literacies through Technology
- Zooming in on the Details

Each of the editors has been supported by their universities with graduate assistants, Alex Allmond and Joe Durling, who assist with the editorial process as well as the continued support of Rona Smith at NCTE.

New editors were selected for Talking Points during the 2018 Literacies for All Summer Institute in Baltimore, therefore, this has been a year of transition. The current editors worked with the incoming editors for a smooth transition by sharing strategies for working together across institutions and within Electronic Manager and responding to practical questions as the incoming editors prepare for the October 2019 issue. The incoming editors worked closely with the LLA/WLU board as the organization has moved through its own transition to a new name.

Finally, we are honored to have had the opportunity to serve two terms as Talking Points editors. This work cannot be completed by editors alone. We are grateful for the support of Talking Points reviewers, NCTE staff, the LLA/WLU Board, multiple graduate students from both of our universities, and Dr. Kathryn Mitchell Pierce and colleagues, who managed a column for our entire 6-year editorship.

Sally Brown, Deborah MacPhee, Co-Editors
Teaching English in the Two-Year College (TETYC)

Teaching English in the Two-Year College (http://www2.ncte.org/resources/journals/teaching-english-in-the-two-year-college/), the journal of the Two-Year College English Association (TYCA), is for instructors of English in two-year colleges as well as for teachers of first- and second-year composition in four-year institutions. TETYC publishes theoretical and practical articles on composition, developmental studies, technical and business communication, literature, creative expression, language, and the profession. Published September, December, March, and May.

Of note for this report is that I will be stepping down as TETYC editor one year earlier than completion of my full five year term (2016-2021) due to being elected Assistant Chair of CCCC in August 2019. I talked with publications editor Kurt Austin and TYCA chair Cheryl Hogue Smith about an appropriate plan for replacing me and they agreed to an accelerated search timeline that follows the typical process but will include interviews at NCTE rather than at CCCC so that a new editor can be appointed sooner.

I am so grateful to have had the opportunity to serve in this important role which allowed me to contribute to the profession in what I hope have been meaningful ways. I am excited to continue my service to the field of teaching English by serving in the CCCC officers' rotation.

The following activities relevant to the journal's mission have been part of my work over the last year:

- **TETYC** continues to participate in the journal Editorial Fellow program. Caitlin Larracey, a Ph.D. student at the University of Delaware, is the second editorial fellow. She and I have met several times by Skype and she has been interested in taking point on the work of the forthcoming special issue on dual credit English courses (appearing September 2020). She will continue to help with that process over the next year. She worked with me to assemble a pool of reviewers with this special area of expertise, collect proposals, process them for review by 3 reviewers each, and use those recommendations to select 6 for development to complete manuscripts. Those six articles will be submitted by the end of the calendar year for review, revision, and final approval to appear in the September 2020 issue.

- Our reviewer meeting at CCCC was well attended—nearly 40 reviewers participated in the session where we discussed three of the reader reports for the article by Holly Larson, "Epistemic Authority in Composition Studies: Tenuous Relationship between Two-Year English Faculty and Knowledge Production," who was also in attendance at the meeting and gave permission to make her piece the focus of discussion. Reviewers read the reader reports and discussed features that were helpful and effective and also which types of reader feedback were less successful in helping the author reach her goal. Informal feedback suggested that the reviewers present found the activity highly instructive.

- The co-authored article between me and former TETYC editors Mark Reynolds, Jeff Sommers, and Howard Tinberg, "Editorial Perspectives on Teaching English in the Two-Year College: The Shaping of a Profession," which described the history and focus of editorial work in the journal appeared in the special issue of College English in March 2019.

Overview of Journal issues:

- **December 2018**: Featured one feature article, three instructional notes, and 3 reviews of recent books on topics of interest to readers, as well as a short opening piece by Jeff Andelora inviting readers to the first national conference.

- **March 2019**: The March issue included 2 features articles, an instructional note, and a personal essay as well as one What Work for Me submission.

- **May 2019**: The May issue offered 3 quite substantive feature pieces including the results of a study from the California system speaking to the major legislative policy change, AB 705, on developmental/remedial coursework and provided empirical evidence about the effects on students; a theoretical and critical race analysis of learning outcomes speaking to racial and linguistic diversity, and a research study on writing center undergraduate research for two-year college students. An instructional note also appeared in this issue.

- **September 2019**: this issue is a bit behind in production schedule but proofs should be finalized soon. It includes two complementary piece by Cheryl Hogue Smith, including one that is multimodal and describes a multimodal assignment used in an interdisciplinary seminar for developmental students; the author includes a companion personal essay describing her journey to using new technologies for learning. I also commissioned a reflective piece from Cheryl Smith...
as TYCA chair, Jeff Andelora as Past TYCA chair, and Joanne Giordano as the TYCA national convention program chair entitled "Starting the Conversation: The Origin, Execution, and Future of TYCA's First National Conference," in which they provide a record of the planning, execution, and future work of the national convention. I hope it will provide current and future readers with an important touchstone for the national work that the conference has launched.

You will find the journal accountability report below, pulled from Editorial Manager which shows the number of submissions, time to decision, frequency of decisions and other relevant data to the journal's performance.

**Journal Accountability Report**

**Summary of activity for the journal office between Sep 01, 2018 and Oct 01, 2019.**

**Submission/Revision Statistics**

**New Manuscripts Received (by First Receipt Date):** 94  
_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.

**New Manuscripts Received (by current Initial Date Submitted):** 94  
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. 94

**Submissions Removed by the Journal Office:** -0-  
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. -0-

**Submissions Transferred:** -0-  
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.

**Manuscripts Submitted but not yet Assigned to an Editor:** 2  
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.

**Manuscripts Returned to the Author and Removed by the Author:** -0-  
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.

**Revisions Requested:** 40  
Journal rendered a Revise decision during the specified time period.

**Revised Manuscripts Received:** 31  
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.
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.

<table>
<thead>
<tr>
<th>Revisions Submitted by Author:</th>
<th>Rev 1 / Rev 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisions Declined by Author</td>
<td>26/6</td>
</tr>
<tr>
<td>Average Turnaround Time for Author (days)</td>
<td>138.7/43.5</td>
</tr>
</tbody>
</table>

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: 1/7
Average number of days between the date the manuscript was received and the first Editor was assigned.

Submission to Reviewer Invitation: 13.2
Average number of days between the date the manuscript was received and the first Reviewer was invited.

Submission to First Decision: 62.2
Average number of days between the date the manuscript was received and the first decision.

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: 282
Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.

Agreed to Review: 14
Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.

Reviewers who Completed Reviews: 195
Number of Reviewers invited during the time period who agreed to review and have completed their review.

Declined to Review: 15
Number of Reviewers invited during the time period who declined to review.

Have not Responded to Review Invitation: 2
Number of Reviewers invited during the time period who have neither agreed nor declined to review.

Uninvited Reviewers: 56
Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.

Terminated Reviewers: -0-
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.
Reviewer Performance Averages
This section includes some key statistics about the peer review process. Unless otherwise specified, all calculations are based on reviews completed during the time period.

Days to Respond to Invitation: 1
Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.

Days to Complete Review (from Date Invited): 17.6
Average days between date Reviewer was invited to review and the date the review was completed.

Days to Complete Review (from Date Agreed to Review): 16.6
Average days between date Reviewer agreed to the review invitation and the date the review was completed.

Number of Reviews per Reviewer: 2.2
Average number of reviews completed by each Reviewer during the time period.

Number of Late Reviews: 32
Total number of reviews completed after the due date.

Average Days Late: 7.9
For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.

Number of Early Reviews: 168
Total number of reviews completed on or before the due date.

Average Days Early: 15.2
For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.

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.

<table>
<thead>
<tr>
<th>Reviewer Recommendation Term</th>
<th>Reviews Completed</th>
<th>Frequency of Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Accept Conditionally</td>
<td>26</td>
<td>13%</td>
</tr>
<tr>
<td>Decline to Publish</td>
<td>63</td>
<td>31.5%</td>
</tr>
<tr>
<td>Revise and Resubmit</td>
<td>61</td>
<td>30.5%</td>
</tr>
<tr>
<td>Total Reviews Completed</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Decision Summary
A separate table is displayed for each Revision Number. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time period.
period. The Average Time to Decision is the number of days between the date the manuscript was received by the journal office, and the date the final decision was made. For a Revision, the Average Time to Decision is the average number of days between the date the Revision was submitted to the journal office and the date the final decision was made.

### Accepted On Submission

<table>
<thead>
<tr>
<th>Total Submissions</th>
<th>Accepted On Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>During Submission By Editor</td>
<td>0</td>
</tr>
<tr>
<td>After Submission to Publication</td>
<td>0</td>
</tr>
</tbody>
</table>

### Original Submission

<table>
<thead>
<tr>
<th>Editor Decision Term</th>
<th>Total Decisions</th>
<th>Frequency of Decision</th>
<th>Average Time to Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept Conditionally</td>
<td>17</td>
<td>17.7%</td>
<td>79.9</td>
</tr>
<tr>
<td>Do Not Accept</td>
<td>35</td>
<td>36.5%</td>
<td>72.2</td>
</tr>
<tr>
<td>Reject MS without Field Review</td>
<td>27</td>
<td>28.1%</td>
<td>35.1</td>
</tr>
<tr>
<td>Revise and Resubmit</td>
<td>17</td>
<td>17.7%</td>
<td>102.4</td>
</tr>
<tr>
<td>Total Editor Decisions</td>
<td>96</td>
<td>100%</td>
<td>68.5</td>
</tr>
</tbody>
</table>

### Revision 1

<table>
<thead>
<tr>
<th>Editor Decision Term</th>
<th>Total Decisions</th>
<th>Frequency of Decision</th>
<th>Average Time to Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>14</td>
<td>56%</td>
<td>55.1</td>
</tr>
<tr>
<td>Accept Conditionally</td>
<td>6</td>
<td>24%</td>
<td>89.2</td>
</tr>
<tr>
<td>Do Not Accept</td>
<td>4</td>
<td>16%</td>
<td>132.8</td>
</tr>
<tr>
<td>Reject MS without Field Review</td>
<td>1</td>
<td>4%</td>
<td>44</td>
</tr>
<tr>
<td>Total Editor Decisions</td>
<td>25</td>
<td>100%</td>
<td>75.3</td>
</tr>
</tbody>
</table>

### Revision 2

<table>
<thead>
<tr>
<th>Editor Decision Term</th>
<th>Total Decisions</th>
<th>Frequency of Decision</th>
<th>Average Time to Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept</td>
<td>5</td>
<td>100%</td>
<td>55.8</td>
</tr>
<tr>
<td>Total Editor Decisions</td>
<td>5</td>
<td>100%</td>
<td>55.8</td>
</tr>
</tbody>
</table>

### Summary of Correspondence History

*Summarizes all letters sent during the specified time period.*

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)

THIRD COMPLETED VOLUME YEAR

Volume 26 was the third volume under our editorship. It featured the following themes: September 2018 – Wherefor “Art” Thou: Arts in Your Curriculum, December 2018 – “Novel Lessons” with YA Texts, March 2019 – Asking Real Questions, and May 2019 – What’s Next in Teaching Writing. Each issue also included invited columnists exploring YA and Middle Grades Literature, Teaching with YA Lit, New Teacher Voices, Student Voices, Media Literacy, and Affiliate Voices. Each issue was also anchored by centerpiece articles written by lead thinkers in our field (entitled “Leading the Call.”)

SEPTEMBER 2019 ISSUE – INVITED AND CROWD-SOURCED CONTENT

Following the success of the 25th anniversary issue which featured the voices of practicing teachers, middle school students, and YA/middle grades and practitioner authors, we are, at the time of this report, going to press with an invitation-only Dear Teacher issue which will print in September 2019. Submissions were gathered across multiple opportunities for reader participation, all of which will be distributed across social media. We are very excited what this issue will offer our readers.

UPCOMING ISSUES

To date, content has been set for all of Volume 27 with announced dates and calls for Volume 28. Volume 28 will also be the final volume for our editing team.

Places and Spaces
September 2020

How we design and set-up our English Language Arts classrooms shapes much of how we build community, how we read and write alongside our students, and how the work we create together stretches into our communities and the world beyond our classroom walls. In this issue, we invite you to share those ideas and structures that have worked best in imagining and then creating your classrooms. What kinds of spaces do you set up to support the readers and writers? How do seating arrangements matter? How have your classroom spaces evolved and changed? How do digital tools impact how you and your students think about or frame a learning space? How do students co-construct your shared learning spaces? We mean for this to be a media-rich issue, so consider sharing photos which share your spaces and designs.

Judging a Book By Its Cover and Everything Else: Teaching the Peritext and Epitext
December 2020

As teachers and librarians with a love of texts, we encourage our middle-level students to critically engage with texts often and yet, we encounter many students who intentionally bypass vital elements of the text itself, such as the text cover, table of contents, tables, preface, foreword, and author’s notes (the peritext). Additionally, epitexts such as book trailers, author interviews, text parodies, and remixes exist outside of the text itself, but provide opportunities for teachers and librarians to include additional layers of meaning for their students. For this issue, we invite you to share the ways that these textual elements elevate the engagement and comprehension for your students. How are your approaches to the teaching of text enriched by comprehensive approaches to peritextual or epitextual elements? How do you encourage students to contribute their creativity to the creation of epitext? What can we learn about an author or publishers’ promotion of a text to influence our understanding as readers?
I Used To, But Now I....
March 2021

As teachers, we are continually learning new strategies, methods, and tools for teaching and learning middle level English Language Arts. And, in our professional learning, we often make discoveries leading us to re-think, re-imagine, and re-envision our curriculum - sometimes in radically different and new ways. For this issue, we invite you to follow the prompt “I used to ______, but now I ______” in an attempt to explore your learning and development as a teacher of the readers and writers with whom you work. How has your pedagogy grown and changed? What have you discovered and learned? Which methods and strategies have we most recently grown into as middle school English teachers? What does a career of learning require of us?

Mic Drop
May 2021

In this final issue for our editorial team, we invite you to share the messages that need to be heard, the stories that need to be told, and the experiences that need to be understood but have not yet been. We invite you to say the hard things about the teaching and learning in the middle-level that haven’t been said before or have been said but ignored. What shifts need to occur in order for your students to thrive or for you to succeed in the teaching profession? What innovative, extraordinary or radical ideas exist that need more attention by stakeholders? (penname or pseudonyms on accepted manuscripts).

SOCIAL MEDIA AND DIGITAL CONTENT
The editors continued to develop a regular social media identity in Instagram and Facebook. Themed posts are shared on specific days of the week, all of which engage readers both in the content of the journal and emergent discussions in our field. We have completed a third season of a regular podcast which is currently themed as a multi-segmented radio show. Season Four begins with an interview with author Jess Redman (The Miraculous) within a series focused on the current middle grades and YA texts that our students are most excited to read. Member and reader uptake of the social media sites continues to help us build readership and buzz.

Sara Kajder and Shelbie Witte, Co-Editors
Reports of the Assemblies
Assembly for Advisers of Student Publications/Journalism Education Associate (AASP/JEA)

This assembly ([http://jea.org/wp/](http://jea.org/wp/)), which includes all members of the Journalism Education Association, serves advisers of student media, such as newspapers, yearbooks, websites, literary magazines, radio, and video, by supporting free and responsible scholastic journalism; by providing resources and educational opportunities; by promoting professionalism; by encouraging and rewarding student excellence and teacher achievement; and by fostering an atmosphere which encompasses diversity yet builds unity.

In 2019, JEA members stands at 2,635. Memberships in California continue to see growth, up 118 percent since last spring. Total membership grew 103 percent comparing spring to spring, and now stands at 2,840. At least one voting member resides in each of the 50 states, plus Washington, D.C. JEA continues to see growth in Non-U.S. memberships, increasing by 113 percent since last spring. JEA will be hosting with NSPA a national journalism conference in Washington D.C. on November 21st through the 24th.

This [Year of the Student Journalist](#) has offered unique opportunities to showcase the value of scholastic journalism education and the important work students do every day. From Student Press Freedom Day to Scholastic Journalism Week and the Tinkerversary, 2019 has provided countless opportunities to collaborate and engage on freedom of speech and expression, in addition to designing [new shirts](#), endorsing bills for state legislation via electronic vote ([New York](#), [Minnesota](#), [Nebraska](#)) and helping raise awareness for New Voices campaigns underway the JEA has worked to promote scholastic journalism in this special year.

The JEA also continues to develop and promote its curriculum initiative, with great feedback from members. A team of national leaders and experts in curriculum headed up the efforts to establish curriculum in 2014 and it is continually updated online for current members. 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.

JEA also strives to be a leader in digital journalism education and broadcast journalism with it's teacher run website [JEADigitalmedia.org](#). The site is led by Aaron Manfull and has released new broadcast curriculum as well as new connections with the Adobe Education Exchange. The site also showcases the best of high school journalism in the [JEA-Flipboard Magazine](#).

Media Literacy education also continues to be a push for JEA. In continued efforts, JEA members have and are going to present at NAMLE, NCTE, SXSWedu and other education conferences on the importance of Media Literacy education in all classes.

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)

The Assembly for Expanded Perspectives on Learning 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, can be found at aepl.org.

AEPL elected a new slate of officers to its Executive Board and has a new set of journal editors this year, so this was a time of major transition.

We had three well-attended sessions at the NCTE Annual Meeting and two sessions at CCCC (to whom a separate report has been submitted), including a workshop keynoted by Kathleen Yancey.

Selected proceedings of (and additions to) our 2017 summer conference were published: Writing as a Way of Staying Human in a Time that Isn't, Nate Mickelson, Ed. Vernon Press.

In the works are plans for another volume: Re-Awakening Hope through Education, Eds. Robert Yagelski, Hillary Kelleher, Bruce Novak, and Peter Huk, for which well over 20 abstracts and essays have been submitted. This volume will take up the suggestion of our last conference and the 2011 NCTE 100th Anniversary volume that what we call “literacy,” “English,” and many other names according to “the letter” might best be reconceived as a vehicle for hopeful “soulful justice” through humane understanding and compassionate activism and advocacy.

This was also the Silver Anniversary of our Summer Conference, and we re-invited one of our most special speakers from the past, feminist educational psychologist Carol Gilligan, named by Time Magazine as one of the 25 most influential people in the US. Carol’s two new works, Darkness Now Visible and Why Patriarchy Persists are trenchant analyses of our times and how we can move definitively beyond them. Every One Has a Voice!: Listening, Empowerment, Compassionate Confrontation, and Healing was, in my view, by far the most intellectually powerful, moving, and hopeful conference of the eight I have personally organized: supported by voice teacher Ruth Rootberg, NCTE feminist scholars Hepzibah Roskelly and Kate Ronald, and Community Writing scholar and activist Veronica House (with whose Community Writing Network we have come into partnership—centered in Boulder, an hour’s drive from our conference site). Carol spoke about “feminism Act II” in which the empowerment of women is supplemented by the disarming of the psychological patriarchy that is the main force currently undermining democracy—not the rule of men but those mindlessly presumed to be of higher status and knowledge for any reason. In turn, I spoke about AEPL, Act II, in which we move, as I put it, from the purely magical but transitory Brigadoon (as Jane Tomkins called us in 2000) into Mr. Rogers’ Neighborhood, a place of intentional humanity and healing. Not accidentally, there was a full track of trauma-related presentations, including one from the National Trauma Study Center at Georgia State University.

However, this was the first conference since 2016 in which we were unsuccessful in paying for the heavy print journal expenses we incur annually. The conference itself was in the black, thanks in part to a spontaneous $1000 contribution from one of the participants. But the move away from a classroom-centered focus, and perhaps the political focus and the word “confrontation” in the title, led to an enrollment decline of a third, despite a very vigorous recruitment effort. Themes for following years, therefore are fully classroom centered: “The Art of Encounter in Teaching and Learning,” featuring Mary Rose O’Reilley (“How do we teach English so people will stop killing,” The Peaceable Classroom,) Jacquelyn Jones Royster, Gesa Kirsch, Nan Phifer (Memoirs of the Soul) and Geri DeLuca (Teaching toward Freedom) and “Humanizing Educational Technology and Online Instruction” for a future year.

Bruce Novak, Chair
Actions or projects completed July 1, 2018- September 1, 2019

1. Finished the update and revision of our Assembly bylaws and presented them to the membership. They were passed by a full membership vote in early January 2019. The new bylaws better delineate the organization and work of the Assembly, including clarity around the roles of committee chairs, voting board members, and officer positions. The bylaws also reflect the addition of the two new committees created in earlier 2018 (the Student Committee and the Diversity, Equity, and Inclusivity Committee.)

2. Completed the creation of our new website (which can be accessed at the same address.) The new website offers a much more modern and streamlined navigation, better security and accessibility, and nearly double the content. The website is also now updated nearly weekly with new and exciting information. Further, a new section titled “members-only content” offers additional content for members such as special webinars, curriculum extensions related to journal articles, historical documents, and the start of an electronic copy of every journal article published in the Journal of Children’s Literature in a searchable database.

3. Overhauled our membership process to move completely online at the new website. In the process confirmed all address and contact information for members and current member status. Transferred all members over into this system, creating up-to-the-minute information on membership status, and personal logins and passwords for each member.

4. Completed the search for our next editorial team for the Journal of Children’s Literature. The new editorial team consists of Drs. Thomas Crisp, Mary Napoli, Vivian Yenika-Agbaw, and Maria A. Zapata. Began preparation of the website platform, membership access, and more related to the change of the journal from a print to online journal beginning in Spring 2019 with the new editorial team’s first issue.

5. Established a monthly newsletter (delivered electronically on the 20th of each month.) Used the MailChimp platform as we had started the previous year to convey timely information and reach out to members. We moved to a specific date to add consistency and increased to monthly newsletters to increase the communication.

6. Maintained our Facebook and Twitter presence and moved to using images created by our communications committee that could be used across social media platforms and the website and newsletters to better brand with consistency the events and news shared.

7. Drafted and released a CLA Statement on The Importance of Critical Selection and Teaching of Diverse Children’s Literature.

8. Presented the Notable Children’s Books in the Language Arts booklist at the 2018 NCTE Annual Convention. The presentation included animated talks by authors and illustrators including Kwame Alexander, Lesa Cline-Ransome, Fred Harper, Karen Kostyal, Darcy Pattison Bob Raczka, Bill Richardson, and Susan Stockdale, whose books made the 2018 list, as well as engaging roundtables led by Notables committee members about how to incorporate the Notables books into your regular curriculum.

9. Sponsored the annual Master Class at the 2018 NCTE Annual Convention entitled “Poetry, Voice, and Culture.” This master class addressed the importance of discussing voice and culture in children’s poetry used in university-level classes and featured powerful poets and academics interacting with attendees.

10. Sponsored our annual Sunday Breakfast at the 2018 NCTE Annual Convention featuring author and illustrator Candace Fleming and Eric Rohmann who spoke to a captivated and large audience.
11. Continued to offer a CLA Booth in the 2018 Exhibitor Hall where we answered questions about the Children’s Literature Assembly, the *Journal of Children’s Literature*, and the CLA special events at NCTE (in particular the art auction.)

12. Conducted a very successful auction of illustrator-donated art and prints to continue funding an award for research in the field of children’s literature.

13. Published two issues of the *Journal of Children’s Literature* (JCL).

14. Awarded two Bonnie Campbell Hill National Literacy Leader Awards, to Quintin R. Bostic II from Georgia State University and Kathryn Will-Dubyak from the University of Maine. Dr. Bostic’s award focused on his work titled, “Supporting Professional Development Trainers in Selecting and Using Children’s Literature in Multicultural Education” and Dr. Will-Dubyak focused on her project titled, “Developing Partnerships and Professionals on the Quest to Nurture the Love of Literacy. Each recipient received $2500 plus $150 in professional books from Heinemann.

15. Awarded the CLA Research Award to Sara K. Sterner from the University of Minnesota for her research project titled, “A Post-Intentional Phenomenological Exploration of Reading Whitely.”

16. Held three Executive Board meetings during the year (November 2018, May 2019, September 2019.)

Projects, initiatives, or studies “in progress” at this time

1. Planning for our annual events at the 2019 NCTE Annual Convention, including preparation for a new online app for the annual auction.
2. Conducting recruitment of new members.
3. Preparing for the switch of the *Journal of Children’s Literature* to an online journal
4. Working on a research project related to children’s literature courses in teacher education across the United States.

Lauren Aimonette Liang, President
English as a Second Language Assembly (ESLA)

The purposes of this assembly is to promote interchange among teachers of English at all levels on issues in bilingual education and English as a second language; to encourage scholarly collaborations among higher education faculty and classroom teachers to bridge theory and practice; to disseminate scholarly findings and best practices for teaching English Language Learners in language arts and English classrooms; and to advocate English Language Learners’ equal-opportunities-to-learn to develop academic language in literacy.

What major actions or projects have been completed by your group pursuant to your charge since July 1, 2018?

• I have recruited some key members who could assist me with vitalizing the assembly.
• One of the plans is to reach out to ESL teachers in Baltimore area.
• I continue to sustain the assembly. Last year, I had invited a guest speaker for the ESLA and held the business meeting in Houston, TX in 2018.
• During the business meeting, we discussed that we might want to collaborate with other assemblies. This year at Baltimore will be the spring board for that.

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

It will take time to revitalize the assembly. I’m determined to make it happen.

Clara Lee Brown, Chair
Assembly for Research (NCTEAR)

The purposes of this assembly (http://www.nctear.org/) are to promote inquiry into literacy practices and to consider continually what it means to engage in that inquiry; to provide opportunities for researchers in different sites and from different perspectives to come together to learn from one another; to encourage greater participation in research by teachers from all levels of schooling; to promote the growth of research and researchers through the forum provided by the Assembly for Research; to support the development of early-career researchers through assembly activities; and to provide a democratic body that strives to incorporate research activities into the broader goals and practices of NCTE.

NCTEAR has been an open, inclusive, progressive, and friendly forum that welcomes participants from diverse research paradigms, educational practices, and ethnolinguistic backgrounds. 2018 NCTEAR would like to invite you to rethink the critical issues of inclusivity, diversity, and equity in our shared passions, dreams, and worlds of education where students, teachers, and diverse communities succeed in, through, and with our joint efforts of building the bridges.

2019 NCTEAR is committed to creating a safe dialogic space for our participants to explore the following and/or other questions that will address our conference theme:

**Breaking the Silence: Literacy Research for Disruption, Inclusion, and Equity for All Students**

- What can we do to build a more inclusive and equal learning environment for our diverse learners to facilitate their growth and success in language and literacy learning and practices?
- How can we provide learners with equal accesses to academic learning and quality learning sources?
- How can we build on the strengths, cultural and linguistic capital, and funds of knowledge that students bring to classrooms and other educational contexts?
- What and how can we emphasize literacies as tools for both formal and informal learning?
- What and how can we help learners use their languages and literacies a) to build and express their social and cultural identities and b) to engage into the worlds in which they live in critical, constructive, enjoyable, and caring ways.

The 2018 NCTEAR conference welcomed 200 participants from diverse research paradigms, educational practices, and ethnolinguistic backgrounds. The conference theme of 2019 NCTEAR conference is Breaking the Silence: Literacy Research for Disruption, Inclusion, and Equity for All Students. The conference theme was well addressed by our participants’ inspiring presentations and especially the keynote speakers: Dr. Richard Milner (Vanderbilt University); Dr. Arnetha Ball (Stanford University); and Dr. Tondra Loder-Jackson (University of Alabama at Birmingham).

Our NCTEAR family was honored to have NCTE president, Dr. Jocelyn Chadwick join us and stay for the entire conference. We were pleased do host 15 students from the local Birmingham middle school who had worked with Dr. Chadwick during the school year through online collaboration. We were also honored to have past president Dr. David Bloome, and AERA past president, Dr. Arnetha Ball. It was a pleasure to have my grant colleagues, local teachers, and my research colleagues join us. The pre-conference excursion was a visit to a Montgomery, Alabama high school combined with visits to two historical sites. Sunday concluded with graduate students working with their pre-assigned mentors for feedback about their writing, coordinated by Dr. David Bloome.

From the notes, emails, and comments received from our participants who have been and become friends and part of this NCTEAR family, I am so grateful that this conference brought a very positive and pleasant experience. I have included a chart of the electronic evaluation responses.

NCTEAR 2020 will be held in Nashville, TN.

Tonya B. Perry, 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.

Recent Achievements and Future Goals

Achievements during the past year

- Hosted our 30th annual conference at Prince George’s Community College in Largo, MD
- Held an interactive and well-attended SIG session at the 2018 NCTE Convention. (It was so well-attended that people were sitting on the floor and standing in the doorway!)
- Presented a Grammar Teacher of the Year Award and an ATEG Future Teacher Scholarship
- Published an issue of the ATEG Journal with a new journal editor who has enhanced the standards of quality for the journal
- Implemented grammar resource promotions to increase membership
- implemented a new conference proposal submission and management system, which streamlined our conference submission process and made it easier for those interested to submit proposals
- Appointed a new journal editor, who is implementing a new and more rigorous peer-reviewed system for the ATEG Journal
- Held a Twitter “slow chat” about grammar and writing in conjunction with the National Day on Writing
- Adopted NCTE’s Statement on Gender and Language, which aligns with ATEG’s position in support of grammar instruction that is inclusive and non-discriminatory

Goals for the next year

- To host another exciting and well-attended session at the NCTE Convention
- To continue to increase our membership and conference attendance numbers
- To make ATEG more well-known on a national level through outreach and networking
- To continue to develop the ATEG Journal
- To continue to award the Grammar Teacher of the Year Award and an ATEG Future Teacher Scholarship
- To participate in the National Day on Writing in interactive and engaging ways
- To continue to position ourselves as an organization that promotes inclusive approaches to language that value all identities and linguistic backgrounds

Sean Ruday, Co-President
Assembly on American Literature (AAL)

The Assembly on American Literature (AAL) continues to provide an intellectual and pedagogical meeting ground for NCTE members who share a common interest in teaching, research, or scholarship on American authors’ works. AAL seeks to serve the NCTE community by linking teachers with the rich resources of American Literature and new approaches for teaching American Literature to meet the needs of today’s students through both Convention programming and the publication of a robust journal that links content and pedagogy.

During the 2018 Convention in Houston, AAL held its annual business meeting in conjunction with its SIG session on American Life Stories: A Catalyst for Student Voice. At the meeting, the Chair reported on AAL’s Convention activities and encouraged participants to consider becoming members. The Chair also shared excerpts from AAL’s recently redesigned journal and encouraged participants to consider submitting an article. Under the editorial stewardship of AAL Co-Chair Joe Milner, AAL’s journal Notes on American Letters. The journal is a hybrid online/print publication with a dedicated website: http://nal2ncte.wixsite.com/americanletters

AAL’s roundtable session during the SIG slot on Saturday evening welcomed a committed group of attendees despite the late hour. The 2018 SIG session was inspired by the Convention’s theme “Student voices.” In the session, titled “American Life Stories: A Catalyst for Student Voice,” participants explored how American life stories can serve as catalysts for student expression (e.g., digital renderings, song, poetry, biography, and so on) that helps students discover their voices. Roundtable leaders discussed texts and provided an in-depth exploration of how life writing, particularly narratives steeped in sociocultural experiences, can serve as springboards students can use to voice to their own experiences. The participants expressed enthusiasm for the roundtables and were eager to take materials from tables that they had not participated in as well as those they had joined. Attendees were also excited about the resources available in Notes on American Letters.

AAL was pleased to have our 2019 session proposal accepted, and we are excited to foster more dialogue about linking American texts to the development of our students’ own voices and to continue involving new teachers in NCTE and the affiliate.

KaaVonia Hinton, 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 present programs and special projects on this subject; to present programs and special projects on this subject; 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, 2018?

The NCTE Assembly for Computers in English (ACE) offered a workshop during the 2018 Annual Convention in Houston, TX. In line with the conference theme, “Raising Student Voice: Speaking Out for Equity and Justice,” this one-day conference technology workshop sponsored by Assembly on Computers in English (ACE) invited participants to explore digital movie making applications, video podcasting, apps, such as Canva, and ways to merge low- and high-tech to raise student voice.

Participants learned ways to increase student agency, such as creating digital stories about diversity, using tools and film language to improve videos, and telling their own narratives using Canva. Also, participants engaged with varied types of technology and apps to demonstrate how to not only raise student voices, but also to produce art for social justice and public consumption. 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 to be advocates of social change, equity, responsible citizenship in online, offline, and hybrid spaces.

Workshop leaders, drawn from K-12 and post-secondary faculty and from English language arts and communications incorporated hands-on activities, group discussions, and instruction to familiarize participants with newer generations of apps and technology tools. The sessions featured student work, classroom activities, and teacher resources.

Following a practical engagement with each new application, participants had time to ask additional questions about incorporating each tool into their classroom and schools. Participants were also invited to join the ACE organization and ACE connected community, allowing them to work with ACE consultants throughout the year to develop technology projects for their own classrooms.

In addition to the annual ACE workshop, we’ve begun an initiative to be more active with participants and NCTE, in general. To this end, consultants were asked to write a blog aligned with one of the NCTE’s blog themes and the use of technology, apps, or digital literacy. This has provided a social media presence for ACE, as well as an innovative way to remain connected to conference participants. Thus far, two were written:

http://www2.ncte.org/blog/2019/02/fostering-preservice-teachers-media-and-21st-century-literacies/

http://www2.ncte.org/blog/2019/04/doing-digital-advocacy/

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

ACE members are planning the workshop for the 2019 Annual Conference. ACE has attracted a group of consultants for this forthcoming workshop.

ACE consultants for the 2019 Annual Conference will be asked to contribute blog post for NCTE’s blog.

Katherin Garland, Chair
Assembly on Literature for Adolescents of NCTE (ALAN)

The purposes of this assembly 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 2018-2019 year involved the fruition of important ongoing labors. ALAN created a new Committee on Equity and Inclusion with protocols and practices for its function and officers, including a Chair for Equity and Inclusion. The ALAN Board of Directors voted on the proposal for permanent personnel and committee additions at the 2018 annual meeting and it passed unanimously. As in 2016 (thanks to Jennifer Buehler), and as in 2017 (thanks to Laura Renzi) a concerted effort to improve the ALAN Workshop offerings of Indigenous authors continued through Mark Letcher’s efforts and the 2018 ALAN Workshop keynote speaker in Houston was Cynthia Leitich Smith (Muskogee Creek), whose new book, Hearts Unbroken, was given to workshop participants.

Membership numbers are fairly stable at approximately 1200. In 2018-2019 we did not have any lost membership subscription records or failed journal deliveries for The ALAN Review. We are no longer receiving large numbers of missed delivery calls from libraries and individuals. Our efforts to reinstitute the ALAN State Representatives as a means for recruiting new members is now on solid ground and a plan is developing for state representatives in attendance in Baltimore to take on new tasks. Many thanks to membership secretary Suzanne Metcalfe and her work with Marge Ford and Daria Plumb.

Our journal on adolescent literature, The ALAN Review, which is peer-reviewed and highly regarded, was printed in three issues of the volume year (fall, winter, summer), saw a change in editorship. The (now former) editors of the journal, Wendy Glen, Ricki Ginsberg, and Danielle King-Watkins, who were flawless in the timely production of the journal, both timely in content and timely in print and distribution, passed their roles on to a new team of editors. Several high-quality teams of editors submitted applications and interviewed with our search committee in Houston, and the team from the University of Tennessee was chosen. The ALAN Review will be published out of the University of Tennessee Center for Children’s and Young Adult Literature by Susan Groenke, Senior Editor; Arianna Banack, Assistant Editor; Caitlin Metheny, Assistant Editor; Suzanne Sherman, Assistant Editor, and Mary Cate LeBeouf, Assistant Editor.

The Nilsen-Donelson Award and the Editors’ Award continue. The Nilsen-Donelson Award, named for YAL pioneers and The ALAN Review creators, Alleen Nilsen and Ken Donelson, goes to the best article of the years as selected by a committee composed of librarians, teachers, and professors, all of whom are members of ALAN. In 2018, this went to Karly Marie Grice, Caitlin E. Murphy, and Eileen M. Shanahan, for “Taking Out the Trash: Complicating Rural Working-Class Narratives in Young Adult
The Editors’ Award, chosen by the journal editors, goes to the best column of the year among the regularly featured columns, and went to Bryan Gillis, for “Understanding and Connecting Our Ways of Being in the World: Promoting Sensitivity and Understanding in Classrooms with Undocumented Latinx Students.”

*ALAN Online News*, under the capable hands of Helene Halstead, is a monthly service to members that includes ALAN news items but it has more than just this. The newsletter also carries feature articles that are too timely to appear in our journal, such as election instructions and results, award winners, and information on breaking censorship court cases. In 2019, Ms. Halstead began a transition to her colleague at the University of Georgia, T. Hunter Strickland.

Our website, available at [www.alan-ya.org](http://www.alan-ya.org), is up-to-date and highly informational, in addition to being user friendly and eye appealing, thanks to webmaster Jon Ostenson. The website includes regular components, such as monthly “ALAN Real Quick Picks Book Reviews,” “Speak Loudly” news on banned books, “Under the Radar” highlights on the publication of smaller presses, our ALAN Speakers Bureau, information on our seven grants, ALAN Workshop information, and means for joining ALAN.

Our social media campaign continues on Facebook, which has increased this year from 854 1078 members ([https://www.facebook.com/groups/alanyalit/](https://www.facebook.com/groups/alanyalit/)). Our Twitter ([https://twitter.com/ALANorg](https://twitter.com/ALANorg)) has now increased from 1,986 followers to 2,609. Our social media efforts in 2018-2019 were courtesy of Ricki Ginsberg, Kellee Moye, and the addition of Dan Moore. One especially effective regular event on our ALAN Facebook page is the YAWednesday feature administered by Steve Bickmore and featuring presentations from scholars, teachers, librarians, and author every Wednesday. It has become quite an honor to be the featured presenter on YAWednesdays! We now feature Twitter chats with YA authors, hosted by Georgia Parker, which will total in the double digits soon.

Our ALAN Foundation, along with individual donors, continues to fund both research and attendance for newcomers to the ALAN Workshop. ALAN Foundation Research Grants went to Alice Hays for “YAL to YPAR: Rural Seventh Graders on a Mission to Influence Their World,” and Meredith Sinclair for “Confronting Systems of Power and Oppression Through Young Adult Literature in the Secondary Classroom: Implications for Becoming Anti-Racist Educators.”

Inspired by unfortunate events at the NCTE Convention in Houston, ALAN initiated a new award, the Bill Konigsberg Award for Acts and Activism for Equity and Inclusion through Young Adult Literature. The award includes a $300 prize and will be awarded to Mr. Konigsberg as the first recipient this coming fall in Baltimore. Donations to the award currently total $2000.

As closely calculated by our ALAN Secretary, Daria Plumb, our financial situation is solid and our bottom line is improving each year (in the black). With additional awards requiring further funds and the Walden Endowment having some volatility, however, we predict a need for greater resources down the road. We did add a portal for donation on our website in 2017 and hope to see greater benefits from it in the future.

In 2018 our various assembly’s awards went to the following:

* Amelia Elizabeth Walden Award: Angie Thomas
* ALAN Award: Michael Cart
Ted Hipple Award: Teri Lesesne  
Gallo Awards: Beatrice Hill and Sarah Edge  
Nilsen-Donelson Award: Karly Marie Grice, Caitlin E. Murphy, and Eileen M. Shanahan  
The ALAN Review Editors’ Award: Bryan Gillis

The ALAN 2018 election winners welcomed to the ALAN Board include ALAN President-elect, Ricki Ginsberg and new ALAN Board of Directors members (three-year term) Shanetia Clark, Sybil Durand, Lizette Serrano, and SJ Donovan.

Our traditional ALAN Reception, held on Sunday night of the convention saw a change in format. The publishers asked that only first-time Workshop participants be invited, which turned out to be a total of approximately 200 participants mingling with the Workshop authors and publishers at the Sunday night party. Although this was judged to be a success, the format will change again for Baltimore. Publishers convinced the ALAN Executive Committee to experiment with a new ALAN Sunday night reception and Monday/Tuesday book-signing procedure. In Baltimore all 500 Workshop participants will be invited to the ALAN reception where they will have book plates signed by participating authors. No book-signings will take place during the Workshop. Concerns expressed by the publishers were that the Monday/Tuesday book-signings were disruptive and took focus away from the newer authors who were on stage as participants left the room to stand in the signing lines of more famous authors. Plans for implementing the new procedure continue into the fall.

Goals for the future include implementing recommendations from the new Equity and Inclusion Committee for the ALAN Workshop and other events in Baltimore, 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. We will be exploring new ideas, such as becoming an NCTE Conference, and also moving the ALAN Workshop to Sunday/Monday from Monday/Tuesday.

James Blasingame, Executive Secretary
Early Childhood Education Assembly (ECEA)

The Early Childhood Education Assembly (http://www.earlychildhoodeducationassembly.com) works to support and integrate the efforts of NCTE constituents concerned with language and literacy issues in Early Childhood Education — defined as the education of children from birth to age 8. The ECEA sponsors the Day of Early Childhood on Saturday during the NCTE Annual Convention and publishes an online peer reviewed journal, Perspectives & Provocations, and twice-yearly newsletter. Each year it recognizes an outstanding teacher educator and teacher with an award and provides 3 scholarships to attend the Convention. ECEA’s Affirmative Action Committee has created the Professional Dyads and Culturally Relevant Teaching project and developed multiple resources including a list of consultants to facilitate early childhood educators’ antiracist work.

The Early Childhood Education Assembly is a young (nine-year-old), vibrant group of teachers, teacher educators, researchers, and educational leaders concerned with issues related to the languages and literacies of children birth – age 8, their families, and their communities. Under the leadership of Vivian Vasquez (2009-2011), Mariana Souto-Manning (2011-2013), Dinah Volk (2013-2015), Erin Miller (2015-2017), and Michele Myers (2017-present), it has also become a space of advocacy which works within NCTE to:

- encourage field-based research and theorized practice in the teaching of Early Childhood Education across cultural and linguistic contexts;
- develop and promote equitable and culturally and linguistically teaching and learning in Early Childhood Education within and across diverse communities;
- develop and promote practices that lead to a more racially, ethnically, socially, linguistically diverse teaching force in Early Childhood;
- directly address issues of discrimination in the education of young children and their families with regard to elements of identity including but not exclusive to race, ethnicity, class, language, gender, sexual orientation, religion/faith, family structures, and abilities by taking a stand to challenge and change approaches to teaching and learning labeled “appropriate” or “best practice” that establish children and families of the dominant culture as the norm;
- sponsor professional development opportunities for those interested in language, literacies, and equity in Early Childhood Education;
- provide opportunities for early childhood educators and researchers to learn from and support one another; promote the articulation of thoughtful, equitable, culturally, and linguistically relevant Early Childhood literacy practices;
- promote collaboration across professional organizations that focus on the education of young children; support new teachers in Early Childhood Education; and
- encourage and sponsor the publication of articles, books, position statements and reports that reflect the above.

ECEA is especially important at this time due to pervasive mandates to implement practices that are antithetical to those supportive of young children's language and literacy learning. Teachers are asked to teach to the test in ways that prohibit opportunities for holistic, thoughtful, culturally-relevant, and play oriented practices that allow children to construct knowledge through contextualized and purposeful experiences. We are especially interested in supporting early childhood teachers and teacher educators by promoting practices that enhance teaching and learning within and across diverse communities. We are also committed to antiracist work and promoting equity in all learning contexts.

ECEA is now in its ninth year as an assembly of NCTE, and our membership is growing. We greatly appreciate NCTE’s support, especially the decision of the EC to provide funding for our Program Committee chair to attend the program planning meeting, the decision of the ESSC to establish a permanent seat for an ECEA representative (at the suggestion of the EC), the highlighting of early childhood (including prekindergarten) in the preliminary program, and the funding of the PDCRT project.
Actions and/or projects completed and forthcoming

1. In support of the NAACP travel advisory, the ECEA created the St. Louis Green Book: A Guide to Black-Owned Businesses, Museums, Arts, and Events in St. Louis. This was designed to offer attendees to the NCTE Conference held November 16-19, 2017, a quick guide to Black-owned businesses in the area. It was the ECEA’s goal to offer one way to support the ongoing work for civil rights.

2. The ECEA created and widely distributed a position statement, *So Many Layers of Trauma*, against the retention and separation of immigrant children and families in the U.S. The ECEA Board of Directors and Affirmative Action Committee strongly denounce policies and practices that lead not only to the separation of children of any age from their parents but to the conditions they endure and the immediate deportation without due process and/or long-term detention of families who request asylum in our country. The entire statement is located on the website (https://www.earlychildhoodeducationassembly.com/).

3. Early Childhood Education Assembly of NCTE stood in solidarity with the brave statement put forth by the Black Caucuses of NCTE and Conference of College Composition and Communication (CCCC) denouncing racism and white supremacy released on August 21, 2017, in wake of the tragedies in Charlottesville, VA and the U.S. President’s comments and actions affirming white supremacy.

4. The ECEA continues developing a tool kit of resources around anti-racism in ECE that can be accessed by anyone who goes to our website.

5. The ECEA continues updating our Social Justice website which offers schools and teacher education programs a wealth of resources, including suggested children’s literature, teaching resources and professional development materials on a variety of social justice topics.

6. The ECEA also provides access to a Consultants Network consisting of key scholars and educators who work with your schools in examining existing structures and pedagogies to envision new possibilities.

7. The ECEA reviewed proposals for the NCTE Convention.

8. We organized the Day of Early Childhood and hosted a well-attended get-together after the Business Meeting at the end of the day.

9. The ECEA continues to advocate for and ensure stronger representation for our events and organization in the conference program, advertisements, and social media platforms.

10. We awarded Morgan Belcher the 2017 Dinah Volk Scholarship to attend the annual NCTE Convention. This scholarship is given to a pre-service teacher who has shown commitment to better understanding how to use the rich resources children bring to school from their homes and communities as a platform for educational achievement in schools.

11. We awarded Alicia Arce-Boardman, Haydée Dohrn-Melendez, & Kerry Elson the 2018 Early Literacy Educator of the Year- Classroom Teachers Award.

12. Kamania Wynter-Hoyte & Eliza Braden 2018 Early Literacy Educator of the Year- Teacher Educators Award.

13. We published a volume of the journal, Perspectives and Provocations.

14. We elected new board officers.

15. We published 2 newsletters.

16. We held virtual planning meetings 3 times per year to make joint decisions.

17. W used our listserv to communicate with assembly members.

18. We initiated a series of Twitter chats on relevant topics.

19. We maintain our Facebook page.

20. We supported the implementation of a 4-year Professional Dyads and Culturally Relevant Teaching (PDCRT) project that is piloting ways for dyads of teachers and teacher educators to develop, evaluate, and disseminate culturally responsive literacy practices at the early childhood level (prek-3rd grade). We took in a new Dyad Cohort.


Michele Myers, Chair
Sandra Osorio, Assistant Chair
Erin Miller, Ex-Officio
The purpose of this Assembly is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, trans, and queer (LGBTQ) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction. The Assembly is committed to the inclusion of LGBTQ voices, topics, issues, and texts in English studies and English language arts classrooms, fostering research and scholarship, addressing heterosexism and homophobia in academic and school settings, supporting lesbian, gay, bisexual, trans, and queer students and teachers, and broadening cultural diversity through more inclusive understandings of difference. The Assembly disseminates information to its members and sponsors sessions at the NCTE Annual Convention each year. An email list-serve, our Facebook page (https://www.facebook.com/groups/1452385141717420/), and Twitter account (@GSEA_NCTE) facilitate communication between conventions.

GSEA Leadership:
- Summer Pennell, Chair
- Dana Stachowiak, Vice Chair
- Lisa Hazlett, Treasurer
- Adam Crawley, Secretary
- Nicole Sieben, Past Chair

LGBTQ+ Sessions at the 2018 NCTE Annual Convention:
This year there were 59 sessions at the 2018 NCTE Annual Convention that were either labeled as LGBTQ strand sessions or included papers on LGBTQ topics, as determined by GSEA board members. Topics for each session ranged from LGBTQ student voices in the classroom, LGBTQ-inclusive and celebratory literature, policy considerations, gender diversity, and social justice/action projects. These presentations spanned all levels of teaching from Early Childhood to college as well as teacher education. In addition, all LGBTQ-related sessions were compiled and advertised by the GSEA on social media, via email to our members, and in a physical handout (though without our usual table in the exhibit hall we were unable to advertise this way). Attendance at each session ranged anywhere from 15-50 people, depending upon the times the sessions were offered.

In addition, on Nov. 16, 2018, Nicole Seiben organized the GSEA-sponsored roundtable session—Amplifying and Celebrating Intersectional and Transectional LGBTQ+ Voices—with around 50 people in attendance. The session was successful as we had many new participants who attended roundtable presentations of their choice after a keynote speaker. Our business meeting was held on Nov. 16, 2018 with 12 in attendance. Attendance at the business meeting was low and has dropped in the past few years; we are concerned that the interest in our roundtable session does not translate to interest in the group and are looking for ways to improve attendance and interest for the 2019 convention.

Gender Neutral Bathrooms at the Annual Convention
The GSEA continues to support NCTE convention staff to provide gender-neutral restroom options for the annual conventions. The 2018 convention’s gender-neutral restrooms were poorly marked and many attendees felt unsafe, as was discussed at our business meeting. Summer Pennell and Dana Stachowiak spoke directly with Emily Kirkpatrick in the spring of 2019 about this issue, before the CCCC conference, and discussed the need for clear signage as well as education for NCTE members on the need for gender-neutral bathrooms. Summer and Dana wrote a short explanation for Emily to use and have recently followed up with her to ask about this year’s preparation and signage. The GSEA is also working with Cody Miller, the chair of the LGBTQ Advisory Committee, on this issue.

Collaboration with other NCTE Groups
It has been an ongoing goal of the GSEA to work with other special interest alliances, committees, and caucuses and this past year we have several concrete examples of following through on that goal:
- Summer Pennell was part of the committee that revised NCTE’s Statement on Gender in 2018
- At the 2018 Annual Convention, Summer Pennell, Dana Stachowiak, and Nicole Sieben served as roundtable leaders for the “Why Middle Matters: Pursuing Justice and Equality Together” session, co-sponsored by the Middle Level Section, the GSEA, and NCTE caucuses.
• Summer Pennell participated as a mentor in the K-12 Mentoring Session for teachers interested in teaching for social justice, sponsored by the Latinx Caucus
• Summer Pennell, Dana Stachowiak, and Adam Crawley are on the board of the LGBTQ Advisory Committee
• Adam Crawley, as part of the LGBTQ Advisory Committee, was part of the sub-group that created the LGBTQ+ Advocacy and Leadership Award
• The GSEA co-signed a letter to NCTE in response to a homophobic speaker at a panel at the 2018 convention which included LGBTQ authors. The letter asked for better guidance for panel moderators to protect both panelists and audience members.

Social Media
The GSEA continues to use the Facebook Group (GSEA: NCTE’s Genders and Sexualities Equality Alliance) to increase awareness around our issues of focus and to more actively engage its members. The Facebook Group currently has 130 members (a slight increase from last year’s 119) and continues to be a space of collaboration and resource sharing. This sharing includes GSEA member publications. The group also serves as a space for members to connect virtually and continue conversations from NCTE.

Our Twitter account has more than doubled our number of followers (currently 137; in 2017-2018 it was 43). This account is used to disseminate information to our members, particularly regarding relevant NCTE Annual Convention sessions, announcements for our assembly meeting, and other news such as academic articles written by members, CFPs, and advertising for Assembly officers. It also helps our visibility with NCTE membership at large.

Additionally, Adam Crawley, Summer Pennell, and Dana Stachowiak wrote blog posts for NCTE as members of the LGBTQ Advisory Committee, on topics relevant to both the committee and GSEA members.

Future Goals
• Increase membership. Our official membership has declined slightly to 56 (it was 59 in 2017-2018). We hope to have our table in the exhibit hall reinstated at the 2019 convention, as historically this has been our most effective way of recruiting new members.
• Take action for more visibility within NCTE, both at the convention and year-round
• Continued collaboration with the LGBTQ Advisory Committee and other groups
  o Including co-sponsoring a collaborative session amongst other special interest alliances and committees at the 2020 convention, as suggested by members of the LGBTQ Advisory Committee
• Having an inaugural fundraiser at the 2019 convention for a mini-grant program or award for LGBTQ+ teachers and ELA teaching, TBD by GSEA leadership
• Help our members and NCTE members in general increase trans visibility in ELA classrooms

Summer Pennell, Chair
Global Society of Online Literacy Educators (GSOLE)

GSOLE (http://www.gsole.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 in online education is literacy. Although online education tends to remove the immediacy and intimacy of face-to-face instruction, we suggest that successful teaching and learning in online settings are more deeply connected to literacy-based concerns than to physical presence or lack thereof. Three of the core literacies of the 21st century are reading, alphabetic writing, and digital composition. However, these literacies largely have been studied and taught separately, and the resulting discussions about them have occurred in discrete sub-disciplines where their connections have not been fully explored or acknowledged. GSOLE strives to connect educators of reading, alphabetic writing, and digital composition so that they might focus their energies in teaching various disciplinary content, composition strategies, and communication skills using multiple literacies thoughtfully and well.

Elections and Leadership Changes (as of July 1, 2019)

Theresa Evans was appointed Secretary (filling an unexpired term due to the departure of the previous Secretary).

Jessica Ulmer was elected as an At-Large Member of the Executive Board.

Amy Cicchino was elected as an At-Large Member of the Executive Board and will serve as Affiliates Liaison.

GSOLE Webinars

- “Equity, Access, and the Next Decade of Digital Writing” (Tuesday, October 30, 2018, 1pm EST). Troy Hicks, Central Michigan University
- “Training Novice Instructors to Teach Writing Online” (Wednesday, November 14th, 1pm EST). Kelli Cargile Cook, Texas Tech University, and Keith Grant-Davie, Utah State University
- “Intercultural Communication Matters: Definitions, Theories and Application” (Friday, February 8th, 1pm EST). Mary DeNora, Texas Tech University
- “Pre-Designed Online Courses: What, Why, and How” (Thursday, April 11th, 3pm EST). Catrina Mitchum, University of Arizona, Rochelle (Shelley) Rodrigo, University of Arizona, and Chvonne Parker, Old Dominion University

GSOLE’s Online Conference

GSOLE held its second annual online conference January 25th with a theme of “Visions and Sites of Online Literacy Education.” Featured speakers included Beth Hewett and Susan Thomas. Beth Hewett—the immediate Past President of GSOLE and current President and Senior Coach for Defend and Publish, LLC—has published numerous books on online literacy education including Reading to Learn and Writing to Teach: Literacy Strategies for OWI and The Online Writing Conference: A Guide for Teachers and Tutors in addition to a great number of chapters and articles. Susan Thomas—Professor of Writing and writing program administrator at the University of Sydney, Australia—has won several awards for excellence in teaching and innovation, attracted substantial grant funding for writing research and infrastructure, and held leadership roles in several American and Australian professional organizations. The conference site opened a week in advance with a welcome video from GSOLE President, Scott Warnock, and a Praxis Post(er) Hall. On January 25th several additional live events were held: two addresses and four sessions made up by nine panels. Fifty-four individuals attended the conference.

GSOLE’s Publications

The Online Literacies Open Resource (OLOR) website is currently being redesigned as part of our larger website update. GSOLE’s peer-reviewed journal, Research in Online Literacy Education (ROLE), has grown significantly since its first issue launched on January 26, 2018. In the summer of 2018, a special book review issue was released; the eight reviews took up online teaching and learning, digital literacies, and multiple literacies. In March of 2019, Issue 2.1 was released, and Issue 2.2—a special issue on Online Tutoring—was released in August of 2019. The two issues published in 2019 collectively contain 12 articles, two technology reviews, and five book reviews.
GSOLE’s Research Initiative
With changes to GSOLE’s leadership and research committee members, we did not run the research grants program this year. Executive Board At-Large Member Barry Maid will be revitalizing this committee in the coming year.

GSOLE’s Meetings at CCCC and the International Writing Center Association (IWCA)
At the Conference on College Composition and Communication in Pittsburgh, PA, we held our annual GSOLE gathering on Friday, March 15th. This session provided updates from each of the committees as well as space to recruit new potential committee leaders and look ahead to upcoming projects.

At the International Writing Center Association (IWCA) in Atlanta, GA, we held a GSOLE affiliate meeting and a SIG meeting on online writing tutoring, both hosted by Megan Boeshart. The affiliate meeting had five participants and provided an introduction to GSOLE with a particular focus on the 2019 special issue on online tutoring in ROLE. The online writing SIG had 27 attendees eager to discuss available resources GSOLE could offer the OWC community.

GSOLE’s International Presence
GSOLE has been increasing its international presence in several ways. First, its digital conference included international speakers such as Susan Thomas, professor of writing and writing program administrator at University of Sydney, Australia; Ryan Thorpe, assistant teaching professor at University of Michigan-Shanghai Jiao Tong University; and Kirk St.Amant, professor and Eunice C. Williamson Endowed Chair in Technical Communication at Louisiana Tech University and adjunct professor of international health and medical communication at the University of Limerick in Ireland. Second, ROLE similarly provides a global perspective of online literacy education including representation of OLI practices from America, Japan, Ireland, and Norway.

Affiliates
Affiliates have expanded to include the Rhetoric Society of America (RSA), International Writing Center Association (IWCA), the Council of Writing Program Administrators (CWPA), and the Council for Programs in Technical and Scientific Communication (CPTSC) in addition to the National Council for Teachers of English (NCTE).

GSOLE’s Membership
GSOLE currently has 132 individual and three institutional members. Our current membership has representation from Denmark, New Zealand, and Ireland. We have two membership-related goals in the coming year: to continue to recruit international members and to focus on retaining existing members by expanding and more clearly defining membership benefits.

GSOLE’s Website
GSOLE’s website is currently undergoing revision as it works to increase accessibility and usability. We hope to have the new site fully functional in the fall. https://www.glosole.org/

Amy Cicchino, Executive Board Member-at-Large/Affiliate Chair
International Writing Centers Association (IWCA)

The International Writing Centers Association (http://writingcenters.org/), an NCTE Assembly, was founded in 1983 to foster communication among writing centers and to provide a forum for concerns. Comprising directors and staffs of writing centers at universities, two-year colleges, and secondary schools, the IWCA has over 1,000 members and is governed by an Executive Board that includes officers and representatives from fourteen affiliate associations and three publications.

IWCA Events

IWCA hosted three events over the fiscal year 2018-19:

- Collaborative, Mar 13, 2019 in Pittsburgh, PA. One-day conference prior to CCCC. Attendance: ~100.
- Summer Institute in Baltimore, Maryland Jun 2019. Week-long professional development institute for writing center professionals. Limited to 45 participants.

IWCA publications

- The Writing Center Journal (http://www.writingcenterjournal.org/) published two issues during the fiscal year.

IWCA Awards and Grants

- Awards: IWCA awarded the future leaders award, the outstanding book, and outstanding article awards at the annual conference in October.
- Grants: Research grants (up to $1000) were awarded in January and July 2019. The IWCA dissertation grant ($5000) was awarded in spring 2019. The Ben Rafoth Research Award (up to $1000) was awarded in January.
- Travel grants to those attending and presenting at the annual conference and the Summer Institute exceed $8,000 this fiscal year.

Jackie Grutsch McKinney, President
The purpose of the assembly ([https://slamassembly.wixsite.com/slam](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.

This year began with a membership drive for our developing assembly and we can currently report 43 dues-paying members. We credit our 2018 session at the NCTE Annual Convention in sparking interest in and support for the assembly.

The SLAM Assembly accomplished three major goals this year:

1. The continuation of our SLAM School web series
2. A partnership with the NCTE ELATE-sponsored journal, *Contemporary Issues in Technology and Teacher Education – English Language Arts*
3. Planning and development of the SLAM Assembly session at the 2019 NCTE Annual Convention

**SLAM School**

In order to offer the wider NCTE membership a forum to discuss current issues related to multimedia and literacies, the SLAM Assembly produces and distributes SLAM School, an intermittent web series. In February 2019, we shared a new SLAM School titled, “Finding Common Ground in Troubled Times,” which focused on helping teachers determine how to help students navigate today’s complex multimedia landscape and engage in productive dialogue across difference. SLAM members Jeff Share, Sarah Bonner, Ben Boyington, and Nicole Mirra recorded a webinar, which was accompanied by a blog post sharing teacher-friendly resources.

Link to SLAM School: [https://www.youtube.com/watch?v=MMvFv3MEIqE](https://www.youtube.com/watch?v=MMvFv3MEIqE)


**Partnership with CITE English Journal**

SLAM President, Nicole Mirra, also serves as the current editor for CITE English Journal. At the SLAM Meeting during the 2018 NCTE Annual Meeting, she encouraged SLAM members to review for and submit manuscripts to the journal because of the themes and mission the two organizations hold in common.

This has been a productive partnership as SLAM members have engaged in peer review and contributed to the publication of a strong group of articles in 2019.

These include:


SLAM at NCTE 2019

When members of SLAM considered the questions, “How would learning and teaching be different if schools were designed to celebrate and foster inquiry?” If teachers were encouraged to hold inquiry at the center of their pedagogy? If assessments helped to nurture inquiry, curiosity, and wonder? it became apparent that many of us work in a variety of roles (classroom teachers, librarians, PD specialists, teacher educators) that seek to do the work of inquiry.

Our session at the 2019 NCTE Annual Convention will honor the work of inquiry with students as we delve into students’ curiosities, discoveries, and questions. We will center our work on the ways in which we guide and empower students to generate and pursue paths of inquiry that move in purposeful directions. We strongly value inquiries that allow for the uses of media, technology, popular culture, and expanded definitions of literacies. We work consistently and deliberately to build a spirit of inquiry within the critical spaces we develop and utilize. From a variety of experiences across the country, SLAM Assembly members will share their approaches to inquiry through partnerships, projects, and perspectives that illuminate the ways in which contemporary literacy education can help our students pursue answers to their questions.

Each of our 20 roundtables will offer multiple approaches to inquiry work in the classroom. A brief sampling of our planned roundtables includes:

*Exploring Gaming Literacies: This interactive roundtable will investigate how individuals read, write, communicate, and learn with and around tabletop games.
*When Teachers Collaborate for Digital Inquiry: This session explores the value of putting teacher collaboration in digital literacy at the center of a professional development summer learning experience. What happens when K-12 teachers experience digital inquiry through creative collaboration?
*Connecting in Online Writing Communities: This interactive roundtable will explore how to create opportunities for inquiry in online writing spaces. It will focus on curated and moderated educational networks that invite young people to post, respond, collaborate, and connect with others nationally and internationally around their writing.
*Using Autoethnography to Improve Media Literacy Pedagogy: The presenter will share how questioning, researching, and reflecting on her own practice helped shape her use of media literacy education with pre-service teachers.
*What's the story? Using Narrative to Guide Multimedia Research: Presenters will share how storytelling can guide inquiry in multimedia research by creating the space for iterative approaches to locating, evaluating, and organizing information.
*Inquiring into Media Representation of Youth with Disabilities in Popular Culture and Literature: In this interactive session, we will share how we create opportunities in our college classroom to inquire into media representation of youth with disabilities in popular culture and literature.
Fostering Democratic Dialogue through Online Social Networks
This roundtable will introduce participants to a social network designed by high school English teachers across the country over the course of the 2018-2019 school year that supported their students in making claims about civic issues that matter to them and discussing their views with peers from varying geographic and socio-political contexts.

Nicole Mirra, President
In Memoriam
In Memoriam

Most teachers pass away as they have lived, quietly, but with deep effect upon those to whom they are closest. They are mourned and celebrated by their families and students, privately, often without public announcement of their loss. The profession and the world feel the loss of every individual who has spent so much of a life’s energy giving, to students, to the future, whether or not we can list them by name. A few such losses from the past year—those for whom we had knowledge—are listed below. We will miss them.

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<th>David Booth</th>
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<td>Catherine Cater</td>
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