



National Council of
Teachers of English®

NCTE Annual Reports 2020

NCTE Annual Reports

2020

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](#)
[Section Steering Committees](#)
[Conferences](#)
[Standing Committees](#)
[Committees](#)
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[2019 Annual Business Meeting Minutes](#)

No Reports Submitted

This page is traditionally included in this document. It is noted that the worldwide pandemic has cast unprecedented challenges upon all of us this particular year.

Presidents: all reports submitted

Research Foundation

Section Steering Committees: all reports submitted

Conferences and TYCA

Conference on College Composition and Communication

Standing Committees

Standing Committee on Affiliates

Committees

Build Your Stack Committee

NCTE Children's Poetry Awards Committee

Orbis Pictus Award for Outstanding Nonfiction in Children's Literature

Charlotte Huck Award for Outstanding Fiction for Children

Recognizing Excellence in Art and Literary Magazines Committee

Publication Editors

College Composition and Communication

College English

Assemblies

Assembly for Research

English as a Second Language Assembly

Genders and Sexualities Equality Alliance

Assembly for Expanded Perspectives on Learning

Results of the 2020 NCTE Elections

The following are the results of the Spring 2020 elections, which closed June 1. With the exception of members of the Nominating Committees and the Vice President, who took office September 1, 2020, and August 28, 2020, respectively, all those named below will take office at the close of the 2020 Virtual NCTE Annual Convention in November.

NCTE General Elections

NCTE

Vice President

María E. Fránquiz, University of Texas at Austin

Secondary Representative-at-Large

LaMar Timmons-Long, New York City Department of Education, NY

Trustees of the Research Foundation

Korina Jocson, University of Massachusetts, Amherst

NCTE Nominating Committee

CHAIR: Vaughn W.M. Watson, Michigan State University, East Lansing
Jennifer-Ne Toi Claiborne, Friends Community School, College Park, MD
Sakeena Everett, University of Georgia, Athens
LuAnn Fox, Olathe School District, KS
Joanna Wong, California State University, Monterey Bay
Jocelyn A. Chadwick (appointed)*
Mollie V. Blackburn (appointed)*

Elementary Section

Steering Committee

Tracey T. Flores, University of Texas at Austin
Valente' Gibson, Jackson Creek Elementary School, Columbia, SC
Aeriale N. Johnson, Washington Elementary School, San Jose, CA
Yoo Kyung Sung, University of New Mexico, Albuquerque

Nominating Committee

CHAIR: Tiana Silvas, P.S. 59, New York, NY
Lori Czop Assaf, Texas State University, San Marcos
Mukkaramah Smith, Richland School District One, Columbia, SC

Middle Level Section

Steering Committee

Sarah Bonner, Heyworth Junior High School, IL
Sonam J. Shahani, Houston, TX

Nominating Committee

CHAIR: Elena Garcia, Barr Middle School, Grand Island, NE
Sara B. Kajder, University of Georgia, Athens
René M. Rodríguez-Astocia, Penn State University, State College

Secondary Section

Steering Committee

Angela C. Moore, Wythe High School, Richmond, VA
Nimisha Patel, Rutgers University, New Brunswick, NJ
Kirsten Pomerantz, Lake City High School, Couer d'Alene, ID
Lisa Scherff, Community School of Naples, FL
Josh Thompson, Blacksburg High School, VA

Nominating Committee

CHAIR: Vanessa Perez, Clinton High School, OK
Jennifer D. Morrison, University of South Carolina, Columbia
Valerie Taylor, Westlake High School, Austin, TX

College Section

Steering Committee

Renee Moreno, California State University, Northridge

Nominating Committee

CHAIR: Lauren Leigh Kelly, Rutgers University, New Brunswick, NJ
Katherine Silvester, Indiana University, Bloomington
Anne-Marie Womack, Tulane University, New Orleans, LA

ELATE

Executive Committee

Keisha McIntosh Allen, University of Maryland Baltimore County
Lindy Johnson, William & Mary University, Williamsburg, VA
Jung Kim, Lewis University, Romeoville, IL

Nominating Committee

CHAIR: Grace D. Player, University of Connecticut, Storrs
Chandra L. Alston, North Carolina State University, Raleigh
Briana Asmus, Aquinas College, Grand Rapids, MI
Maria Leija, University of Texas at San Antonio
Joaquin Muñoz, Augsburg University, Minneapolis, MN

TYCA

Secretary

Leigh Jonaitis, Bergen Community College, NJ

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**

2019-2020

2019-2020 NCTE Executive Committee*

President:

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

President-Elect:

Valerie Kinloch, University of Pittsburgh, Pennsylvania

Vice President:

María E. Fránquiz, University of Texas at Austin

Past President:

Franki Sibberson, Dublin City Schools, Ohio

Representatives-at-Large:

Ann Marie Corgill, Vestavia Schools Elementary Cahaba Heights, Birmingham, Alabama (Elementary)

Yolanda Gonzales, Joe Barnhart Academy, Beeville, 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:

Bradley Bleck, Spokane Falls Community College, Spokane, Washington

Conference on College Composition and Communication Chair:

Vershawn Ashanti Young, University of Waterloo, Ontario

Conference on College Composition and Communication Associate Chair:

Julie Lindquist, Michigan State University, East Lansing, MI

Conference on English Leadership Chair:

Janice Schwarze, Downers Grove North High School, Downers Grove, IL

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

Literacies and Languages for All President:

Deborah MacPhee, Illinois State University, Normal, IL

Parliamentarian:

Erika Lindemann, Chapel Hill, North Carolina

** August 2020 – November 2020*

NCTE Staff

NCTE STAFF

Executive Director's Office

Emily Kirkpatrick, Executive Director
Lisa Avetisian, Senior Liaison

Affiliated Groups

Kristen Ritchie, Director of Affiliated Groups
Sarah Miller, Program & Awards Coordinator
Joan Wallner Connell, Administrative Liaison
Linda Walters-Moore, Administrative Liaison

Finance

Jon Coffman, Chief Financial Officer
Charles Hartman, Purchasing & Production Manager
Emilee Hesser, Accounting Manager
Miriam Goewey, Accounting Specialist
Clarice Nance, Staff Accountant

Information Technology

Dawn Biernacki, IT Project Manager
Kristi Gingrich, Events Technical Specialist

Marketing and Membership

Chris Mitchell, Director of Marketing
Geno Church, Creative Director
Abigail Heverin, Communications Manager
Felice Kaufmann, Publications Developer, Council Chronicle
Marvin Young, Visual and Member Communications Coordinator

Operations

Rachael Reece, Director of Human Resources
Tom Tiller, Operations Coordinator
Melissa Moore, Special Projects

Professional Learning and Events

Vandy Chisholm, Director of Professional Learning Events
Stephanie Casad, Events Manager
Lori Bianchini, Event Content Coordinator
Lisa Fink, Professional Learning & Member Engagement

Publications

Kurt Austin, Director of Publications
Robb Clouse, Publisher in Residence
Bonny Graham, Senior Editor
Alayna Cohen, Editor
Kimberly Morse, Editor

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 22, 2019
Baltimore, Maryland**

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 Franki Sibberson at 5:10 p.m., November 22, 2019.

Platform guests included Alfredo Luján, NCTE Vice President; Jennifer Ochoa, Resolutions Committee Chair; Erika Lindemann, NCTE Parliamentarian; Emily Kirkpatrick, NCTE Executive Director; and members of the NCTE Resolutions Committee: Chad Everett, Deborah Van Duinen, and Tiana Silvas.

President Sibberson called for a motion to adopt the rules for the Annual Business Meeting. Joe Pizzo, NJ, moved to adopt the rules; seconded by Beverly Chin, MT. The motion CARRIED.

Kelly Sassi, ND, moved to adopt the agenda; seconded by Valerie Kinloch, PA. The motion CARRIED.

Doug Hesse, CO, moved to dispense with the roll call of directors; seconded by Kelly Tumy, TX. The motion CARRIED.

Rick Johnson, CA, moved to dispense with a formal reading of the 2018 Minutes of the NCTE Annual Business Meeting; seconded by Daryl Parks, MN. The motion CARRIED.

Daryl Parks, MN, moved to accept the posted *2019 Annual Reports*; seconded by Nicole Mirra, NY. The motion CARRIED.

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

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

President Sibberson introduced Limarys Caraballo, Chair of the NCTE Nominating Committee. Caraballo solicited nominations for the 2020 ballots. Representatives from each of the Nominating Committees were seated at tables in the back of the room.

President Sibberson called Joe Pizzo, NCTE Historian, to the podium to read "A Moment in NCTE History."

We at NCTE are people. People who form a village through outreach, conferences, our website, and social media to discuss issues and challenges every day. Some issues are relatively new. While others pose historically similar challenges. We are stories of teaching; we are resources, communities, and groups. NCTE amplifies the voice of educators through personal connection, collaboration, and a shared mission to improve the teaching and learning of English and language arts at all levels. We continue to pursue this mission with serious commitment, undaunted determination, and a bit of creativity that combine to analyze problems and challenges, generate alternatives and solutions, and discover practical procedures to address these problems and challenges.

Literacy continues to be an issue facing educators at all levels of instruction and across all curricula. To the challenges to increase the frequency of and fluency when reading we add digital literacy, challenged by a siren song broadcast on social media, online games, and streaming. Failing reading scores and the lack of preparation of students entering high school and college fail to consider the impact of some other powerful siren songs. Low status is given to reading in many households as daily activity schedules fill much of the time that was spent in the past for family reading and homework completion and review. Add poverty to this mix and the recipe creates a daunting challenge requiring the commitment of all members of society, not simply the schools and NCTE.

The issues of writing continue to be a challenge as social media outlets featuring acronyms such as LOL, OMG, and IMHO have placed style over substance and actual conversation. For those of us who in our youth never used the word “texting” as a gerund, IMHO means “In My Humble Opinion.” Texting is an effective way to communicate, but it must not ever replace actual conversation. IMHO.

Issues of diversity continue to challenge us both at NCTE and throughout the nation. The emergence of LGBTQIA poses problems of acceptance. These challenges are not dissimilar to the ones that NCTE has faced courageously in the past while dealing with issues of prejudice according to nationality and gender. Some of these issues that led to racially biased book banning in the past not only continue but they also contain bans placed on literature that provides a voice to the LGBTQIA community. NCTE believes that tolerance is insufficient. Rather acceptance must be mandated without acceptance.

William Faulkner states, “Never be afraid to raise your voice for honesty, and truth, and compassion against injustice and lying and greed. If people all over the world would do this it would change the Earth.” Reverend Dr. Martin Luther King, Jr., asserts, “Our lives begin to end the day we become silent about things that matter.” For us at NCTE silence about things that matter has never been an option.

Moving forward, NCTE continues to revise its official positions in areas including advocacy, equity, and pedagogy. In the coming year, I hope to create a podcast to chat with our executive director, Emily Kirkpatrick, and another to gain perspective on the challenges historically faced by our former NCTE presidents. Yes, for those of you who are here, I’ll be reaching out to you.

As our history proves, our commitment to amplifying the voice of educators through personal connection, collaboration, and a shared mission, to improve the teaching and learning of English language arts at all levels, will not be compromised in any way ever. As we learn from the past and move into the future, we shall continue to serve as advocates for excellence while maintaining our commitment to improving the teaching and learning of English and language arts at all levels.

President Sibberson gave her presidential report:

I would like to take this time to share a little bit about what we have been up to this year. NCTE has had an incredible year. We are excited about all that has been accomplished this year. The Executive Committee has been very busy. We have been having in-person meetings and have met virtually throughout the year. We visited Baltimore this summer at our Executive Committee retreat.

We continue to review and update our position statements. This year we approved five revised statements and sunset five statements. Revised position statements include the Statement on Academic Freedom, Statement on the Definition of Literacy in a Digital Age, Statement on Independent Reading, Shifting from Professional Development to Professional Learning: Centering Teacher Empowerment, and the Statement on the Opportunity to Learn. Members from across the country were involved in this work.

The Executive Committee also charged two task forces to study mentoring opportunities with NCTE as well as to study our evolving Convention. Both reports were to guide the Executive Committee and staff in the near future. Again, members from across the country participated in this work also.

Two new NCTE leadership awards were approved to be given this year: NCTE Leadership Award for People with Disabilities and NCTE LGBTQ+ Advocacy & Leadership Award. These awards will be given at our Annual Awards Session tomorrow. Another award, the Julia E. Berry Research Award, will be given in 2020.

Thanks to the work of staff, the NCTE Advocacy and Leadership Summit continues to grow. This year we were able to approve travel stipends to support 22 members to attend the summit in Washington, DC. We are really committed to growing our NCTE community, and part of that commitment are scholarships that will be available for NCTE 2020. Members can visit the NCTE website if they wish to donate to this initiative.

Hopefully, you noticed the meter boards throughout the Convention halls. The Executive Committee approved funding to create these materials to support LGBTQ students and anti-racist practices. Bookmarks and posters of the materials are available online. These were developed by two of our committees: Committee Against Racism and Bias in the Teaching of English, LGBTQ Advisory Committee.

You may have noticed our new moderator guide. It was developed to insure that NCTE Convention experiences are a safe learning experience for presenters and participants.

We continue to help support many of our important programs. The Executive Committee approved two new cohorts for the Early Career Educator of Color Leadership Awards program. This year's cohort participated in the Affiliate Leadership Meeting this summer.

Our yearlong inquiry work focused on the work of literacy educators today. What does it mean to be a literacy educator today? We explored ways that our roles have changed as well as the role of classroom teachers in the NCTE community. A new policy was approved that ensures that a classroom teacher is a part of each new group that is appointed for Council work. We are committed to raising the voices of classroom teachers and supporting this evolving role.

Finally, we are excited to welcome new members to our Executive Committee for the coming year. If you are new member of the Executive Committee will you stand up?

We are very grateful to Emily Kirkpatrick and our staff for their support of the Council. It is incredible how much has been accomplished this year.

President Sibberson introduced Emily Kirkpatrick, NCTE Executive Director:

What follows is a summary from the Executive Director's perspective, and before we begin, I would like to acknowledge the contributions and leadership of our growing staff. For staff members who are present in this room, would you please stand? There are many throughout the Convention Center fulfilling other duties right now.

Our financial highlights include, concluding the fiscal year 2019, which ended on June 30, 2019, with our first year of positive membership revenue growth in at least 18 years. That growth is hard won, and we certainly have many challenging times before us, but turning this page certainly is an affirmation of our work thus far.

In addition, we closed the fiscal year with a 15.9% growth in our books program revenue, increasing the number of books produced as well as introducing a new book product known as our Quick Resource Guides.

In addition, the FY19 was independently audited as we are required to do, and the audit received the highest opinion possible, otherwise known as a completely clean audit.

Continuing with numbers, at this year's Convention, we have 3,163 scheduled presenters and at the time of this presentation's creation we had 8,000 people registered to attend. That number has climbed today to a little over 8,600. That number officially surpasses the high-water mark for NCTE in modern history, which was in 2007 in New York City. The representation at the time of this presentation's creation was 86% K-12 attendees and 48% first-time attendees.

We also enjoyed an increase in proposal submissions which we have been seeing in the last three years, and the proposals submitted equaled to a total of 879 scheduled sessions, excluding committee meetings.

*I also want to report on an update that is not based in numbers but certainly shows sustained increases in reach and impact admission. NCTE Reads is our professional learning program that we offer at different times throughout the year. In April, attached to NCTE Reads, we offered NCTE Verse, celebrating 30 poets, with features all written by NCTE members. The summer effort of NCTE Reads featured incredible growth, a total of 805 participants studying the NCTE published book *Workshopping the Canon*. The numbers show a steadily increasing impact of our summer study book program. This program this year was led by NCTE leader Victoria Orepitan, who won last year's National Intellectual Freedom Award.*

Our annual summer institute in-person learning, led by NCTE member leaders Leila Christenbury and Ken Lindblom, also enjoyed continued growth. We grew in our attendance by 21%, and this study was held in Providence, Rhode Island, focusing on veteran mid-career teachers. Other member voices included Kim Parker, and it was a very successful endeavor which we are intending to grow for 2020.

In addition, for the first time ever, we partnered with TYCA leadership, Cheryl Hogue Smith, Chair, in developing the first ever TYCA National Convention. The announcement of the convention created quite a stir and response, eliciting 169 proposals and a total of 327 attendees this past March. Staff recruited Carnegie Medal winner Kiese Laymon to be the speaker, and again it was a successful event on which we are building for 2020.

*As Franki mentioned, our Leadership and Advocacy Summit is growing each year. We had record attendance this past April in Washington, DC. Member leaders Victoria Orepitan and Grace Lee, the Williamson Policy fellow, presented alongside education media leadership as well as the ranking member of the United States House Education Committee and other leaders. In addition, we add a new feature this year, which included a keynote speech over dinner. That keynote speech was delivered by Laura Wides-Muñoz, a national reporter who has written a book focusing on *The Making of a Dream: Immigration Stories in this Country*.*

We also are pleased to announce that the James R. Squire Office for Policy Research has officially moved to the Notre Dame University under the leadership of past president Ernest Morrell, continuing that very important tradition. Past president Morrell has assembled the education, law, and business schools to be tapped to further the work of the Squire Office. We are looking forward to releasing the first two studies in the first half of 2020, with the second two studies available in the back half of the year.

Finally, we have announced and are accepting registrations for the 2020 Leadership and Advocacy Summit to be held April 6-7, and Dr. Morrell and his team of researchers are scheduled to make presentations alongside the more typical policy voices that we have involved.

We have also inaugurated formal partnerships with the United States Library of Congress and the Librarian of Congress, Carla Haiden. One component of that partnership was joining the Library of Congress in releasing 3000 new artifacts within their Walt Whitman collection. NCTE Vice President Alfredo Luján joined us in that release. We attracted NCTE's middle, secondary, community college, and college membership for this event, which created the largest attendance for any Library of Congress program directed at educators to date. Alfredo not only facilitated the session but also brought a student to the conversation who read her poetry.

In addition, back to the numbers, our partnership has also won a national grant to expand the use of primary sources in English language arts teaching. We will be leveraging NCTE's online website, Read Write Think. In the first year we will be developing 25 to 40 new open-source resources developed by NCTE's members and peer-reviewed by them as well. We will also be offering a one-day institute on teaching with primary sources, and NCTE's members are already actively engaged in the possibility of hosting this on their campuses. In addition, this grant also offers us strategic support of NCTE's key programs. This grant award totals \$273,000, with an opportunity to increase that to just under one million, assuming that the United States Congress continues their appropriations as we would like them to.

July led us back to Washington, DC, for our biannual Affiliate Leadership Meeting. It was held in Washington, DC, for the first time in many years. Many affiliate leaders gathered, shared, learned together. In total, 31 states were represented. Speakers included national membership experts, a national book donation organization, and, of course, affiliate leaders. We added a new twist to this event with a national author, Matt Mendez, joining the conversation and leading a dinner keynote at the Folger Shakespeare Library. We have decided to move the Affiliate Leadership Meeting to now occur in even-numbered years, to balance NCTE's portfolio of summer work to the benefit of staff schedules and several other factors. The 2020 Affiliate Leadership Meeting will be held in Omaha, Nebraska, with great intentionality to recognize affiliate organizations in more rural states and communities as well as to increase NCTE's footprint west of the Mississippi River.

In August, we also welcomed a new cohort of NCTE Community Ambassadors. We are really excited this year that the ambassadors expand geographically from Hawaii to New York and from elementary to community college representation. The Ambassador Program has developed a new presence at this Convention and had a major role at the First-Timers Welcome this morning. We have also changed this program to be a two-year term.

Just about six weeks ago we also held a webinar with two Pulitzer Prize-winning authors as well as NCTE member leader Julia Torres, exploring the text Little Women and its relevance today. The conversation was very provocative, and we are now in conversation about how to continue it further.

As NCTE Historian, Joe Pizzo, noted a few moments ago, continuing NCTE's focus on diversity is an important focus of our work. To that end, staff has secured a working relationship with a multi-cultural agency, with whom we will partner with our most significant design initiatives. That firm's name is Nimbus, and to date they have worked with us on the National Day on Writing 2019 as well as the design for the 2020 Convention, which will be revealed on Sunday. Nimbus worked with us to create a new deployment to support awareness-raising for this year's National Day on Writing and to support professional learning with increased focus on student voices.

In addition, continuing our focus on diversity and always learning together, I applied for and was accepted into Harvard's Kennedy School of Governance Program for building and leading diverse organizations and was very happy to learn along with government, policy, business, and other education leaders at an intense course in September.

That concludes my report.

President Sibberson called on Alfredo Celedón Luján, NCTE Vice President, to announce upcoming meetings and locations for Council conventions. Luján reported the following dates and sites for upcoming NCTE Annual Conventions: November 19-24, 2020, Denver, CO; November 18-23, 2021, Louisville, KY; November 17-22, 2022, Anaheim, CA. CCCC Annual Conventions: March 25-28, 2020, Milwaukee, WI; Second Annual TYCA Conference, March 25, 2020, Milwaukee, WI; Whole Language Umbrella Literacies for All Summer Institute, July 9-11, 2020, Normal, IL; CEL Annual Convention: November 22-24, 2020, Denver, CO.

President Sibberson moved to "New Business" and called on Jennifer Ochoa, Chair of the Committee on Resolutions. Ochoa thanked the committee for its work and introduced Chad Everett to present Resolution 1: "Resolution on Recognizing Teacher Experts and Their Paths to Expertise." He moved its adoption on behalf of the Committee on Resolutions.

Resolution on Recognizing Teacher Experts and Their Paths to Expertise

RESOLVED that Teacher Experts be defined as teachers who make a commitment to intentional professional growth that is sustained over time and years of practice. They

- Continually hone the art and craft of teaching by studying their own practice
- They employ nimble teaching moves that responds effectively to particular moments in the context of their classrooms and work with students
- Foster authentic and caring relationships with students, their families, and the communities in which they teach
- Seek leadership opportunities and professional learning within their schools and elsewhere, while remaining active classroom teachers.

Be it further resolved that we call upon NCTE, administrators and policymakers, teacher educators, and PreK–12 classroom teachers to support and develop policies and practices that acknowledge teacher experts and the unique skills and knowledge they possess.

Be it further resolved that
NCTE

- Promotes its policy that each appointed Council committee must include a practicing classroom teacher
- Actively recruits and supports teacher experts' writing in such spaces as journals, professional books, and articles
- Encourages affiliates, PreK–12 conferences, and sections to include teacher experts in any member group
- Respects that the availability of teacher experts differs from that of higher education colleagues and should be taken into account when involving teacher experts on committees and in other working groups
- Nominates teacher experts to assume leadership roles and responsibilities within all Council governing bodies
- Includes teacher experts in NCTE mentoring programs.

Administrators and policymakers

- Use this resolution to support teachers in their professional journey to become teacher experts
- Consult teacher experts in developing teaching methods and curricula
- Employ evaluation scales that differ with respect to individual teacher's level of experience and expertise.

Teacher educators

- Partner with teacher experts in teaching and research, recognizing their credibility and expertise in the field
- Collaborate fully with teacher experts and share equally in the creation, recognition, and compensation of research and scholarship.

PreK–12 classroom teachers

- Use the elements of being teacher experts as a map for charting their classroom career
- Respond to the potential for professional growth in themselves and others
- Advocate for themselves as teacher experts so that they can engage in professional learning and other work that takes them outside the classroom

President Sibberson called for discussion.

Doug Hesse, CO, suggested clarifying the intention of the phrase “practicing classroom teacher” by inserting “PreK-12” before “classroom” in the first bullet of the third Resolved clause. The revised clause would read “Be It Further Resolved that NCTE Promote its policy that each appointed Council committee must include a practicing PreK-12 classroom teacher.” The friendly amendment was accepted by the Committee.

Mariana Suoto-Manning, NY, proposed a friendly amendment to replace “employ nimble teaching moves” in the second bullet of the first Resolved clause with “Engage in teaching that responds effectively.” The friendly amendment was accepted.

Debra Goodman, NY, moved to amend the third bullet under Administrators and Policymakers by striking “employ evaluation scales that differ with” so that the bullet would read “Respect individual teachers’ level of experience and expertise.” Karen Mitcham, GA, seconded the amendment. After discussion, the amendment was adopted.

Francisco Torres, CO, proposed adding “equitable” to the fourth bullet in the first Resolved clause, so that it would read “Foster authentic, equitable, and caring relationships with students, their families, and the communities in which they teach.” The Committee on Resolutions accepted the friendly amendment. President Sibberson asked for further discussion on the motion. Seeing no further discussion, she asked for a vote on the resolution as amended. The resolution as amended CARRIED.

President Sibberson announced that no sense-of-the-house motions had been submitted.

President Sibberson asked if anyone had any declarations to make.

Kelly Tummy, TX: Invited everyone to Frisco, TX, January 24-26, 2020, to the Texas Council of Teachers of English Language Arts Convention. NCTE Past President Carol Jago will be speaking.

Bruce Novak, PA: Assembly on Expanded Perspectives on Learning, announced their conference in Estes Park, Colorado: “The Art of Encounter in Teaching and Learning.” Speakers include Jackie Jones Royster, Gesa Kirsch, with the addition of Mary Rose O'Reilly.

Roxanne Henkin, TX: Another big accomplishment this year was that the Whole Language Umbrella membership voted to change their name to Literacies and Languages for All. She invited members come to the annual conference in Normal, IL, July 7-11, 2020.

Carol Battle, CA: Issued an invitation to "ELA Confidential: Investing Teaching, Texts, and Truths" to take place in Los Angeles, February 21-23, 2020, at the LAX Marriott.

Kelly Sassi, ND: Issued an invitation to the National Writing Projects Mid-West Conference, partnering with the North Dakota Council of Teachers of English, July 30-August 2, 2020. Cornelius Minor is the keynote speaker.

Audrey Fisch, NJ: Issued an invitation to the New Jersey Council of Teachers of English Spring Conference, March 28, 2020, "SEL & ELA in Literacy for Life." Keynote speaker is the 2020 Becker Award recipient Adeb Coran.

Sandy Hayes, MN, expressed appreciation to the local affiliate and convention center for a wonderful conference that was well run and organized and very welcoming. She also thanked NCTE staff because "they are great."

President Sibberson asked for any other declarations. Seeing none, she asked for a motion to adjourn.

Cheryl Hogue Smith, NY, moved to adjourn the meeting; seconded by Valerie Kinloch, PA. The motion CARRIED and the meeting was adjourned at 6:20 pm.

Reports of the Presidential Team

President*

In too many ways to name here, 2020 has been an unforgettable year. Those of us living through it now understand this without further explanation. Perhaps far into the future, NCTE historians will look back to see how we handled it all--how we adapted through what has constantly been described as an “unprecedented” year. NCTE rose to the challenges and responded in unprecedented ways. As the Covid-19 pandemic descended upon us, our staff and elected leaders made difficult decisions to cancel meetings, conferences, and other events in order to prioritize safety. As time wore on, we met together online, scheduling meetings, conferences, and workshops in “virtual” formats. We grieved together, online, for the isolation and loss of life, and for our friends, colleagues, students, and families hurt in so many ways by the disease. We voiced our outrage together, online, too--for the racial violence and brutality that our nation witnessed in the murder of George Floyd and of many others. We wrote together, online. The NCTE Presidential Team authored this [letter to members](#), and many of NCTE’s conferences also authored letters and statements for members. We gathered together, online--finding encouragement and inspiration from one another in the weekly Member Gatherings. And now we’ll convene together, online, for our annual convention. Covid-19 may require us to stay “socially distanced,” but it hasn’t kept us apart. We are together, online--that is, online for now, but looking forward to days when we are also together, in person!

As may be expected, my travel this year for NCTE was limited. In February, I traveled to Washington, D.C. for a regular meeting with the NCTE Executive Committee and also to serve as a reviewer of proposals for the annual convention. (Notably, our program chair, Alfredo Luján, did a marvelous job with planning the Confluencia theme, and as we adapt to an online format, this theme is all the more appropriate.) Later in February, I had the privilege of joining the Cultivating New Voices (CNV) scholars and mentors at their meeting in Austin, as well as attending the spring meeting of the Research Foundation. Both events were examples of outstanding leadership that truly prioritized promoting the voices of new and emerging scholars.

As in the past, I 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, I served as liaison for the following committees and task forces:

- Task Force on Critical Media Literacy
- Task Force on Literacy Education and Neurodiversity
- EC Inquiry Group - Synergizing NCTE Support for Writing Teachers and Teacher-Writers
- EC Inquiry Group - Writing for Impact - Shaping Policy for Literacy Education and NCTE Practices for Supporting Literacy Educators
- College Section Steering Committee & College Forum
- Standing Committee on Diversity and Inclusivity (along with President-Elect Alfredo Luján)
- 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 led the EC operations subcommittee. In addition to routine financial matters for the operations subcommittee agendas, we also finalized the sale of the NCTE building in Urbana, Illinois, and we began a close review of the constitution to identify potential revisions to further strengthen NCTE for the future.

Regarding committee work, I’ve said this before, and I’ll say it again: NCTE’s committees are where our member-leaders continue to shape our field and develop resources and opportunities for NCTE members. I remain 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 take 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.

On a personal note, I wish to thank all of the NCTE staff, elected leaders, and members for your kindness to me as my term as president ended early this fall. I submitted my resignation with a heavy heart, knowing that I had agreed to serve in elected leadership on the presidential team because I have so long loved NCTE and found it to be a

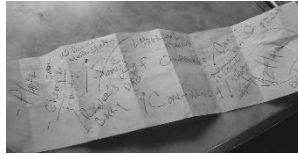
professional home. I wanted to serve and give back. I tried to lead NCTE whole-heartedly throughout my term, and I desire the very best for NCTE for the future. However, over the summer of 2020, I experienced many significant and unanticipated transitions. In the midst of Covid-19-related changes at my university, our provost resigned unexpectedly. In June, I accepted the role of vice president for academic affairs, and the ongoing challenges of leading a residential campus in the midst of Covid-19 have made the demands on time and energy especially intense. Later this summer, my husband accepted a new job that resulted in our family moving to a new home this fall. These have been welcome and wonderful changes, but as the school year began, I soon noticed that I was living with no margin. Frequently I found myself looking to other NCTE leaders to do things that should be done by the president, or that I had to limit my participation. I was concerned that NCTE was being short-changed, and that this would only intensify in the remaining months of my term. These realities finally brought me to a decision to resign, and I did so with sadness. However, I sincerely believe that it is better for the organization to be served by a leader who can devote the time and energy that NCTE deserves.

I am thankful for Alfredo Celedón Luján and his capable leadership and willingness to serve! I will always be grateful for the opportunities that I had to work with NCTE's first-rate leaders, including the Presidential Team, our outstanding Executive Director, and so many members of the Executive Committee and our membership. I have great confidence in NCTE's leadership, and I look forward to seeing how NCTE continues to innovate, lead, and thrive for years to come.

Leah Zuidema, President

**November 2019-August 2020*

President-Elect



equals (=)



When I started my President Elect year, I was relatively naïve. I did not know, for example, that I would eventually be the program chair of the NCTE Annual Convention. As I transitioned from Vice President to President-Elect, Emily asked me to start thinking about the Denver Convention theme. Oh.

I began forming my theme the fall of 2019. When I was in Pittsburgh for the 2019 CCCC Convention the following spring, I visited the point where the Allegheny and Monongahela Rivers form the Ohio. It was there that my theme was finally solidified. I took photos. I met with friends that evening and from their feedback and criticism, I took notes on the back of a receipt (photo above). I discovered in that discussion that there is a Confluence Park in Denver. I later uploaded some pics. I shared those ideas and photos with other friends and then finally with Emily, Marvin, and the Nimbus group. That they were able to capture the ideas that came from the receipt, emails, phone conversations, and Zoom meetings in a metaphoric Convention graphic was mind-blowing to me. I tried to capture the receipt to graphic evolution by including the illustrations with my title above; there was a lot of thought, writing, planning, call for proposals, activity, meetings, and time between those two images.

The Vice President, President-Elect, and now the President years have run into each other, as they all are in the four-year Presidential Team cycle. My activities have, therefore, also run into each other. I have attended the LLA Convention in Columbia, South Carolina, the Affiliate Leadership Meeting in Baltimore, the planning meeting and Executive Committee Retreat in Baltimore, the Baltimore 2019 Convention, and the planning meeting in Denver.

In February I was responsible for leading the proposal review and selection process in Washington, DC. Later, we received the devastating news that Denver had cancelled. Since then, I have attended umpteen virtual meetings, Presidential Team meetings, and conferences. When we decided to go with the virtual Convention, we went into the online planning mode, so I have kept in touch with NCTE staff members continually to share ideas, to get their advice (especially Lori's), to follow guidelines, to shape the Convention. We had had the most proposals ever for a Convention, and then I found out we'd have to cut the program from 1200ish sessions to 350. That was a grueling, heart-breaking weekend.

A couple of months later, our President, Leah Zuidema resigned, so by NCTE protocol, I moved into the position of President. As President, I began to chair meetings and create agendas with the guidance of Lisa and Emily.

In October I was able to visit Denver to get a feel for the city and the Convention. While there, I visited with fellow EC member Julia Torres and Colorado Affiliate member Kate Murphy. I was also able to visit and take pictures of Confluence Park and the History Colorado Museum.

In my President-Elect-turned-President year, I learned a lot and became quite adept at Zoom meetings. I also discovered, through communication and observation, how hard the NCTE staff works to make things happen. In my case – the Convention. I am grateful for the staff's hard work, vision, and guidance, as it has been a very busy year. How does having two full-time jobs sound?

Many thanks to the NCTE staff for their wisdom and experience in this transitional year.

Alfredo Celedón Luján, President-Elect Turned President

Vice President

I was elected Vice President of NCTE in late spring 2019, began to attend virtual Presidential and Executive Committee meetings in late summer/early fall, and officially began my term in mid-fall 2019. As a new member of the Presidential Team, I felt it was necessary for me to be a keen listener so as to gain a working and, eventually, deeper understanding of the goals, priorities, and overall organizational structure of NCTE. From studying NCTE's website, connecting with some of our Past Presidents, current leaders/officers, and active members, to learning from various representatives of caucuses and assemblies, I believe I was able to broaden my perspectives. My main goals were to: (1) better understand how others have interacted within NCTE, (2) gain a macro-level perspective of NCTE, (3) further deepen my engagements with multiple groups within the organization, and (4) begin shaping what I see as my possible contributions as a member of NCTE and its Presidential Team. As I reflect on my year, I believe I have accomplished these goals and have developed a stronger understanding of how I can contribute to the ongoing success and stability of our professional organization.

Let me also highlight that I served as liaison for the following groups:

- Achievement Awards in Writing Advisory Committee
- Lesbian, Gay, Bisexual, Transgender, and Queer Advisory Committee
- Recognizing Excellence in Art and Literary Magazine Committee
- Standing Committee on Literacy Assessment
- Standing Committee on Research
- Secondary Section Steering Committee

In addition to the above groups, I also spent time working with members of the Presidential Team and the Executive Committee on aligning PDCRT (Professional Dyads and Culturally Relevant Teaching) with NCTE as a whole. With Franki Sibberson and Roberta Price Gardner, we wrote a proposal, revised it based on feedback received, and presented it to the Presidential Team, Operations Subcommittee, and then to the Executive Committee (EC), who unanimously voted to support PDCRT as an official NCTE program.

Let me also highlight my involvement with the Summer 2019 Languages and Literacies for All Conference, the February 2020 proposal review meeting, the February 2020 CNV Retreat, and the September 2020 Presidential Team Retreat. At the November 2020 NCTE Annual Convention in Baltimore, I attended multiple concurrent sessions, the Annual Business Meeting, the all-attendee gathering, the M.R.R. Robinson Dinner, the CNV Institute and Reception, the Latinx/Black Caucus Cultural Celebration, the breakfast gathering for first-time presenters, and the opening and featured sessions in support of NCTE and EC initiatives. It was a pleasure to moderate a discussion with Tara Westover, author of *Educated: A Memoir* and it was great to participate in an invited session during the summer that was sponsored by the Library of Congress on primary source texts and the Rosa Parks Exhibit.

While 2019 was a fairly good year insofar as my NCTE roles and duties are concerned, 2020 has been more challenging because of COVID-19 and ongoing racist incidences happening across the world. And yet, we were able to keep moving forward with the important work of NCTE, which included new Member Gatherings, virtual meetings, and author events. I have spent time thinking and dreaming about my conference theme for 2021, and I am excited to begin digging into that work in time. I do intend to continue working alongside the Executive Director, the members of the Presidential Team and Executive Committee, chairs of the various standing committees and affiliates, and members of NCTE to keep our work active, engaging, and relevant.

Lastly, I will say that I have continued to publish articles, book chapters, and books on aspects of my work in literacy, equity, and justice. I will continue to pursue these research efforts in my roles as: Dean of and Professor in the School of Education at the University of Pittsburgh, researcher and educator, and active member within our NCTE professional organization. I am looking forward to determining ways to deepen connections between NCTE and Schools/Colleges of Education, including the one where I work.

Valerie Kinloch, Vice President

Past President

During the 2019-2020 year, I spent a great deal of time working with the Presidential Team, the Executive Committee, the Executive Director, committee chairs, and Council members as Past President. 2020 has been a challenging year for teachers and NCTE worked hard to be a support to members during this time.

The Executive Committee met in person in November and February. Due to the pandemic, February was our only in-person meeting of the year. We met virtually several times between February and November. Our work helped move the Council forward and fulfill our mission in new ways based on the circumstances.

I was able to participate in many virtual events hosted by NCTE. The weekly Member Gatherings were definitely a highlight of the year. These weekly events seemed to provide the community teachers needed in 2020. Not only did I learn a great deal from the facilitators and each of the speakers, but I came to know members of the Council who I may not have “met” otherwise. I appreciated all that these gatherings and events had to offer, and they all provided important spaces for both new and veteran members of NCTE. Other virtual events I was able to attend were the Summer Sandbox, NCTE author events, the NCTE Leadership and Advocacy Summit, and an event sponsored by LLA.

I continued as 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. These awards continue to grow and make an impact in the lives of children and teachers. NCTE’s member expertise in children literature is becoming more widely recognized in and beyond the Council.

I was liaison to NCTE’s Build Your Stack® initiative as it continued to grow this year. The committee hosted virtual events that were well attended and built upon the goals of the group. The virtual events invited even more people to learn about and become part of the mission of Build Your Stack.

Due to the unexpected resignation of President Leah Zuidema, I have accepted the invitation as per the NCTE Constitution (below) to serve for another year as an NCTE officer in the role of Past President.

Excerpt from NCTE Constitution, Section VI, B, 5:

A president-elect who serves as president pro tem through the annual meeting shall succeed to the presidency, and the retiring past president shall be invited to serve an additional year on the Executive Committee. Should that person decline, the post of past president shall be left vacant and the quorum specified in Article VI, Section C, Part 1 shall be reduced by one.

With all of its challenges, 2019-2020 was a positive and productive year for NCTE. We continued forward with our mission and supported members in new ways. We accomplished a great deal and we have much to look forward to in 2020-2021. I look forward to continuing my work with NCTE leaders and staff in the coming year.

Franki Sibberson, Past President

Reports of the Section Steering Committees

Elementary Section Steering Committee

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

This year our committee has pursued the following initiatives: Outstanding Educator of the Year: Our committee was honored to name Drs. Gloria Boutte and Kim Parker as the Outstanding Educator of the year. Dr. Boutte is a Carolina Distinguished Professor at the University of South Carolina. Her scholarship and teaching focus on equity pedagogies. Dr. Boutte authored/edited four books: (1) *African Diaspora Literacy: The Heart of Transformation in K-12 Schools and Teacher Education* (2019 AESA Critics Choice Award) (2) *Educating African American Students: And how are the children?* (3) *Resounding Voices: School Experiences of People From Diverse Ethnic Backgrounds*; and (4) *Multicultural Education: Raising Consciousness*. She has received prestigious Fulbright Scholar and Fulbright Specialist awards. She is the founder of the Center for the Education and Equity of African American Students.

Dr. Kimberly N. Parker currently prepares preservice teachers as the Assistant Director of the Teacher Training Center at the Shady Hill School in Cambridge, MA. Kim taught in public schools, universities, and graduate schools for 18 years and served on several committees for the National Council of Teachers of English (NCTE) and the New England Association of Teachers of English (NEATE). As a Heinemann Fellow (2016-2018), Kim documented her successful work de-tracking her ELA classroom for students of color. Her continuing scholarship is focused on the literacy lives of Black youth, particularly those of Black boys. She is a co-founder of #DisruptTexts. Twitter: @TchKimpossible. An article highlighting their perspective on educating Black children will be included in the October issue of *Language Arts*. The nomination process continues to be open to all elementary section members to enable a more participatory, democratic process. Nominations are open until January of 2021. The committee will then vote on the nominations for 2021.

2020 Twitter Chat

We held our first Twitter Chat in February 2020, prior to the pandemic. It focused on teaching writing in PK- 8th grade classrooms. The Twitter Chat was co-hosted by the Early Childhood Assembly and the ESSC. Moderators included members Tran Templeton, Cassie Bronwell, Haeny Yoon, and Roberta Price Gardner. This session had significant participation and helped to provide visibility for the Donald Graves Award. 2019 winner, Ms. Tiana Silvas-Brunetti, also helped to facilitate questions and shared strategies and perspectives about the equity-oriented approaches that she uses with her 4th grade students.

The winner of the 2020 Donald Graves Award are Ms. Mukkaramah Smith and **Ms. Kaitlin Jones**. **Ms. Smith** is a 1st Grade teacher in South Carolina at A.J. Lewis Greenview Elementary School in Richland School District One. She has worked as an educator for 25 years as a classroom teacher, lead literacy facilitator, departmental chair, coaching teacher for pre-service teachers, and mentor. Mukkaramah is a board member of Professional Dyads of Culturally Relevant Teaching (PDCRT). She is also a member of NCTE and serves on NCTE's Elementary Section Nominating Committee.

Mukkaramah has continued to strengthen and deepen her understanding of culturally relevant pedagogies in Early Childhood literacy. Her teaching and advocacy are intertwined by disrupting racist curriculum, instruction, and school policies. In recent years as a first-grade teacher, Mukkaramah's classroom planning and instruction is centered around meeting students where they are as learners by implementing student-based projects that humanize Blackness and empower students through their heritage to be their authentic selves.

Mukkaramah is passionate about centering Black joy in her teaching and strives for her students to love themselves; their history, culture, brilliance, and African American Language.

Ms. Kaitlin Jones is a 1st Grade teacher in South Carolina at Rice Creek Elementary School in Richland School District Two. She graduated Magna Cum Laude from the University of South Carolina with a Bachelor's degree in Early Childhood Education with a focus on Urban Education. Throughout her time at the University of South Carolina she participated in the Early Childhood Education's Urban Cohort, where she gained in-depth knowledge on teaching through a focus on issues of race, ethnicity, language diversity, and socioeconomic status while building a deep and profound appreciation for marginalized communities, whose histories, and heritage are often distorted and omitted from curricula. Through the Urban Cohort, she connected with Mukkaramah Smith during her student teaching internship during the 2019-2020 school year, where they collaborated and developed culturally responsive and

sustaining instruction. She will begin her first-year teaching during the 2020 – 2021 school year, where she will continue to work with students, families, teachers, and communities to develop collaborative and culturally relevant experiences rooted in social justice. Kaitlin is deeply committed to affirming the humanity of Black children through culturally relevant and anti-racist teaching.

Distinguished Article in Language Arts: This year's honoree is Dr. Melody Zoch, who won for her article titled, "Creating 'A Collage of Story and Memory' to Support Identity Work and Connect with Literacy Teaching." 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. Zoch is an instructional coach and teacher in the Chicago Public Schools. Melody Zoch is an Assistant Professor of Literacy Education and is the Program Coordinator for the Masters of Education in Literacy Education degree. For the 2015-16 academic year, she is the UNCG Global Engagement Faculty Fellow. Her research interests include an examination of the sociocultural/political context in which teaching and learning occurs, including how high-stakes testing impacts literacy teaching. Other research interests include teachers' development of pedagogical and theoretical knowledge of using digital texts and tools and teachers' development of literacy teaching practices that are culturally sustaining for culturally and linguistically diverse students.

We are holding our last monthly virtual meeting in October via Zoom. Goals such as helping the Section expand its feedback loop, support the needs of members in such a trying time will be discussed. We will also finalize plans for our work at the 2020 Virtual NCTE Annual Convention. Finally, we'd like to welcome our newest steering committee members, including our new chair, Dr. Tracey Flores.

Roberta Price Gardner, Chair

Middle Level Section Steering Committee

The Middle Level Section Steering Committee (<http://www2.ncte.org/middle>) is responsible for the governance of NCTE's Middle Level Section. The Middle Level Section Steering Committee (MLSSC) governs the Middle Level Section for the National Council of Teachers of English (NCTE). Understanding our constituents and membership continues to be a focal point for our committee as we design experiences for our middle level colleagues.

Section Leadership (Present and Incoming Members) Existing Leaders of the Middle Level Section:

Frances Lin, Chair, Julius Cordes Elementary School, Tracy, CA - MLSSC
Michael Dominguez, San Diego State University, San Diego, CA -
Brooke Eisenbach, Lesley University, Cambridge, MA – MLSSC
Carla España, Bank Street College of Education, New York, NY – MLSSC
Matthew Homrich-Knieling, César Chávez Academy, Detroit, MI -
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:

Frances Lin, Chair, Julius Cordes Elementary School, Tracy, CA - MLSSC
Justin Stygles, Wiscasset Elementary School, Wiscasset, ME – MLSSC

Joining in November 2020:

Sarah Bonner, Heyworth Junior High School, IL
Sonam J. Shahani, Houston, TX

Connections

In the past year, I continued with my purpose to gauge what is truly important to NCTE as an organization by taking my Executive Committee experiences and using them to inform the focus of the Middle Level Section Steering Committee (MLSSC). The MLSSC members are always open-minded and dynamically involved in convention programming and NCTE-related events. This carried on from November 2019 to the present in 2020.

This report will be centered on the MLSSC work within the COVID-19 pandemic because this changed the way NCTE and the MLSSC had to work with what we had as we continued with our important work. Our aim was still to provide meaningful, educational experiences for our constituents, but the pandemic caused us all to reflect on our purpose and to decide what would support our constituents in literacy education as we moved through this crisis.

This all led the MLSSC to have countless conversations that fueled us to understand our membership. Once we determined our focus, we started to embark on the journey of reinventing NCTE experiences within the confines of the pandemic. This was an integral part of the MLSSC work from February 2020 to the present – our understanding of what our constituents need as educators while facing this unprecedented time in our nation.

MLSSC Involvement in NCTE Events

One of the earlier events that the MLSSC members participated in was the *Stamped! Event* when the pandemic first started. NCTE led the sections throughout the events that it featured during this challenging time for educators. Some MLSSC members worked with other sections to create breakout rooms where further discussion could ensue. This event was extremely successful and started the ball rolling for NCTE and MLSSC as we redefined our existence as a literacy education organization amid a major time in our nation's history.

After a productive MLSSC meeting, members decided that our membership could use additional support as the school year started for many educators in the nation. The MLSSC hosted a Back-to-School Event where we created spaces for dialogue providing fellow classroom teachers with time and organized conversations in order to work through some of the challenges that affect the classroom from the pandemic and other political events that changed the tone of the educational landscape.

Participation in these events demonstrated that classroom teachers are seeking ways to manage the stressful and negative effects of factors that cannot be helped at this time. This informed the MLSSC as we moved forward to convention programming. This was another area that was affected by the pandemic and other political events in education.

MLSSC Convention Programming

Convention programming was a primary focus for the MLSSC for a while as we awaited news about the logistics for the virtual convention. Understandably, NCTE went through a lot in the later months of this year due to the changes in the Presidential Team as well as the decision to hold a virtual convention.

There was a lot of excitement around the Confluencia theme of the NCTE 2020 Virtual Convention, but the MLSSC found it critical to be flexible and even more innovative as we switched to a Virtual Convention. Currently, we are working within the boundaries that NCTE has created for this unprecedented convention. We are asking the key questions that we need to in order to make sense of convention programming with this absolutely different format for the convention. It is definitely a work in progress.

Voices from the Middle – Section Journal Ties

The Section continues to work with the Voices from the Middle Co-Editors – Dr. Sara Kajder and Dr. Shelbie Witte. We are still writing for the column that is allotted for the committee in each issue. We also work together on the Linda Rief Award that was started a few years back. This award is given at the annual luncheon for the middle level. We are also beginning conversations with the new Co-Editors that will begin in November 2020 for preliminary work to connect the section with the middle level journal – *Voices from the Middle*. As Chair, I was involved in the process to determine the co-editors for the journal, and I am excited for this new chapter for our journal.

Subcommittees

Subcommittee continuity was established last year and continued throughout this past year. This structure mirrors that of the NCTE Executive Committee inquiry groups.

Voices Support Subcommittee, Liaison – Brooke Eisenbach. The work of this subcommittee was instrumental in connecting the journal to the section. The MLSSC liaison checked in with co-editors throughout the year and worked collaboratively to establish the award recipients for the Linda Rief Award. As we move forward with new co-editors incoming in November, further conversations will be perpetuated during MLSSC meetings.

Caucus Support Subcommittee, Liaisons – Michael Dominguez and Carla Espana. These members have been working hard in continuing the work between section and caucuses. Most of the work that paved the way for our section's tone in this area was the events that we held throughout the year with NCTE as we discussed antiracist issues as well as how we should move forward in the current political climate that directly affects educators in the classroom.

Publisher and Author Support Subcommittee – Carla Espana and Justin Stygles. These members worked hard to brainstorm and to create inclusive and innovative speakers who could potentially participate in the virtual convention. We had a wealth of knowledge behind these selected authors, and we are proud of our current line-up for the virtual convention.

This year has been eventful, and we will continue to adapt to the changes and to the challenges that face literacy educators across our nation.

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.

2019-2020 Secondary Section Committee Members

- Joshua Cabat
- Valerie Mattesich
- Susan Barber
- Keisha Green
- Amanda Palmer
- Tiffany Rehbein, Chair
- Shekema Silveri
- Vaughn Watson

This year, the CoVID-19 pandemic caused a major shift in the programming for the annual convention. In an effort to continue to meet the needs of our secondary membership, we plan to remain committed to learning together throughout the year with our major convention events.

New & Noteworthy

The Secondary Section sponsored a national book giveaway, *The Sun Does Shine* by Anthony Ray Hinton.

Secondary Chair, Tiffany Rehbein, facilitated an author discussion during a special Tuesday event with illustrator Victoria Jamieson and author Omar Mohamed of *When Stars Are Scattered*.

Aspire to Inspire: Boys of Color on the Page and in the Classroom

For the second year in a row, the Secondary Section will sponsor a special gathering on Wednesday prior to convention beginning. Julia Torres, the Secondary Representative at Large, will facilitate the panel discussion and reading that will include authors Lamar Giles, Cornelius Minor, Nic Stone, and Ibi Zoboi, panel discussion.

2020 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 Tiffany Rehbein) selected "Explicitly Teaching Listening in the ELA Curriculum: Why & How" by Katie Alford [July 2020, 109.6]. Honorable mention went to "Analyzing Disruptive Memes in an Age of International Interference" by Darren Crovitz and Clarice Moran [March 2020, 109.4]. The award presentation will be held during the Secondary Section Luncheon on Thursday, November 19, 7:30-9:30 p.m. EST during the NCTE Annual Convention, which will be held virtually in 2020.

2020 Hopkins Award Committee: Tiffany Rehbein; Josh Cabat; Susan Barber; Shekema Silveri.

2020 Farmer Award (*English Journal*)

Each year, the SSSC is charged with selecting and honoring outstanding *English Journal* articles written by classroom teachers. This year's Farmer Award Committee (chaired by Amanda Palmer) selected "The Intersections of Nature and Voice" by Tiffany L. Rehbein, Katie Wheeler, Cynthia Brock, and Lillian Lenhart [May 2020, 109.5]. Honorable mention went to "'I'm Gonna Buy All These Books!' Reality Pedagogy and Literature Circles" by Nicole A. Moskal [November 2019, 109.2]. The award presentation will be held during the Secondary Section Luncheon on Thursday, November 19, 7:30-9:30 p.m. EST during the NCTE Annual Convention, which will be held virtually in 2020.

2020 Farmer Award Committee: Amanda Palmer (Chair); Vaughn Watson; Keisha Green.

2020 Secondary Section Get Together

This year the Get Together will feature authors Renee Watson, Jerry Craft, Tiffany D. Jackson, Eric Velasquez, and Justin Reynolds. Julia Torres, the Secondary Representative at Large, will facilitate the panel discussion and reading titled “We are More Than Our Struggle: Black Storytellers on Black Identity in Fiction.”

2020 High School Matters

The SSSC is delighted to announce the return of this year’s HSM session keynote speakers: Julia Torres, Kim Parker, Lorena German, and Tricia Ebarvia with Disrupt Texts. 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. In 2019, the #DisruptTexts quad had between 400-500 attendees.

2020 Secondary Section Luncheon

Chanel Miller has been selected to keynote the Secondary Section Get Together during the 2020 Convention, which will be held virtually. Miller is a writer and artist who received her BA in Literature from the University of California, Santa Barbara. Her critically acclaimed memoir, *Know My Name*, was a *New York Times* bestseller, a *New York Times Book Review* Notable Book, and a National Book Critics Circle Award winner, as well as a best book of 2019 in *Time*, the *Washington Post*, the *Chicago Tribune*, NPR, and *People*, among others. She is a 2019 *Time* Next 100 honoree and a 2016 *Glamour* Woman of the Year honoree under her pseudonym, "Emily Doe." Miller was referred to as Emily Doe in court documents and in media reports until September 2019, when she relinquished her anonymity and released her acclaimed memoir.

Tiffany L. Rehbein, Chair

College Section Steering Committee

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

Committee Members

April Baker-Bell
Bradley Bleck (Chair)
Angela Clark-Oates
Traci Gardner
Darin Jensen (Editor TETYC)
Cheryl Hogue Smith (Chair TYCA)
Melissa Ianetta (ex-officio, Editor College English, MLA liaison)
Rhea Lathan
Kelly Medina Lopez
Laurie A. Pinkert
Reva Sias
Joan Wallner Connell (NCTE Liaison)

Leadership Changes

Bradley Bleck, Spokane Falls Community College, assumed role of chair. Rhea Lathan's tenure on the committee will end at "magic hour" in November, 2020 when Renee Moreno will join the CSSC.

Convention Planning

We initially decided to repeat the Convention experiment from the last two years, with a College Workshop on Community Writing with three panelists, one speaker, instead of the two traditional events (luncheon and celebration). Denver area educators Tobi Jacobi, Veronica House, and John Tiedman will present "Community-Engaged Writing and Literacy in a Time of Crisis: A Workshop" where Practitioners of community-engaged literacy—whether global or local—write about, with, and for people in diverse spaces. Workshop facilitators will share best practices for imagining and co-creating community-engaged writing projects, given the work's precarity, heightened by the pandemic and racial justice protests; participants will generate creative ideas for building ethical community projects.

The Julia E. Berry Research Award to Study Careers of English Majors

One submission was received but the award committee determined that it did not meet the necessary criteria for receiving the award.

Ohmann Award Selection

Reva Sias, California State University - Fresno, is in her third and final year of chairing the Ohmann Award committee for best article in the previous volume year of *College English*. The selection committee found Rachael Shapiro's "Transnational Networks of Literacy and Materiality: Coltan, Sexual Violence, and Digital Literacy," (*CE* 82.2, November 2019), an important examination of the material "histories, economies, and ideologies that enable, constrain, and influence literacy practices."

Upcoming CSSC Meetings

The CSSC met in November 2019 at the annual convention and again asynchronously in July. Between September and November 2019, we're focused on developing an actionable focus for the committee, to serve NCTE's College Section members with support not provided by the other college level conferences and committees. A date for the Fall 2020 meeting, normally held during the annual conference, has not yet been settled upon.

Moving Forward

The CSSC determined to support the teaching of reading in the college classroom. In subsequent discussions held outside of the meetings, several potential leaders for reading workshops to be delivered online have been identified. Outreach and recruitment are underway. Additionally, promotion of the 2020 CSSC event is ongoing.

Bradley Bleck, Chair

Reports of the Conferences and TYCA

Conference on English Leadership (CEL)

[The Conference on English Leadership](#) 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.

Our country has experienced a lot of change and upheaval since last year's report. First the Global Pandemic caused a loss of thousands of lives and changed the face of teaching and learning, and then the country erupted in protests over the murder of George Floyd and ongoing racial injustice and loss of Black lives. CEL released [this statement](#) on anti-racism and has endeavored to support CEL members in a variety of ways during these challenging times. See the report below for specifics regarding CEL's efforts.

CEL Spring Retreat:

The Executive Committee had planned to meet for their annual two-day spring retreat on April 17&18 in Downers Grove, IL. The global pandemic caused a shift in plans, and the retreat occurred virtually in a series of Zoom meetings held between April 15-April 25. The entire Executive Committee met on April 15, and then focus groups (Convention Planning, Committee on Equity and Inclusivity, and Analysis of Current Professional Development Offerings) met over the course of the next 10 days.

The Convention Planning team finalized the schedule for the convention, which of course needed to be adjusted once we realized it would need to be a virtual convention. See the convention report below for additional information.

The Committee on Equity and Inclusivity recommended several next steps for CEL. Most significantly, the CEL EC will commit to its own professional growth in the area of equity and anti-racism and will explore the cost of hiring an outside consultant/organization to conduct an equity audit on CEL. Chair Janice Schwarze did reach out to Emily Kirkpatrick to enlist NCTE's help with the audit, but we have not had a chance to follow through with that due to the time and energy that has been dedicated to redesigning the annual convention and providing new programming during these challenging times (See below for specifics.) This work will become a priority as soon as plans for the convention are finalized.

The CEL EC will reach out to the leaders of each of the NCTE Caucuses to invite them to the virtual CEL Convention and to see how CEL can collaborate with the Caucuses. See the report on Social Justice Conversations for additional information related to CEL's equity and anti-racism work.

The Professional Development Committee discussed the effectiveness of CEL's blog, podcasts, Twitter Chats, and Social Hours. See individual reports below for additional information.

CEL Convention 2020:

CEL will host its 52nd Annual convention virtually November 22-23, 2020. CEL program chair, Karen Reed-Nordwall (MI), created the program around the theme "Dynamic Leadership: Inspiring Literacy Leaders to Imagine, Innovate and Invent" to motivate literacy leaders to come together to grow as leaders and surround themselves with visionaries to create and channel vision into reality. Keynotes for the conference are Matthew Kay, Tiffany Wycoff, and Sara Holbrook. The call for proposals produced 56 proposals, 37 of which were accepted and slated for 45 or 60-minute interactive sessions on Sunday and Monday.

Because of the pandemic and the necessity of having a convention virtually, many changes needed to be made to our programming. We have structured the convention so that Matthew Kay's keynote and four concurrent sessions will occur Sunday afternoon, and Sara Holbrook will present Sunday evening. Tiffany Wycoff will present Monday afternoon with four concurrent sessions occurring before her keynote and four concurrent interactive sessions occurring after her keynote. All of these sessions will be recorded and made available to attendees for 60 days. We also made the decision to reduce our registration fee to \$90 for CEL members, which is 50% of the typical fee. Thankfully, NCTE is able to provide CEL the technology to run the convention with very few additional costs, so we were able to make the registration fee manageable for attendees.

English Leadership Quarterly

Editor Elaine Simos continues to explore various issues in the digital publication:

- August 2019: Redesigning Writing Instruction
- October 2019: Rethinking Assessment
- February 2020: Communication Skills that Unite the Classroom and the Workplace
- April 2020: Curriculum that Reaches and Represents All Learners
- August 2020: Pedagogy that Supports Equitable Practice in the Classroom

We have been very pleased with each publication; in addition to the articles, there are many resources embedded into the individual issues.

Twitter Chats:

We hosted five Twitter chats from September 2019 to May 2020. Topics were Back to School, Professional Development, Convention Preview, Mentorship, and Distance Learning. A link to our Twitter account is [here](https://twitter.com/ncte_cel).

https://twitter.com/ncte_cel

Members at Large Kate Baker (NJ) and Nick Emmanuele (PA) organized the Twitter chats prior to November 2019. Then, after talking with the Associate Chair Chris Bronke (IL), Chris began collaborating as well. After the November 2019 convention, we added #leadELA to the chats (as well as #CELchat) to focus on the leadership aspects of CEL and clearly name our work (as "CEL" on its own may be confusing to non-members).

The team decided to reduce monthly chats to quarterly, with the first two aligning with the previous year's conference theme and the latter two aligning with the upcoming conference theme. The Twitter chats have not been gaining many new members. Instead, the chats have mostly been a place for existing members to gather and share ideas. Therefore, at this point we are suspending twitter chats in favor of our social hours and our virtual conversations (described below).

Virtual Social Hours:

To support literacy leaders as they adjusted to distance learning, CEL offered Virtual Social Hours seven different weeks between March 27 and May 16. Participants could sign up for a conversation on Friday or Saturday afternoon. Member at Large Nick Emmanuele, Associate Chair Chris Bronke, Chair Janice Schwarze, and Past Chair Heather Rocco (NJ) planned and facilitated the meetings. Due to their popularity, long-time CEL member and 2019 Program Chair Emily Meixner (NJ) also helped with facilitation as we often needed to offer several Zoom sessions for each time slot.

Since over 60 teachers and administrators (both CEL members and non-CEL members) participated in these conversations and provided positive feedback in the spring, we decided to continue Virtual Social Hours this fall. They are offered on the second weekend of September, October, November, and December - one session on Friday at 4:30 pm CST and one session on Saturday at 3:00 pm CST. These sessions are primarily facilitated by Chris Bronke and Nick Emmanuele with Janice Schwarze serving as a back-up facilitator. Participants do not have to be a CEL member to join the conversations; CEL is hoping that our open invitation will ultimately draw new members to CEL once participants see everything we offer as an organization.

Social Justice Conversations

Shortly after George Floyd was killed, CEL member and regular Virtual Social Hour Participant Cathline Tanis asked the EC if CEL could host a social hour on equity and racial injustices. The EC offered this opportunity to previous social hour participants, and on June 10, over 40 literacy leaders participated in thoughtful, inspiring conversation about social justice and anti-racism. Members expressed an interest in additional discussions, so the facilitators created a three-part series on Leading Social Justice Efforts. Participants were encouraged to sign up for all three sessions but also could sign up for just one or two sessions. Again, approximately 40 literacy leaders registered for this free opportunity to discuss Curriculum as a Component of Social Justice (June 24), Social Justice Discourse in the Classroom (July 8), and Professional Development for Social Justice and Anti-Racism (July 22). All four facilitators of the June 24 discussion reported that conversations went well and that participants are excited about this opportunity to discuss how to lead social justice efforts in their schools and districts.

Considering the success of our first 3-part series, we decided to offer two additional 3-part series this fall. Chris Bronke, Nick Emmanuele, 2021 Program Chair Natalie Croney (KY), and Members at Large Sue Ritter (NJ) and Sara Schumacher (IL) will facilitate conversations on Leading with Social Justice October 7, October 21, and November 4. Janice Schwarze, Member at Large Kate Baker, and Associate Chair Candidate Emily Meixner will facilitate conversations on Thriving in Remote/Hybrid Learning Environments on October 15, October 29, and November 12. These conversations are open only to CEL members. We are pleased to see that some of the people who signed up for this series are new to the virtual conversations.

Overall, we believe that both the Virtual Social Hours and the Virtual 3-part Series are great additions to CEL's Professional Development opportunities. They create a sense of community and provide participants with immediate, practical ideas as well as opportunities to discuss values and philosophy. We are pleased to see that many of our members who no longer could attend our annual convention have joined these conversations. Long-term, we believe this type of offering will retain members who might have dropped off due to district budget cuts and the inability to attend the annual convention, which used to be the primary professional development opportunity that CEL offered members.

Podcasts:

CEL Member at Large Josh Flores (AL) interviewed CEL members and produced [seven podcasts](#) over the course of the last year. These sessions were released free of charge.

https://docs.google.com/document/d/18Qmr8pZ-fF9c2Pjn0ZQtW2SFLfpww0nv3tKS5A_-il4/edit

Three additional podcasts have been produced since February; the CEL EC is in discussion about next steps, including putting podcasts behind a paywall so only CEL members have access, discontinuing production of podcasts, and continuing the practice of free access to podcasts.

CEL Blog

Karen Reed-Nordwall finished her term as the blog editor in November 2019, and Member at Large Nicholas Emmanuele picked up the blog. In matching with the #CELchat structure, January through June posts would focus on the previous year's conference theme, while July through December would focus on the current year's theme. This would provide twelve blogs per conference theme. This structure will also allow us to ask presenters to revisit or preview their conference presentations in a new form.

Conversations continue regarding the purpose and effectiveness of the blogs. A full report of the CEL Blog, including links to the blogs, can be found [here](#).

<https://docs.google.com/document/d/1jOYKDKEesdVdbJKTbMsMkjzLOiKEdlwiqPcVUFunnYU/edit>

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 Linda Rief

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 is Robert Ford.

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 Dr. Amelia Wright.

Winners have been notified; typically they are publicly recognized at the convention. Once the shape of the convention is decided, CEL will decide how best to recognize this year's winners.

Emerging Leaders Program

Members at Large Sara Schumacher and Susan Ritter oversee the Emerging Leaders Program. Ten new fellows were accepted for Cohort 10. Since we moved to a "job-alike pod" model a few years ago, we have three pods, each one with a veteran CEL member as a mentor. Fellows represent teacher leaders, department chairs, district-level leaders, and university leaders and nine different states. 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 State Liaisons.

State Liaisons

State Liaisons met twice via Zoom following CEL's Annual Convention. One meeting focused on a book club idea that the CEL EC was contemplating. The second meeting discussed ways for State Liaisons to collaborate to support leaders. Several State Liaisons, then, worked together to submit a proposal for CEL 2020 on supporting new literacy leaders.

Executive Committee Elections

Despite valiant efforts by CEL Nominations Chair, Liz Spencer, we were not able to put together a full slate for this year's election. Several people who had expressed interest (or even committed to running) ended up declining due to professional and personal stressors brought on by current political and health challenges. As a result, our slate of candidates is not diverse in geography, race, or gender. This was disappointing since diversity was actually a priority as we worked to put together this year's slate. As of the writing of this report, we have one candidate for Associate Chair: Emily Meixner, (NJ) and three candidates for Member at Large: Katie Cubano (NJ), Shari Krapels (NJ), and Lisa Lenihan (CT). We are hopeful that with the new Virtual Social Hours and 3-Part Series Conversations, as well as our internal focus on equity, we'll be able to engage CEL members across the country more regularly, encourage more people to consider an EC position, and present a more diverse election slate to the CEL membership next year.

Next Steps for CEL:

The CEL EC is excited about our continued virtual conversations as well as the opportunity to attract new members to the Annual Convention now that it is virtual and affordable. We are committed to continuing our own professional growth - as well as offering PD to our members - in the area of equity and anti-racism. As part of this work, we hope to follow through on our plan to hire an outside organization to conduct an equity audit on CEL - plans that were derailed by the pandemic and the necessity of redesigning our annual convention. We also will continue to explore methods for supporting our members as they work through the challenges of teaching/leading during a pandemic.

Janice Schwarze, Chair

English Language Arts Teacher Educators (ELATE)

English Language Arts Teacher Educators serve those NCTE members who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy. ELATE has reliable researchers and educators who can tell the true stories of effective English teacher education.

ELATE Members around the Council

ELATE members continue to play a driving role in the work of the National Council of Teachers of English, not only preparing the next generations of English Language Arts teachers but contributing in multiple significant roles and receiving council-wide recognition. Here's a quick non-exhaustive list:

Antero Garcia and Detra Price Dennis have collaborated to offer NCTE Member Gatherings, spotlighting multiple other ELATE members and others in an effort to reach out in the midst of the global pandemic. Other ELATE members contributing thus far are Mandie Dunn, Yolanda Sealey-Ruiz, Ghoddy Muhammed, Greg Michie, Nicole Mirra, Tonya Perry, Ebony Elizabeth Thomas, Grace D. Player, and April Baker-Bell.

Shelbie Witte and Sara Kajder are set to wrap up their term as *Voices from the Middle* editors, to be replaced by teacher educators Shanetia Clark, Matt Skillen, and Robyn Seglem.

Toby Emert and Joseph Rodriguez continue their wonderful work as the editor of the flagship journal in the teaching of English, *English Journal*.

Gerald Campano, Amy Stornaiuolo, and Ebony Elizabeth Thomas edit the flagship research journal for the field, *Research in the Teaching of English*.

Chair-Elect of ELATE, Latrise Johnson and her co-author Hannah Sullivan were recognized with the Alan C. Purves Award for their article in *Research in the Teaching of English*. Johnson became the first person in the history of the award (since 1989) to win twice, also being recognized for her outstanding scholarship in 2017.

Tonya Perry, former ELATE EC member was named Chair of Cultivating New Voices mentorship program AND is set to receive the NCTE 2020 Advancement of People of Color Leadership Award.

Ryan Schey, English Educator at Auburn University, is set to receive the Promising Young Researcher Award.

Samuel Jaye Tanner is the 2020 NCTE David H. Russell Award for Distinguished Research in the Teaching of English.

Linda Christensen is the 2020 NCTE Distinguished Service Award Winner.

Executive Committee Members Added

Allison Skerrett elected to step down from her spot on the Executive Committee in August 2020 due to increased administrative responsibilities at the University of Texas. Following past protocol, the next in line for the seat was Nadia Behizadeh from Georgia State University. Behizadeh will complete the remaining 3+ years on Skerrett's original term and was unanimously confirmed by an Executive Committee vote at a special meeting on September 15th.

Recently elected members Keisha Allen, Lindy Johnson, and Jung Kim will join the ELATE EC for four-year terms starting after the November 2020 conference.

ELATE Biennial Conference

The 2021 Summer Conference is currently under development, planned for July 15-18 in Tuscaloosa, Alabama. Current ELATE Vice-Chair and Conference Chair Latrise Johnson has assembled a conference planning committee working to develop the scope and sequence of the conference, a call for proposals, and planning the various other tasks of visioning, enacting, and promoting our conference. Informally, several longstanding CEE/ELATE members have reached out about the conference, anticipating that it might be one of the first opportunities for in-person professional convening following the COVID-19 closures. The biennial summer conference is the biggest single undertaking of ELATE and the majority of that behind-the-scenes work falls on the capable shoulders of Kristen Ritchie, NCTE Director of Affiliated Groups.

NCTE Annual Convention 2020

ELATE Executive Committee members Amanda Haertling-Thein and Todd Destigter served as program chairs for our portion of the originally planned annual convention. The ELATE Executive Committee will conduct its meeting on November 11th prior to the virtual convention. Some of our standing sessions will not be included in the 2020 NCTE Virtual Convention.

Journals

English Education

ELATE extends a hearty welcome to former ELATE Chair, *CITE Editor*, and Veal Research Roundtable Chair, Melanie Shoffner to the role of editor of *English Education* as well as a congratulations on her first issue, just released. From her inaugural editorial, *Where We Are is Who We Are*, Shoffner opines:

Over my next five years I want this journal to *act*. To *do* something. To help *us* do something. As teachers, as teacher educators, as literacy professionals, as curriculum developers, as workshop organizers, as conference presenters, as researchers, as writers, as readers: We're used to doing things—lots of things—usually at the same time. I know I'm not alone in wanting the bustle of our activity to lead to something better for our students, our communities, our nation, and our world, and—it isn't selfish to admit—ourselves.

CITE Journal

Nicole Mirra is set to complete her four-year term as editor of the *Contemporary Issues in Technology and Teacher Education (English)* journal. A search for the next editor, who will shadow Mirra for one year, resulted in the appointment of Baylor University assistant professor, T. Phillip Nichols, who has published research articles in *Research in the Teaching of English*, *Reading Research Quarterly*, *Phi Delta Kappan*, *Educational Researcher*, *Teachers College Record*, and several other truly elite venues.

NCTE Standards for the Initial Preparation of English Language Arts Teachers, 7-12

The application was submitted to NCTE for compilation and submission to CAEP, the final act which was completed on June 23, 2020.

Statement

In the wake of the tragic murder of George Floyd, ELATE Executive Members assembled in digital spaces to craft and release "ELATE Statement on State-Sanctioned Anti-Black Racism and Violence: A Commitment to Antiracist Instruction in English Language Arts," on June 12, 2020. Every Executive Committee member contributed to and signed the [document](#). Work stemming from the statement is ongoing and led to an additional two-hour meeting of the Executive Committee in September 2020.

National Technology Leadership Summit

Chris Goering was invited to attend and present at this virtual conference held September 24th and 25th as part of ELATE's ongoing association with the CITE Journal and emphasis on technology and education. Presidents/Chairs from the professional organizations around the country all gave remarks about how the pandemic had impacted their work.

ELATE Awards

Each year ELATE acknowledges wonderful work of thought leaders around the country through our awards. ELATE EC members staff award committees and during each person's four-year term on the EC, they often serve on multiple award committees, helping to adjudicate the good work from around the field. This is also a considerable investment in time. For example, to serve on the Janet Emig award for best article in *English Education*, a committee member reads a volume year of the journal and considers each article included on its merits.

2020 Janet Emig Award (best article in *English Education*), Justin Grinage, University of Minnesota for "Reopening Racial Wounds: Whiteness, Melancholia, and Affect in the English Classroom (January 2019).

2020 Research Initiative Grants, Kisha Porcher (University of New Hampshire; "Black Lives Matter in Action: Centering Blackness in English Education") and Cassie Brownell (University of Toronto; "Learning to 'Be Loud' Through Radio Broadcasting: Examining How Children Use Digital Literacies to Amplify Community Stories").

2020 Richard A. Meade Award for Research in English Education: *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* by Amanda J. Godley and Jeffrey Reaser.

2020 Graduate Student Research Award, Scott Storm, New York University for “Social Justice Writing Pedagogies and Literary Sensemaking: Transformation through a Professional Learning Community.

2020 Geneva Smitherman Cultural Diversity Grants: Raquel Armas and Jacqui Witherspoon

Commissions

The work of ELATE continues to be the work of the commissions. 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

Christian Z. Goering, Chair

Literacies and Languages for All (LLA) (Formerly Whole Language Umbrella)

Literacies and Languages for All (<http://www2.ncte.org/groups/wlu/>) 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 for this year included Deborah MacPhee, President; Roxanne Henkin, Past President and board members Michele Myers, Yang Wang, Kelly Allen, Yueh-Nu Hung, Natasha Thornton, and Anna Osborn. The LLA election cycle ended on June 15, 2020. In July, we will welcome new board members Sally Brown and Keri-Anne Croce. Yang Wang and Michele Myers will complete their terms on the board at that time, and we thank them for their contributions. In November, we will welcome Michele Myers, president elect. At that time, Roxanne Henkin's term as past president will end. We are grateful for Roxanne's leadership during a time of transition for the organization.

Pat Paugh and Sherry Sanden are Co-Editors of our journal, *Talking Points*.

The board met monthly from July 1, 2019 through June 30, 2020 to plan LLA and NCTE conference events and to conduct LLA business. Although this has been a particularly challenging year for LLA with the passing of our founder, Dr. Kenneth S. Goodman, the uncertainties that come with a global pandemic, and the civil unrest prompted by the murder of George Floyd, we are proud of what we have accomplished and excited for what the future holds.

LLA Beliefs Review

During the delegate's assembly meeting at the 2019 LLA/WLU Summer Institute, a member of LLA expressed some concerns about the current belief statements of the organization. The LLA board discussed these concerns and invited the member to join our board meeting at the annual NCTE convention in November. Our discussion at this meeting prompted a review of our beliefs statements which were last revised in 2014. We set a goal to conduct this review through the lens of inclusion and equity. We view this as a long-term project in which we not only review our belief statements, but explore how we will, as an organization of holistic educators, keep equity and justice for all students at the forefront. The board voted to allocate up to \$10,000 to support this work.

Talking Points Facebook Event

With the launch of their first edition of *Talking Points*, the editors organized a Facebook event to discuss the free access article from the issue.

Ken Goodman Memorial Fund

On March 12, 2020, Dr. Kenneth S. Goodman, Professor Emeritus at the University of Arizona, reading researcher, and the founding father of Whole Language, died peacefully in his sleep. Ken's family requested that a fund be created so that friends and family could make donations to LLA, formerly WLU, in his memory. With the support of NCTE leadership and staff, such a fund was established immediately to honor the founder of our organization. Donations can be made [here](#).

Black Lives Matter Statement

Following the murder of George Floyd, the LLA board released a statement in which we expressed our solidarity with the Black community and offered resources for self-introspection and to support the development of anti-racist curriculum. The statement, written by board members Michele Myers, Anna Osborn, and Natasha Thornton, can be found [here](#).

The 2019 Literacies for All Summer Institute

The 2019 Conference was held in Columbia, South Carolina from July 11-13, 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 Oak Pointe Elementary School in Lexington/Richland School District 5.

The pre-conference was held on Thursday, July 11, from 1-5 p.m. This year's pre-conference 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 for this event.

The following LLA 2019 Award Recipients were honored during the conference:

- Reclaiming the Joy of Teaching – Sara Suber, Columbia, SC
- Service Award – Tasha Tropp Laman, University of SC, Columbia, SC
- Lifetime Membership Award – Constance Weaver, *In Memoriam*

In conjunction with the Lifetime Membership Award a scholarship fund was established in Weaver's name. This fund will support Summer Institute registration fees for classroom teachers.

The 2019 NCTE Convention

Roxanne Henkin and Deborah MacPhee reviewed 216 proposals to fill 12 LLA slots on the NCTE conference program. In total, 66 conference sessions had an LLA designation. Gerald Campano and colleagues were selected as the LLA opening session, and Katherine Bomer and colleagues were selected as the LLA closing session.

The LLA board met on from 9:00 AM-4:00 PM on Thursday, November 21, 2019 prior to the opening general session of the NCTE annual conference to conduct business and organize for conference activities. As this was the first time members of LLA gathered since the name change became official, LLA board members submitted a proposal to present at the conference. We used the session to (re)introduce members and guests to the new name and rebranding of the organization. Each board member shared something about the history or future of the organization.

In addition to the LLA session, members of the board hosted a table in the registration area throughout the conference. We shared stickers with our new logo, the organization's belief statements, a schedule of LLA designated sessions throughout the conference, and promoted the LLA Summer Institute. Most importantly, we talked with many members and prospective members of LLA. We were supported in this effort by NCTE staff members who prepared and transported our materials and stood side-by-side with us to share information during the conference.

The 2020 Literacies for All Summer Institute

The 2020 Literacies for All Conference was scheduled to be held in Normal, Illinois on July 9-11, 2020. Early in April we made the difficult decision to postpone the Summer Institute due to COVID-19. This was particularly difficult because it would have been our first gathering since the name changes was approved by our membership. Emily Kirkpatrick worked with the conference venue to reschedule the Summer Institute for July 2021. In doing so, she saved LLA from paying penalty fees.

The LLA board in collaboration with NCTE staff began planning a series of virtual summer events to promote member engagement. In June, we hosted a webinar with Paul Thomas titled No Need to Catch Up: Teaching without a Deficit Lens. Paul Thomas is a professor of education at Furman University in Greenville, SC. He taught high school English in rural SC before moving to teacher education. His work can be accessed on Twitter at @plthomasEdD and on his blog, [Radical Eyes for Equity](#). Additional events will be hosted in July, August, and September with Dr. Ebony Elizabeth Thomas, children's book author Trudy Ludwig, and NCTE's first open international event with Debra Crouch and Brian Cambourne, respectively.

The LLA 2020 Award Recipients who would have been honored at the Summer Institute were announced in June. We will hold a virtual award ceremony at our LLA board retreat on July 8, 2020. The recipients are:

Reclaiming the Joy of Teaching – Dr. Sue Anderson

Dr. Sue Anderson is the recipient of the Literacies and Languages for All 2020 Reclaiming the Joy of Teaching Award. She teaches in the Downers Grove, Illinois District 58, at Hillcrest Elementary School. Sue Anderson currently teaches fourth grade and has taught grades K-8 and also has worked as a reading specialist for nine years with third and fourth grade students. She received her master's degree in 1996 and her doctorate in 2004, both from National-Louis University. Sue was President of Illinois Whole Language and has been a director of the Illinois Young Authors' Conference for over 25 years. She has coordinated over 500 students, 15 authors and 200 volunteers every year.

Sue has spent 30 years in Education, 28 as a classroom teacher, 2 years as an educational consultant, and was also an adjunct professor at National-Louis University for 6 years. She has taught over 1000 students in 4 school districts and in 3 states. As impressive as these numbers are, they don't tell the whole story about who Sue is as an educator. She is the teacher who tirelessly advocates for her students, pushing for a rich literacy program that is meaningful to them. She is the educator who inspires authentic, progressive literacy learning. She believes in dialogue journals and has used them in her classrooms at all levels. Her students experience the joy of writing and of having someone read their ideas and respond to them. Sue uses her voice as a literacy leader in the district to speak out in support of holistic literacy programs and as an advocate for students. She is beloved and respected by her students, their parents and her colleagues. Sue is a most deserving recipient of the Reclaiming the Joy of Teaching Award.

Service Award – Dr. Aurelia de Silva

Dr. Aurelia DeSilva is a long time LLA member who has attended EVERY WLU/LLA conference. She earned her Ph.D. from the University of Texas at Austin in 1979 in curriculum/instruction with specialty areas in language and reading. She was doing miscue work 40 years ago! She has championed whole language and student-centered literacy education at state and national levels. She has taught elementary, middle, high school and at the university level, and has served as a reading consultant, on the PTA at local/national levels, in numerous capacities for NCTE and ILA, and on editorial advisory boards of professional journals. Aurelia serves the San Antonio Writing Project working to promote social justice through writing. Dr. Barbara Flores stated "She's quiet and often not seen because she works behind the scenes without fanfare. She's a pioneer, Latina scholar activist, a dedicated professor and teacher, [and an] untiring advocate for equity and social justice."

Lifetime Membership Award – Roxanne Henkin

Dr. Henkin, Professor Emeritus, Department of Interdisciplinary Learning and Teaching, University of Texas at San Antonio, began her teaching career in Michigan in 1972. She quickly found her love of literacy, and as a prolific writer herself, made NCTE and WLU/LLA her professional home. As an educator and scholar, Roxanne embraces holistic theories and practices. She has been a leader in the Illinois and San Antonio Writing Projects. Much of her own scholarly writing is devoted to equity and justice. She writes and speaks often about bullying and is a strong advocate for LGBTQ youth. Roxanne is a sought-after speaker in the US and internationally. She has visited New Zealand, Australia, Canada, South Africa, India, the Philippines, Kazakhstan, and most recently, in September 2019, she spoke at the 20th Annual Taiwan TAWL Conference. As a past president of LLA, Dr. Henkin lives her whole language beliefs every day. She is truly deserving of this award.

The Future of LLA

We are hopeful about a face-to-face Institute in the July 2021 and have begun the planning process for that event. We will continue to offer virtual events for members through the summer and fall. The LLA board will continue our review of the beliefs document through a lens of equity and inclusion, paying specific attention to the intersection between holistic and anti-racist education.

Deborah MacPhee, President

Two-Year College English Association (TYCA)

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 Listserv

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

TYCA Secretary

Leigh Jonaitis from Bergen Community College in New Jersey has been elected as TCYA Secretary for 2021-2023. Leigh has previously served in leadership roles in TYCA-NE, national TYCA, and the College of Basic Writing (CBW). TYCA is fortunate to have Leigh as a national officer and look forward to working with her over the next few years.

TYCA Chair

In November, the TYCA Nominating Committee will elect a new Associate Chair.

TYCA Archivist

Stephanie Dowdle Maenhardt of Salt Lake Community College is ending her term as the TYCA Archivist, so we will advertise the opening on the listserv. We invite Stephanie to reapply.

TETYC

Darin Jensen has been working with Holly Hassel to assume duties as the editor of *TETYC*. Darin's first issue will be in December.

Charissa Che of Queensborough Community College of the City University of New York has been chosen as the *TETYC* editorial editor.

Sybil Priebe of the North Dakota State College of Science is ending her term as the TETYC "TYCA to You" editor, so we will advertise the opening on the listserv. We invite Sybil to reapply.

TYCA Regional Conferences

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. Because of COVID-19, the TYCA regional conferences in fall 2020 are as follows. Information about each region and their conference can be found at www.ncte.org/tyca/regionals.

TYCA Officers Visits to Regional Conferences, 2020/2021

Region	Date	Theme	Location	Visiting Officer
Midwest VIRTUAL	October 8-9, 2020	We Didn't Plan for This: Rethinking the Virtually imPOSSIBLE	bit.ly/tycamw20schedule-public	Sarah Z. Johnson
West POSTPONED	October 2021	Looking In, Looking Out, Moving Forward	Mesa Community College Mesa, AZ http://tycawest.org/tyca-west-conference-2020-is-hosted-by-mesa-community-college/	Cheryl Hogue Smith
Northeast VIRTUAL	October 16, 2020	2020 Vision: Teaching English in Our Changing Landscape	https://www.tycanortheast.org/conference-2020	Sarah Z. Johnson
Southwest VIRTUAL	October 16 October 23	Professional Development Series	http://tycasw.org/wp/	Cheryl Hogue Smith
Pacific Northwest VIRTUAL	October 14 November 16	Series of Events	http://www.tyca-pnw.org/ http://www.tyca-pnw.org/conferences	Suzanne Labadie
Pacific Coast* POSTPONED	October 2021/2022		San Diego, CA	
Southeast	February 17-20, 2021 👉👉👉	Shifting Currents: 21st Century Literacies and the New College Majority	One Ocean Resort & Spa Atlantic Beach, FL http://www.tycase.org/conference	

*Pacific Coast meets every other year.

TYCA National Conference

TYCA National, scheduled for April 7, 2021, the day before the CCCC annual convention, is moving forward. NCTE staff are trying to secure a luncheon speaker and a recorded welcome from a prominent TYC national figure.

The 2021 TYCA National Conference Committee is as follows:

Chair: Stephanie Dowdle Maenhardt, Salt Lake Community College

Past Chair: Joanne Baird Giordano, Salt Lake Community College

Assistant Chair: Charissa Che, Queensborough Community College of the City University of New York

Social Media/Marketing Coordinator: Bruce Martin, Lone Star College, North Harris

Activities Coordinator: Brian Harrell, University of Wisconsin, Green Bay

Sessions Chair: Tom Geary, Tidewater Community College

Poster Sessions Chair: Jason Evans, Prairie State College

The following is an excerpt from the CFP:

Conference Theme: TYCA's National Conference in 2021 will build on the events of our first national conference, focusing on something we are all imminently familiar with -- **Teaching in Times of Change: Leading in a Land of Uncertainty.**

Potential issues the conference might explore include (but aren't limited to):

- How have you transformed your approach to teaching in times of change?
- How have you used writing to help both students and yourself engage with/process/ explore current events?
- What changes do you see in the future of our profession in light of recent global events?
- How can two-year college faculty maintain both their professional integrity and personal sanity in times of uncertainty and change?
- What strategies can two-year colleges employ to better prepare their faculty and students to engage in (mandated?) online learning?
- How can two-year college instructors prepare themselves to lead in a land of uncertainty?
- What threats to the two-year college have affected your teaching or job security?

Focus for Presentations: Presentations do not need to explicitly discuss the conference theme, but they must address issues that are relevant to English studies professionals who support diverse college students in their first two college years. Participants do not need to be affiliated with a two-year college but must focus proposals on research and practices that are clearly relevant to TYCA members. Potential areas of exploration include (but are not limited to) online teaching/distance learning, first-year writing, developmental education, college reading, teaching English to speakers of other languages, literature, creative writing, writing centers and other learning assistance programs, intermediate composition, communications, linguistics, technical writing, business writing, professional development, teacher-scholar activism, community engagement, program administration and innovation, preparing to teach at a two-year college, and the role of contingent faculty.

Proposers can apply for 15-minute individual presentations (to be combined with others for a panel), 60-minute presentations (at least two facilitators) that can be either discussion sessions or workshops, or interactive poster sessions.

The deadline for proposals was September 17th; we received only 25 proposals, down 75% from last year's 100 proposals, and a high number of the 2020 proposals were organized panels of 3 or more people. (The number of presenters in the proposals were 164 in 2020 versus 57 in 2021, a 65% decrease.) We see this as a strong indication that two-year college people are either unable to attend an in-person conference due to lack of professional development funding this year or are unwilling to travel because of COVID-19. We can certainly try to put together a program with 25 sessions and invited presentations, but we aren't going to have enough attendees to have a conference.

TYCA Bylaws

We are in the process of changing our bylaws to include the TYCA National Conference Committee members:

1. Assistant Conference Chair
2. Conference Chair
3. Past Conference Chair
4. Social Media/Marketing Coordinator
5. Activities Coordinator
6. Other conference committee positions as determined by the Conference Chair (Examples might include, but are not limited to the following positions: Local Arrangements Chair, Volunteer Coordinator, Poster Sessions Coordinator, Presentation Sessions Coordinator)

The TYCA EC will appoint the Assistant Chair, and the Conference Chair will appoint the rest of the committee. We will include all the relevant duties related to the above in the bylaws.

In the process of adding the TYCA National Convention to the TYCA Bylaws, we saw much that needed to be addressed. The entire TYCA EC has been working on changes and hope to complete the draft by the end of September so the EC can approve them and pass them on to the regionals, who will then call for regional member votes either during the virtual conferences in October or through email.

TYCA Teaching in a Time of Change Webinar Series

TYCA, working with NCTE, developed the TYCA "Teaching in a Time of Change Webinar Series." The following are titles, speakers, moderators, descriptions, and, if we have it, numbers for the event.

“Teaching in Times of Change: Writing Successful Conference Proposals,” August 13th, 2:00 ET

Speakers: Stephanie Dowdle Maenhardt, Joanne Giordano and Charissa Che

Moderator and Speaker: Stephanie Dowdle Maenhardt

Description of webinar: In this NCTE webinar, three members of National TYCA—Charissa Che (Queensborough Community College of the City University of New York), Joanne Baird Giordano (Salt Lake Community College), and Stephanie Dowdle Maenhardt (Salt Lake Community College)—will share their experiences with submitting proposals, reviewing, and making final program selections for the TYCA National Conference and other NCTE conferences. The webinar will address the following questions: *How can I compose a proposal that meets the criteria for the TYCA National Conference and other conferences? What do reviewers look for when they read proposals? What will help get my proposal noticed and on a national conference program?* Maenhardt, TYCA Archivist and current TYCA National Conference Chair, will focus on the specific elements of the CFP for TYCA 2021 and will discuss the goals for next year’s conference. Giordano, outgoing TYCA National Conference Chair, will describe how peer review processes for national conferences work and provide practical strategies for writing a successful proposal. Che will provide recommendations from her perspective as a Stage 1 reviewer for TYCA and Stage 2 reviewer for CCCC. The webinar will conclude with an audience-driven Q&A with the speakers.

Number who signed up: 44

Number who participated: 25

After many participated in Stage 1 reviews for another organization and we saw many proposals ignoring CFP criteria, we felt this webinar was important. While we hoped for higher participation; however, we expected attendance to be on the lower side because many feel confident in their ability to submit to national conferences (even if they shouldn’t).

“It’s Everyone’s Responsibility: Antiracist Writing Instruction in the Two-Year College,” September 10th, 2:00 ET

Speakers: Mara Lee Grayson and Siskanna Naynaha

Moderator and Speaker: Amanda Reyes*

Description of webinar: This NCTE webinar, featuring Mara Lee Grayson, Siskanna Naynaha, and Amanda Reyes, will highlight pedagogies and practices that encourage students and instructors to develop explicit knowledges and dispositions about writing as an antiracist practice in two-year colleges. Drawing upon their work together at California State University, Dominguez Hills, the three speakers will emphasize the necessity of collaboration to build curricular cohesion, provide a system of supportive professional development, and recognize and respond to resistance. Grayson, Assistant Professor of English and Interim Writing Center Director, will provide conceptual framing to establish a shared vocabulary about (anti)racism and offer strategies for instructors to model critical self-reflection about racial identity and positionality. Reyes, a lecturer of English at CSUDH, Cerritos College, and Long Beach City College, will moderate this discussion and explain the design of a multivoiced/multigenre project that explicitly challenges white, standardized forms of writing and knowledge. Naynaha, Associate Professor of English and Writing Across the Curriculum Coordinator, will explore how broader success in developing antiracist approaches to writing instruction is dependent upon collaboration and cooperation across courses, programs, disciplines, and institutions, including the four-year university. The webinar will include time for Q&A from the audience.

Number who signed up: 151**

Number who participated: 91

*Reyes had an emergency, so, at the last minute, I stepped in as the moderator

**There was a glitch in the system on the last day; several people tried to register, but the system told them registration was already closed. This was at least seven hours prior to the deadline.

“Dual Enrollment: Building Partnerships for Uncertain Times,” October 15th, 2:00 ET

Speakers: Rujie Zhao and Charlie Strader

Moderator and Speaker: Sarah Z. Johnson

Description of webinar: This NCTE webinar, featuring Sarah Z. Johnson, Ruijie Zhao, and Charlie Strader, will provide insights and advice for faculty on both sides of the dual enrollment equation—college teachers and program administrators, as well as their colleagues teaching in high schools.

This year we all are facing a whole new set of challenges trying to deliver college writing curriculum to a high school audience. While the move online last March was a heavy lift for nearly all of us as educators, our research found that dual enrollment teachers in high schools had infrastructure and training that made that shift less problematic for them and their students (Ashford, 2020). When they were well-supported and had access to the partner college's resources, their students were more likely to log on, complete, and succeed than their non-dual-enrolled peers (Kimberling, 2020).

And yet as the pandemic drags on, many of us are in survival mode right now. The constraints under which high school and college teachers are working (Denecker) may never have been so different, and it's difficult not to simply put down our heads and make sure our own students are getting the best we can give them and not worry about anyone else's class. But as we all innovate to make our curriculum and delivery less dependent on face-to-face instruction, we have the opportunity to strengthen the relationships between college and high school. This rocky transition of 2020 may very well be the best preparation our high school students have had for success in college. We can lean on each other's expertise and build partnerships that will sustain and develop us, and our students, through these uncertain times.

Ruijie Zhao, professor at Parkland Community College and contributor to the recent Joint Position Statement on Dual Enrollment in Composition, will speak about her experience as a faculty mentor in a dual enrollment program. Charlie Strader, who teaches at East High School in Madison, WI will speak about his experiences as a dual enrollment teacher in the time of COVID. He'll describe what made his job easier and the things he did to help his students adjust and succeed—even if that meant sometimes NOT getting college credit. Sarah Z. Johnson, Associate Chair of TYCA and Writing Center Director at Madison College, will speak about how college faculty and DE administrators can better listen to and support the work of their high school colleagues so that students come though their dual enrollment experience prepared to write, revise, and think like a college student.

"Unpacking Grading Contracts: Thinking Through Labor in Assessment Design," November 12th, 2:00 ET

Speakers: Antonio Byrd, Asao B. Inoue, Jason Kalchik, Ranmali Rodrigo, and Virginia M. Schwarz

Moderator: Asao B. Inoue

Description of webinar: This NCTE webinar, featuring Antonio Byrd (University of Missouri, Kansas City), Asao B. Inoue (Arizona State University, Tempe), Jason Kalchik (San Diego Mesa College), Ranmali Rodrigo (San Diego Mesa College), and Virginia M. Schwarz (San Francisco State University), will highlight various approaches to contract grading in first-year composition courses in light of distance learning and the COVID-19 pandemic. Drawing upon their experiences across multiple institutions, speakers will give a brief overview of their teaching contexts and design choices, show how their individual contracts fit into larger classroom goals, and discuss the changes they have made and continue to make as they teach online. The primary goal of this webinar is to collectively unpack several current tensions around grading contracts in undergraduate writing classes, such as the definition and measurement of "labor." Speakers will also share information about existing communities, networks, and resources. The webinar will include time for Q&A from the audience.

The Global Society of Online Literacy Educators (GSOLE) and TYCA Collaboration

TYCA is also collaborating with the Global Society of Online Literacy Educators (GSOLE), an NCTE Assembly, to host in mid-October at least one free, open event for online instructors. We sent a survey to determine which topic(s) would be most useful for our members, and we chose the following topics for 30-minute sessions.

1. How to build a classroom community, like increasing peer-to-peer contact with your students when learning online, creating effective breakout rooms, and so on, while at the same time develop an online presence in order to develop student-instructor relationships.
2. How to make peer review effective in an online class that is either asynchronous or synchronous.
3. How to strike a balance between labor and life.

We are in the process now of finding speakers for the sessions and setting the date(s). Members from the TYCA Workload Task Force will present for the third mini-webinar.

TYCA Awards

Diana Hacker TYCA Outstanding Programs in English Award

The Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Colleges and Teachers are given annually and honor two-year college teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals.

Award Winners

Composition Programs and Writing Studies — The Writing Studies' Professional Writing Certificate (College of DuPage, Glen Ellyn, IL). The Writing Studies' Professional Writing Certificate at College of DuPage is an innovative collaboration among students, professors, and professionals. Informed by compositionists of the public turn, working and returning students engage with rhetorical theory and their local communities on real world writing projects. It aligns an academic pathway in rhetoric and writing to a potential career in professional writing.

Fostering Student Success — The Informed Self-Placement Program (Whatcom Community College, Bellingham, WA). The Informed Self-Placement Program at Whatcom Community College is an online, student-centered direct-self-placement program that opens doors for incoming students from all ethnic, racial, and socioeconomic backgrounds. After one year, 94% of new students self-placed into college-level English with a success rate of 81% in first-year writing. This reverses a decades-long practice of underplacing a majority of students, especially HUSOC.

Honorable Mention

Fostering Student Success — Writing Center (Cowley College, Arkansas City, KS). The Cowley College Writing Center is an academic support center dedicated to providing writing consultation to students through tutoring and workshops. The Writing Center provides professional and peer tutors who can assist with both the immediate needs of an academic, personal, and professional project and long-term writing development.

Nell Ann Pickett Service Award

The Nell Ann Pickett Service Award is granted each year to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism and whose teaching exemplifies such outstanding personal qualities as creativity, sensitivity, and leadership.

Winner:

Holly Hassel, North Dakota State University, Fargo

The Mark Reynolds TETYC Best Article Award

The Mark Reynolds TETYC Best Article Award is granted each year to the author whose essay manifests excellence in the following areas: content currency, style, form, value to readers and overall impression.

Winner:

Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY
Fractured Reading: Experiencing Students' Thinking Habits (September 2019)

TYCA Task Forces

TYCA currently has four task forces, and their progress is outlined below.

TYCA Task Force on Faculty Workload (charged February 6, 2019)

After conducting a major national survey, the TYCA Task Force on Faculty Workload prepared several documents. Below describes their work.

1. TYCA Working Paper #1: Two-Year College English Faculty Teaching Workload

Authors: Jeffrey Klausman, Leslie Roberts, Sarah Snyder, and the TYCA Workload Taskforce

Abstract: This working paper presents responses to the open-ended question, "What other comments would you like to make about your workload as it relates to teaching?" The responses were coded via a grounded-theory approach and then assessed holistically. The responses describe the affective responses to a heavy workload driven by large class sizes, large teaching loads, and financial insecurity, among other issues.

Status: Approved (with minor revision)

2. **TYCA Working Paper #2: Workload Management Strategies for Teaching English at Two-Year Colleges**

Authors: Joanne Baird Giordano and McKenna Wegner

Contributors: Holly Hassel and Patrick Sullivan

Abstract: This working paper draws from a Two-Year College English Association national survey and reports on findings about strategies that instructors at two-year colleges use to manage their teaching-intensive workloads. The report describes workload management strategies that instructors make when they select courses to teach from a program schedule, teach their courses, and make decisions about professional responsibilities. It concludes with recommendations for how English departments and writing programs can create labor conditions that help instructors use effective strategies for managing their workloads.

Status: Approved (with minor revision)

3. **TYCA Working Paper #3: Two-Year College English Faculty Teaching Adjustments Related to Workload**

Joanne Baird Giordano, Holly Hassel, McKenna Wegner

Contributor: Patrick Sullivan

Abstract: This working paper draws from a Two-Year College English Association national survey and reports on findings about adjustments to teaching that two-year college English instructors use to manage their workloads. Survey respondents reported making adjustments to teaching in three different categories: assessment, compromises from ideal or preferred approaches to teaching, and online or hybrid teaching. An analysis of survey respondents' comments suggests that two-year college faculty (especially those who teach writing courses) adapt the ways that they implement disciplinary standards for teaching and assessing writing through strategic choices and compromises.

Status: Approved (with minor revision)

4. **TYCA Working Paper #4: Two-Year College English Faculty Service Workload**

Authors: Brett Griffiths, Holly Hassel, Kirsten Higgins, and McKenna Wegner

Abstract: This working paper provides an overview of the types of service that TYC English faculty surveyed most regularly engage in, which include institutional and disciplinary or departmental. Compensation for service varies widely among the respondents' institutional homes. The survey revealed that respondents find service to be inequitable within their campuses; that they value the ability to be involved in decision-making; and that service requirements sometimes interfere with what they identify as the primary component of their contractual employment, teaching. At times, responses suggested a muddy definition of what constitutes service, administrative responsibilities, or professional development, with overlap between these categories.

Status: Approved (with minor revision)

5. **TYCA Working Paper #5: Two-Year College English Faculty Professional Development Workload**

Authors: Emily K. Suh, Lizbett Tinoco, Christie Toth

Additional Contributors: Patricia A. Edgel

Abstract: This working paper provides qualitative analysis of the 138 statements provided in response to the question "What other comments would you like to make about your workload as it relates to professional development?" Drawing from professional developmental scholarship within two-year college English studies, the paper explores linkages between major themes within the responses and existing literature. These themes included *Forms of Professional Development*, *Reasons for Participating in Professional Development*, *Barriers and Challenges to Participating in Professional Development*, *Affect Related to Professional Development*, and *Adjunct Faculty and Professional Development*.

Status: Approved (with minor revision)

6. **The Profession of Teaching English in the Two-Year College: Findings from the 2019 TYCA Workload Survey**

Authors: Emily Suh, Joanne Baird Giordano, Brett Griffiths, Holly Hassel, Kirsten Higgins, and Jeffrey Klausman.

Additional Contributors: Leslie Roberts, Patrick Sullivan, Sarah Snyder, Lizbett Tinoco, Christie Toth, McKenna Wegner

Abstract: In Fall of 2019, the Two-Year College English Association distributed a 39-question survey to two-year college English faculty through professional listservs, regional distribution lists, and social media platforms. This report summarizes the key data derived from the 1,062 responses to questions about workload in the areas of teaching, service, and professional development. Discussed in this report are the demographic profile of two-year college English faculty who responded, TYCA membership status, employment status, and contractual obligations in course assignments. The report offers a summary of information about respondents' overload teaching, autonomy within their teaching responsibilities, and the kinds of service and professional development activities they engage in.

Status: Approved (with minor revision)

According to Holly Hassel, Co-Chair of this Task Force,

We've coded responses for the last, open-ended question of the survey which asked respondents to elaborate on what they see as less visible part of their work. From those qualitative data, we are drafting six additional working papers. Drafts of these will be completed by September 30.

1. Making Labor of Assessment Visible
2. Making Student Readiness and the Effects of Developmental Education Reform Visible
3. Making the Emotional Labor of Open-Access Teaching Visible (Holly and McKenna)
4. Making the Material Realities of Two-Year College English Labor Visible (Jeff)
5. Making the Labor of Two-Year College English Teaching Visible (Liz)
6. Adjunct Labor Working Paper (drawing from survey data across the open-ended qualitative responses and the quantitative information)

Last, we will draft the "TYCA White Paper on Workload" which we plan to have completed by the November meeting for review by the TYCA EC. We expect this will also appear in *TETYC* as the previous two white papers did. This white paper will synthesize the primary research our group conducted with the secondary sources we've gathered in order to make recommendations for two-year college English faculty workload.

Because this task force has more work to do, I am recommending TYCA convert them from a task force into a committee, the "TYCA Workload Issues Committee," to be charged for three years.

Committee members: Holly Hassel (Co-Chair), Joanne Giordano (Co-Chair), Brett Griffiths, Kirsten Higgins, Jeff Klausman, Leslie Roberts, Sarah Snyder, Emily Suh, Patrick Sullivan, Liz Tinocco, and Christie Toth.

TYCA Task Force on Reading (charged January 20, 2020)

The TYCA Reading Task Force is currently working on researching and reviewing published scholarship that is relevant to supporting student readers at two-year colleges and other open-access institutions. Task force members are working in small groups to create annotated bibliographies on the following topics: postsecondary reading readiness, developmental reading, integrated reading and writing, teaching reading in writing courses, reading placement, program coordination issues, reading in learning assistance programs, digital literacy and online reading, and teaching reading in online courses. Each bibliography entry includes a short synthesis of research, a note about relevance for two-year college teachers, and practical takeaways (if any) that instructors can use in their courses. By the end of 2020, the task force will have a draft annotated bibliography on reading for TYCA members (organized into categories based on the assigned research topics).

During the first half of 2021, the task force will draw from the annotated bibliographies to write short working papers for different TYCA constituency groups, including developmental English instructors, writing instructors, and program administrators. These short documents will be similar to the short resources on reading available for K12 instructors from NCTE. See for example, ["The Act of Reading: Instructional Foundations and Policy Guidelines"](#) (NCTE, December 5, 2019). The purpose of these documents will be to provide TYCA members with a short overview of evidence-based practices for teaching reading and making informed program decisions about providing students with reading support. In the second half of 2021, the task force will draft a white paper that will bring together the most important concepts from research to help instructors teach reading in two-year college

English courses. If time permits, the task force will also produce a separate white paper for TYCA members who do writing program and developmental education coordination work.

Committee Members: Joanne Giordano (Chair), Iris Bucchino, Mike Burke, Ashley Buzzard, Shelley DeBlasis, Annie Del Principe, Mary Gruis, Megan Hughes, Chris Kervina, Allison Laubach, Molly Maynard, Kris Messer, Jane Sami Nazzal, Amy Patterson, Cassie Phillips, Juliet Scherer, Greg Shafer, Meryl Siegel, Sarah Snyder, Kate Sullivan, Patrick Sullivan, Skyla Teel, Naylee Villanueva, Amy Williams, and Renee Wright.

TYCA Task Force on the Threat to Liberal Arts and the Humanities (charged January 20, 2020)

Across the nation, we are starting to see many community colleges that are limiting credit hours for degrees, revising degree programs, and dropping liberal arts courses--all in favor of an increased focus on both workforce and STEM. Therefore, TYCA created the TYCA Task Force on the Threat to Liberal Arts and the Humanities to examine the systematic elimination of liberal arts and the humanities from the community colleges. (One area it will be studying is how Guided Pathways is affecting this trend.) Social justice is a driving factor in this Task Force; two-year college students deserve the same access as others. This committee is charged with writing a white paper.

The TYCA Taskforce on the Threat to Liberal Arts and the Humanities has met several times and has begun working to understand the issue of declining enrollment/offerings in literature and English electives. We continue to work to determine how we can best support our members in this area.

One impediment to this work is that we have been unable to find much research that specifically addresses English classes and the decline in offerings/enrollment in these courses. In fact, the most recent study on this topic from CCRC indicates that there has been an increase in students taking humanities courses in the last 5 years. That said, the report doesn't account for English-specific courses, and so the concerns that we are hearing from our community may not be adequately represented by this report.

The committee anecdotally and through research see many factors that may have contributed in some way to the decline in literature courses and elective English courses, but there is no research that clearly illuminates our casual observations. This is a common problem in two-year scholarship, so it is not surprising.

We believe that a survey of the membership will be helpful in moving us from anecdotal observation to some measurable data on the issue of the threat to liberal arts and humanities in the TYC. Once we hear from the membership, we will reassess what we believe the organization can provide that will help members in this crisis.

It is possible that a more formal research project is what is needed to develop material data on this issue. Specifically, the committee is wondering how Guided Pathways might have contributed to the decline in interest/registration in lit courses. That said, the completion agenda more broadly may be the real culprit here. There are also recent studies on the decline in reading that illuminate an additional likely factor in the matter.

We feel we need clarity about what our members would find valuable on this issue. The possibility of a white paper, an article for TETYC, a series of professional development opportunities, and a larger research project have all been proposed. We will be seeking additional guidance from the EC in the November meeting, at which time a review of our research and a draft of the survey will be ready to go.

Committee Members: Suzanne Labadie (Chair), Liz Ann Aguilar, Carolyn Calhoon-Dillahunt, Anne Canavan, Beth Counihan, Indigo Eriksen, Rhonda Grego, Marisa Klages-Bombich, Leigh Kolb, Tracy Lee, Anne McGrail, Anthony Sams, Marlena Stanford, and Lori Walk.

TYCA Task Force on Accessibility and Inclusivity at Regional and National Conferences (charged January 20, 2020)

The TYCA Task Force on Accessibility and Inclusivity at Regional and National Conferences has written a position statement draft for all regions to use at TYCA Regional and National Conferences. This position statement, in part, provides recommendations about how conference planners should ensure that all members have access to all parts of the conference and that all members feel included (e.g., with gender-neutral bathrooms). TYCA does not have such a statement, and we feel it is time we do. Below is a summary of their position statement:

This interim summary realizes that the professional and academic environments have shifted considerably in 2020, due to the pandemic. This summary had started with assumptions that conferences would continue the norm. Even within the restrictions and opportunity in our conferences, this report attempts to call on national and regional organizers to better aware accessibility for all potential participants and expand our recognition of inclusivity — racial, linguistic, gender, and more.

This interim summary, then, reviews appreciation leadership from recent national and regional concerns but with additional concerns we have experienced and observed. The report reviews national statements and proposals that call professional educators to expand research, conversations, and planning for all colleagues. We also recommend any future work to address populations often underrepresented: working class faculty (especially contingent faculty) and veterans. Finally, this report has left incomplete recommendations for land/water acknowledgements for conferences. Under the authority of the TYCA Chair and Executive Committee, we request further discussion and additional feedback by more TYCA members.

Status: Under review

Committee Members: Bruce Martin (Chair), Sonja Andrus, Margot Edlin, Cassie Goff, Brian Harrell, Elizabeth Nesius, Bruce Poteet, and Sybil Priebe.

Appreciation, Recognition, and Thanks

Thanks to the Task Force on Faculty Workload for the time they took to create, administer, and analyze the major national survey and then producing the documents that came from that work, which is sure to have a major impact on the workload of two-year faculty.

Thanks to Holly Hassel, Joanne Giordano, Suzanne Labadie, and Bruce Martin for chairing a task force (or two). And thanks to all who agreed to serve under their leadership. We recognize how much time and effort go into this important work, and we truly appreciate your service.

Thanks to the TYCA 2021 National Conference Committee for their work to ensure the success of the third (second?) National Conference. Thanks, also to TYCA 2020 National Conference Committee for their work on the second (?) National Conference that was sure to have been a success and for their work to help presenters upload their work online.

Thanks to Brian Harrell, who ran in the TYCA Secretary election. We appreciate your willingness to serve and look forward to working with you in other capacities.

Thanks to Suzanne Labadie and Sarah Z. Johnson, TYCA Secretary and Associate Chair, respectively, and the entire TYCA Executive Committee for their dedication to TYCA and two-year institutions and students.

Thanks, again, to Holly Hassel for her stellar work with *TETYC*. You set a high bar for Darin Jensen, the new editor! We wish you luck as C's Assistant Chair and look forward to our ongoing collaboration.

Thanks to Joanne Baird Giordano, Stephanie Maenhardt, Charissa Che, Mara Lee Grayson, and Siskanna Naynaha for their stellar presentations in the TYCA "Teaching in a Time of Change Webinar Series." And thank you to Sarah Z. Johnson, Rujie Zhao, Charlie Strader, Virginia Schwartz, Antonio Byrd, Jason Kalchik, Ranmali Rodrigo, and Asao Inoue for what are sure to be two outstanding webinars that will complete the series.

Thanks to Kristen Ritchie and Joan Wallner-Connell for their help with the TYCA "Teaching in a Time of Change Webinar Series." We couldn't have done this without you. And thanks to Emily Kirkpatrick for making sure the webinars could happen.

Thanks to Amy Cicchino and Jason Snart from GSOLE for starting the collaboration between our two groups. I hope it is a long relationship.

TYCA members and elected officers are grateful to the leaders of NCTE, CCCC, and the College Section for their staunch support of TYCA. We are especially thankful for the hard work of Emily Kirkpatrick and Kristen Ritchie, whose unwavering support is helping TYCA move towards solvency.

A special thanks to the 2018-2019 and 2019-2020 NCTE Executive Committee for helping me advocate for the two-year colleges. I always felt heard, understood, and validated, and I appreciate each and every one of you.

Finally, all of TYCA's officers, past and present, greatly appreciate the work of our NCTE liaison, Linda Walters-Moore. All of TYCA—and, especially, I—would be lost without her. You are the constant in TYCA, and, in so many ways, its heart.

Cheryl Hogue Smith, Chair

Reports of the Standing Committees

Standing Committee Against Censorship

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? 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, TN)
Annamary Consalvo (2021) (University of Texas at Tyler, Tyler, TX)
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)
Gretchen Oltman (Emeritus – 2020)(Omaha, NE)
Mark Letcher (2022) (Lewis University, Romeoville, IL)
Yvonne Atkins (2022) (Tyler Independent School District, Tyler, TX)

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

Our goal for this year was to focus on our research findings on age appropriateness in order to use these findings to support a potential position statement. While we have continued to gather, submit, and discuss our research findings on age appropriateness to a shared Goggle folder, the impact of COVID-19 has halted our progress.

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

We diligently worked on two presentation proposals that would be sponsored by our committee at the annual convention in Denver. We collaborated with a publisher and secured several authors of young adult literature as panelists for a discussion on judging appropriateness in writing stories for adolescents. This endeavor supported NCTE's vision of assisting teachers in providing access for more diverse voices in their curriculum. We also crafted a proposal that focused on self-censorship. Both these sessions were originally accepted, but were then rejected for the virtual conference format.

Two of our current members, Brooke Eisenbach and Paula Greathouse, collaborated with NCTE's LGBT Advisory Board Committee Chair Henry “Cody” Miller as guest editors for a themed issue of *English Journal – Affirming LGBTQ+ Identities*. The issue was released in September. Additionally, members of our committee crafted an article that offered teachers guidance in addressing censorship challenges of LGBTQ texts and topics in the ELA classroom. It was included in the themed issue of *English Journal* mentioned above.

We have met several times since the last annual meeting. However, with the disruptions in education and our personal lives as a result of COVID-19, we have not yet found the time to meet since March, 2020.

This past year, each member has continued to contributed research findings on age appropriateness to a shared Google folder. During our virtual annual meeting, we will review these findings and continue our conversation on crafting 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 projected increase in the number of students opting to attend school in virtual contexts after COVID-19, this trend (virtual ELA classrooms, literacy pedagogy, virtual ELA teacher prep) should be considered.

Paula Greathouse, Chair

Standing Committee on Diversity and Inclusivity

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? 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, Kelly Sassi (2021), North Dakota State University, Fargo, ND
Alexa Clausen (2022), Eanes ISD/Westlake High school, Austin, TX
Jung Kim (2022), Lewis University, Romeoville, IL
Susi Long (2022), University of South Carolina, Columbia, SC
Tiffany Karalis Noel (2022), University at Buffalo, NY
Kenlea Pebbles (2021), Michigan State University, East Lansing, MI
Robert Rivera-Amezola (2021), F.S. Key Elementary, PA
Kamania Wynter-Hoyte (2023), University of South Carolina, Columbia, SC
Executive Committee Liaison, Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, NM
NCTE Staff Liaison, Lisa Avetisian
NCTE Staff Liaison, Emily Kirkpatrick

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

Continuing from last year’s work to encourage more Native American teachers to attend NCTE, we have been working with Alfredo Celedón Luján to encourage the use of a land acknowledgment at NCTE by sharing resources (one of the charges of our committee) and connecting him with the elders’ council of Malea Powell, Joyce Rain Anderson and Resa Crane Bizarro, who provide support and a process for incorporating land acknowledgments into NCTE events. This process includes involving the elders of the community where the conference is held, a process that takes time. We have developed an interactive session for convention in which we will invite members to engage with land acknowledgments and surface other issues of diversity & inclusivity that they want the organization to engage with.

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

We had a very well attended session at last year’s convention in which one of our members, Kenlea Pebbles, presented with two teachers from the Turtle Mountain reservation, Maggie Laducer and Torrie DeCoteau at a session titled “Decolonizing Stories of the Classroom.” Our goal was to make sure Indigenous teachers are seen and heard at the Annual Convention. We are continuing to encourage everyone to reach out and encourage more membership from tribal colleges and reservation schools. In meeting with Emily Kirkpatrick, we recommended that Debbie Reese be contacted and that she be placed in a highly visible place in the program for Denver, when the location will lend itself to more attendance from Native American teachers. With the convention going virtual, there is the potential for even greater accessibility in some ways. The committee affirmed the choice to lower the registration fee to build on this opportunity.

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?

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

5. What significant changes or trends in our field point to action from the Council?
The Summer 2020 protests sparked by the killing of George Floyd at the hands of the police, point to the need to engage by creating a statement on anti-blackness. We would also like to see processes in place for teachers to work deeply with land acknowledgments.

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

Funding for rural teachers, especially those who work on Native American/American Indian reservations, is an issue in joining the membership at Convention. Often long drives are involved in getting to an airport and fees for storing a vehicle compound the travel costs of getting to conference. Once at convention, we need more spaces in addition to the first-time attendee breakfast to make sure folks feel welcomed and comfortable.

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.

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

CHAIR, Mary L. Fahrenbruck, New Mexico State University, Las Cruces, NM
Danielle Filippiak, University of Connecticut, Storrs, CT
Hee Young Kim, University of Arizona, Tucson, AZ
Heerak Kim, Savoy Elementary School, Washington, DC
Kylowna Moton, Los Angeles City College, Los Angeles, CA
Rex Ovalle, Cristo Rey Jesuit High School, Chicago, IL
Amber Peterson, LitWorld, New York, NY
Caroline Santinelli, Fountain Valley School of Colorado, Colorado Springs, CO
Michael Seward, Minneapolis Community and Technical College, Minneapolis, MN
Lindsey Troutman, Columbia Public Schools, Columbia, MO
Robyn Waters, Brooklyn School of Inquiry, Brooklyn, NY
Executive Committee Liaison, Alfredo Lujan, Monte del Sol Charter School, Santa Fe, NM

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

1. We will sponsor a third pre-conference workshop on decolonizing Englishes at NCTE 2020. NCTE 2018 had 50 participants, and NCTE 2019 had approximately 21 attendees, 7 of which continued the conversation after the workshop ended.
2. We inquired about the steps needed to designate Decolonizing Englishes as a permanent strand at future NCTE conferences. A response from NCTE was received. We will continue to pursue this action.
3. We continue to post to our monthly blog.

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

1. The blog is our major accomplishment, and we posted each month in 2019. We have posted seven blogs through September 2020. We will continue to post monthly throughout the next year.
2. The third preconference workshop on decolonizing Englishes inspires us and we hope the interest we have found thru the workshops will influence the Executive Committee to create a Decolonizing Englishes strand for future NCTE conventions.
3. We have recruited three new members to the committee in 2020. We plan to increase our membership each year to maintain the recommended 12-20 committee members.

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?

1. Our committee focuses on NCTE's vision of Access, especially in respect to language. In 2020, we will offer conference participants a third pre-conference session on decolonizing Englishes in the ELA classroom.
 2. We will provide insights to issues and resources related to global literature and literacy through our blog.
-

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

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

As mentioned above, we advocate for the addition of a Decolonizing Englishes strand for future NCTE conventions. In addition, the social, emotional, and educational consequences of COVID-19 and the Black Lives Matter movement for teachers, students and families point to action from the Council.

4. What trends need to factor into medium- to long-term NCTE planning? The recruitment of new teachers from the field as well as Asst. Professors at the university levels and the importance of global/international literature access/accessibility need the attention of NCTE. Finally, the racial, socio-economic, technological, etc. inequities exposed by COVID-19 and the Black Lives Matter movement point to medium- to long-term action from NCTE.

Mary L. Fahrenbruck, Chair

Standing Committee on Literacy Assessment

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

The Committee completed the following projects:

- Tech Report on the 2017-18 Survey of State Policy Representatives: included analysis of responses and recommendations to NCTE Executive Council. A series of blogs resulted from the policy analysis: <https://ncte.org/blog/category/assessment/>
- Ways to Change the Conversation about Literacy Assessment: a campaign aimed at moving the conversation away from standardized testing and toward teaching and learning. This has involved a blog series, a poster, Twitter Chat and NCTE sessions

Committee Charge

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

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

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

Bobbie Kabuto, Chair, Queens College, CUNY, New York
Peggy O'Neill, Loyola University, Maryland
Elisa Waingort, Calgary, Alberta, Canada
Kathryn Mitchell Pierce, Saint Louis University, Missouri
Valenté Gibson, Richland School District, South Carolina
Eric Turley, School District of Clayton, Missouri
Melissa McMullen, Port Jefferson Station School District, New York
Jessie Wheeler, Bedford School District, Virginia
Chris Hass, Richland School District, South Carolina

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

The Committee has several initiatives and studies in progress. They are:

1. Everyday Advocacy: A campaign that evolved from Ways to Change the Conversation on Literacy Assessment. The campaign aims at linking assessment with advocacy work to support teachers in becoming advocates for themselves and students when it comes to literacy assessments and public policy.
2. Culturally Relevant and Anti-Racist Assessment Practices. This project will involve (1) studying the literature and materials that will inform an understanding of anti-racist assessment practices and (2) a study of research briefs and reports from policy centers around the US to explore the current narrative on culturally relevant and anti-racists assessment practices.
3. Assessment Stories on the Ground. This project involves collecting survey data from teachers as they pivoted to online/distance learning because of COVID-19.

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

The Committee met monthly via Zoom. The meeting minutes are posted in a Google Drive.

The Committee has accomplished the following:

1. Offered two sessions at the NCTE 2019 Annual Convention
2. Created and distributed a survey Assessment Stories on the Ground to collect stories from teachers as they pivoted to online learning. We have received 34 responses and will start to review the responses, which will assist the Committee in proposing future NCTE sessions and blogs.

3. Committee members wrote a series of blogs in the spring 2020 to support teachers as they pivoted to distance learning. Between January and May 2020, Committee members wrote a total of eight blogs: <https://ncte.org/blog/category/assessment/>.
4. The Committee hosted a NCTE Twitter Chat: <https://wakelet.com/wake/Sl6zJYPGq-xF1H7Xu8bHd>, in June 2020.

The Committee's future projects include:

1. Develop the Everyday Advocacy Campaign
 - a. The Committee has two blogs planned for October and November 2020
 - b. Offer one session at the NCTE Annual Convention with the focus on Everyday Advocacy in November 2020
 - c. Connect survey data from Assessment Stories on the Ground with the Everyday Advocacy Campaign in December 2020-February 2021
 2. Culturally Relevant and Anti-Racist Assessment Practices. The Committee will take this initiative up fully in 2021.
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 the assessment link between teaching and learning, especially as it relates to equity and inclusion. During the spring 2020, we were interested in supporting NCTE members during the COVID-19 pandemic as educators pivoted to online learning. We are particularly focused on how to address formative assessment practices that involve a variety of stakeholders to support student learning. Our blogs in the spring 2020 exemplified our focus on these goals.

In response to the Black Lives Matter movement and racialized tensions in the US over the summer months, the Committee recognizes that educators play critical roles in challenging systemic racialized practices in schools. Furthermore, we are interested in elevating teachers' voices in decision making about assessment whether at the school, district, state, or federal level. To this end, we have begun two initiatives that are interrelated: Everyday Advocacy and Culturally Relevant and Anti-Bias Assessment Practices, to advocate for anti-bias, progressive assessment practices in K-16 classrooms. We are conducting a survey of teachers as they have had to adapt their assessment practices in the current context influenced by both a health pandemic and racial tensions in the United States.

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 Committee recommends that the Council pay close attention to the following:

1. Policy around assessment related to NAEP, particularly in the current context of COVID-19.
2. How research and policy briefs and reports coming out of policy centers around the US are being taken up by for-profit companies who have a narrow view on reading and writing assessment.
3. How the Science of Reading is controlling the narrative on reading assessment. This one-sided view of reading perpetuates racialized reading assessment practices that negatively impact and create deficit-oriented narratives of students of color.
4. Collaborate with the James R. Squire Office for Policy Research in the English Language Arts to study the intersection of anti-racist and anti-bias practices and progressive assessment practices

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

1. SAT adversity index
2. NAEP Writing Assessment
3. Addressing the research behind the Science of Reading

Bobbie Kabuto, Chair

Standing Committee on Research

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

1) Names, affiliations, and geographic region for all committee members:

Name	Affiliation	Geographic Region
Gerald Campano	University of Pennsylvania	Pennsylvania
Limarys Caraballo	CUNY	New York
Cati de los Rios	UC Berkley	California
Sybil Durand	Arizona State University	Arizona
Sakeena Everett	University of Georgia	Georgia
Antero Garcia	Stanford University	California
David Green	Howard University	District of Columbia
Fahima Ife	Louisiana State University	Louisiana
Lauren Kelly	Colorado State University	Colorado
David Low	California State – Fresno	California
Danny Martinez	U of California – Davis	California
Nicole Mirra	Rutgers University	New York
Nora Peterman	U of Missouri – Kansas City	Kansas
Timothy San Pedro	The Ohio State University	Ohio
Amy Stornaiuolo	U of Penn	Pennsylvania
Ebony Thomas	U of Penn	Pennsylvania
Estrella Torrez	Michigan State University	Michigan
Vaughn Watson	Michigan State University	Michigan

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:

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

NCTE 2019 Research Strand & Guaranteed Sessions

- Two SCR guaranteed sessions were selected for the 2020 conference.

Research in the Teaching of English Editorial Team

Co-editors Ebony Thomoas and Amy Stornaiuolo were in attendance at our annual meeting and provided an update on RTE for the SCR committee. In that report they detailed the following:

- RTE Issues are about half-filled and 24 articles in the pipeline. By this time next year all of the issues for the editorial term will be filled so folks should plan to submit by then if they plan to. They would like to end their term without manuscripts hanging on.
- They asked that the search for new editorial team (5-year term) happen during the 2020-2021 school year so that there is time to facilitate a better transition for the successors and because it was difficult to secure an editorial team during the past search. They suggested that associate and full professors consider applying and that the advertisement begins soon because it is a hefty process. They felt that having 3 editors is helpful because of the amount of work – they do not need to be at the same institution. They asked the committee to think about a formal nomination process to get folks to apply.
- They gave congratulations to the Purves award winner and honorable mention.
- RTE Impact factor went up from 1.23 to 1.62.
- They are committed to publishing diverse scholars and scholarship. They are also proud of the “In Dialogue” feature, which are open access and a way to get more voices in the issue. They welcomed feedback from SCR on the journal.

Promising Researcher Award

The PRA committee provided the following report:

- The PRA committee recommended that SCR can think about if we should retain the categories/rubric to judge the award winners. They felt that a critical orientation was important to the committee. Nora Peterman suggested there be explicit language around equity, criticality, or race. There is not explicit criteria about these or for relevance to practice even though the committee has had those lenses or for theory.
- Tim will continue this conversation at the 2020 annual meeting.
- New PRA committee members are Nora Peterman, Cati de los Rios and Vaughn Watson. The 2020 PRA committee was chaired by Nora Peterman and thanks them for their service in selecting the 2020 award winner.

Timeline for Future Work

The Standing Committee on Research anticipates the following activities during 2020-2021:

- 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.

Important note: Not all members were given access to review research strand proposals, which put more burden on members who were given access. We ask that all current and active members be given access to review.

- 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.

5. 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?

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

- The committee recognizes the lack of representation from Native American peoples at NCTE or topics that discuss Native American education. We suggest that NCTE form an ad hoc committee to address this issue and provide support to the existing Native American Caucus. Denlea Pebbles (kenleapebbles@gmail.com) who has been part of CCC's Native American Caucus has voiced interest in creating a greater Indigenous presence at NCTE as well. Tim San Pedro and Joaquin Munoz reached out to and spoke with Debbie Reese (twitter handle: @debreese) about suggestions on how to move forward. She would also be an invaluable resource in these efforts.
- 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.

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? 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.

CO-CHAIR, Wendy Williams, Arizona State University, Phoenix, AZ
CO-CHAIR, Debbie Greco, Highland High School, Pocatello, ID
Gavin Boehm, Tiger Ventures, Owego, NY
Amy Brooks, Indian Hills High School, Ringwood, NJ
Rebecca Chatham, Arizona State University, Chandler, AZ
Jennifer Curl, Tucker High School, Tucker, GA
Michael Hall, Arizona State University, Chandler, AZ
Elizabeth Lietz, Macomb Intermediate School District, Macomb, MI
Kaci Morgan, CityLab High School, Dallas, TX
Carly O'Hagan, Ridgewood High School, Verona, NJ
Adam Wolfsdorf, New York University, Brooklyn, NY

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

- We are keeping diversity and inclusion in mind as we craft prompts for this contest. Last year's prompt was based on a quote by Gloria Anzaldúa, and this year's prompt is focused on community.
- We have launched the themed writing prompt for 2021: *"Sharing who we are connects us to one another and furthers understanding. In this piece, take readers inside a community* that is important to you. Convey the beauty you see there. Compose a piece of writing in a genre and format that best expresses what you would like others to know about your community. Writing options include—but are not limited to—poetry, short story, personal narrative, essay, or graphic storytelling. (*There are many kinds of communities. For example, some communities are based on shared culture, location, practices, interests, beliefs, or circumstances.)"*
- We are working with NCTE to publicize the 2021 awards. Since the theme of this year's prompt is "My Community," we will use the hashtag, "#mycommunity."
- We are maintaining a contest calendar that sets aside time for drafting, revising, and editing. The awards link will open on November 15 and close on February 15.
- We have scheduled our November meeting, which will take place virtually.

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

- Presented writing sessions at the 2017 and 2019 conventions.
- Analyzed judging data and the judging process.
- Revised judging criteria.
- Migrated to a new judging platform.

- Revised page on NCTE site (to provide more information and guidance).
- Increased use of social media.
- Transitioned to new committee leadership.
- Contacted NCTE affiliates to ask them to help us spread the word about the contest.
- Invited caucuses to recommend new members for this committee.
- Expanded the committee.
- Drafted the 2021 writing prompt with input from all members.
- November 2020: We will meet to discuss possible writing prompts for the 2022 contest.
- May 2021: We will submit the revised prompt to 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?

- 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.
- We are promoting standards for quality writing through our themed writing prompt, our evaluation criteria, and information we share about writing.
- This contest is starting to welcome multimodal writing (e.g., graphic storytelling).

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 suggest that students should be able to submit writing directly to the contest instead of having to involve a teacher in the submission process. This would make the contest more accessible to all students and increase the number of entries (which has been decreasing over time).
- We would like NCTE to adopt a submission platform and judging criteria that are more supportive of multimodal forms of writing (e.g., animated works, short live-action films, spoken word poetry videos, songs). Accepting a broader range of writing forms would make this contest more inclusive and tap into students' interests. These changes would also make the contest better aligned to ideas about what counts as "writing" in the field of English education. Other contests, such as the Scholastic Art and Writing Awards, and publications, such as *Teen Ink*, already accept a wide range of multimodal writing from young people.
- Submissions from some states have 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 giving awards to more students.
- It would be very helpful if the state affiliates could have a direct and strong role in promoting contests like ours. Perhaps NCTE can send information about the contest to these affiliates to share with local members.
- It would also be helpful if NCTE strengthens promotion of the contest through social media feeds.
- 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?

- 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.
- 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.

Wendy Williams and Debbie Greco, Co-Chairs

Committee Against Racism and Bias in the Teaching of English

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

Our 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.

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
Jineyda Tapia (2022) Phillips Academy, Andover, MA
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
Dulce-Marie Flecha (2022) New York City, NY
Holly Spinelli (2022) Monroe-Woodbury High School, Woodbury, 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 two efforts in progress at this time. We submitted a QRG manuscript to Robb Clouse on July 6th, 2020. In this QRG we laid out steps and resources for teachers to engage in antiracist teaching practices. We also submitted a teacher resource to Emily K. and Lisa A. that would serve teachers as a reflection tool on antiracist practices. We are waiting on guidance to follow up on that work and move it forward.

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

We also published several NCTE blog posts in this time frame supporting teachers to consider texts and practices that further antiracist work. At the 2019 NCTE Convention we made some important gains. We hosted a table in the exhibit hall where we provided teachers with numerous free resources, including posters and bookmarks, to bring this work home with them in a tangible way. We interacted with hundreds of teachers and in doing so, shared our committee's work and created awareness of what we do.

Some of the accomplishments of specific members:

- Dr. Damian Baca's 2019 book [Rhetorics Elsewhere and Otherwise](#) received the 2020 CCCC Outstanding Book Award (edited collection category).
- Dr. Damian Baca is the recipient of the 2020 CCCC Research Initiative Grant to assess decolonial practices in Rhetoric & Writing Programs.
- Dr. Damian Baca serves the University of Arizona as an HSI (Hispanic Serving Institution) Fellow, which involves mentoring and retaining under-served, historically resilient students, graduate students, staff, and faculty through decolonial, antiracist, and justice-focused leadership.
- Lorena Germán and Richard Gorham co-directed a teacher professional development summer program focused on anti bias and anti racist teaching practices in addition to general writing strategies.
- Dr. Damian Baca was elected to serve on the Coalition for Community Writing (CCW) Board of Directors. Responsibilities include working to end sexual predatory violence in the field of rhetoric and composition studies.
- Lorena Germán provided professional development at local schools and on the national level on topics such as implicit bias, race, and ELA-specific anti bias and antiracist content.
- Lorena Germán self-published *The Anti Racist Teacher: Reading Instruction Workbook*.
- Jineyda Tapia designed curriculum changes at Phillips Academy centering anti racist practices for the 9th grade teacher cohort.

- Holly Spinelli published the following articles on EdWeek throughout 2020:
 - “What Educators Should and Should Not Do in Response to George Floyd’s Death.” EdWeek Blog. June 2, 2020.
 - “Six Weeks into Remote Teaching and Still Learning.” EdWeek Blog. May 1, 2020.
 - “What is and is not Working as Educators Transition to Online Learning.” EdWeek Blog. March 23, 2020. Web.
- Jineyda Tapia directed a summer writing and leadership institute for students in Lawrence, MA through Andover Bread Loaf that inspired local and social justice action in the fight for equity.
- Holly Spinelli participated in the Somers Superintendent Educational Equity Advisory Team (district-level) to speak about de-centering the canon and decolonizing the curriculum through centering students’ voices and culturally inclusive authors and texts.

Lastly, some ideas for further work:

- creating PD that we can offer based on the QRG (requires publication of the QRG)
- proposing more Build Your Stack blog posts (Fall 2020 and early winter 2021)
- proposing and hosting more ABAR-focused virtual author sessions for members (Spring 2021)

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 committee’s work has led to 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. We often share the work of the CARBTE with other organizations, as well as individuals, as a model for products they can create to further the work in their own contexts. We are hopeful that the QRG and the reflective tools can be another aspect of our national impact as a committee.

Lorena Germán, Chair

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? (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.

Member	Institution	Location
Henry "Cody" Miller, CHAIR	SUNY Brockport	NY
Katherine Mason Cramer	Wichita State University	KS
S. Adam Crawley	Oklahoma State University	OK
Toni Rose Deanon	The Overlake School	WA
Darryn Diuguid	McKendree University	IL
Ileana Jiménez	Teachers College, Columbia University	NY
Rick Joseph	Birmingham Covington School	MI
Summer Melody Pennell	Truman State University	MO
Vanessa Perez	Clinton High School	OK
Tadayuki Suzuki	SUNY Cortland	NY
LaMar Timmons-Long	New York City Dept. of Education	NY
Craig A. Young	Bloomsburg University of Pennsylvania	PA

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

- We continue to partner with the Gender and Sexualities Equality Alliance to promote visibility of LGBTQIA* topics at NCTE. Additionally, we continue working with NCTE to select and promote a range of conference sessions that address the committee's charge.
- We continue to publish original pieces for NCTE's official blog, *Literacy and NCTE*, that offer educators pedagogical, curricular, and policy practices to best support and affirm LGBTQIA* students, families, and communities.
- Cody Miller, working with educator shea martin, is in the process of planning an NCTE Presents chat with Abdi Nazemian, author of *Like a Love Story*.
- Ileana Jiménez has taken responsibility of the Genders and Sexualities Equality Alliance Twitter account. Ileana is improving the digital outreach and social media components of our interconnected work supporting LGBTQIA* educators and students.
- We will have continued discussion about an #NCTEChat dedicated to supporting and affirming LGBTQIA* educators, communities, families, and students. COVID19 has, understandably, altered some of the original plans.
- The GSEA has launched a mini-grant program to honor the work of educators and/or organizations doing LGBTQ+ work in the state of each year's conference location. The 2020 recipient is "A Queer Endeavor" out of the University of Colorado – Boulder, steered by Drs. Bethy Leonardi and Sara Staley. They will receive funds to support a NCTE conference registration and their continued work. Beginning with the 2020 conference, the mini-grant recipient also delivers the keynote at the GSEA roundtable session.
- Craig Young and Adam Crawley have been selected as co-chairs for the Children's Literature Assembly Master Class (to occur during NCTE) for 2021. They are organizing an LGBTQ-themed session.

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

- Members of the committee volunteered to review for session proposals submitted with the LGBTQ strand. S. Adam Crawley and Summer Pennell attended the conference planning session in D.C. during February; per last year's report, the goal is to have one novice reviewer attend with one experienced reviewer 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. However, this year both Adam and Summer were novice reviews. We fulfilled all of our allotted spots for the LGBTQ strand.
- The LGBTQ Advisory Committee and the Genders and Sexualities Equality Alliance created a poster and bookmarks that were shared with attendees at the 2019 NCTE Annual Convention that took place November 21-24, 2019 in Baltimore. The poster and bookmarks were inspired by the work of the Committee Against Racism and Bias in the Teaching of English. [The poster and bookmarks are available here for downloading and printing](#).

- The themed issue of *English Journal: Affirming LGBTQ+ Identities* was published in September 2020. Cody Miller was one of the guest co-editors. S. Adam Crawley and Craig Young contributed articles to the issue. Former advisory committee members Paula Greathouse and Toby Emert also contributed to the issue.
- Published pieces for the NCTE blog, which are provided below:

Month, Year	Author	Link
September 2019	Craig Young	https://ncte.org/blog/2019/09/importance-of-being-visible/
October, 2019	Tadayuki Suzuki	https://ncte.org/blog/2019/10/discussing-gender-binary-topics-elementary-students/
November 2019	Cody Miller & Summer Pennell	https://ncte.org/blog/2019/11/lgbtq-advocacy-visibility-ncte2019/
December 2019	Committee	https://ncte.org/blog/2019/12/looking-back-2019-successes-challenges-lgbtq-educators-students/
February 2020	Cody Miller	https://ncte.org/blog/2020/02/english-teachers-support-queer-youth-meme/
June 2020	Cody Miller & Summer Pennell	https://ncte.org/blog/2020/06/magical-lgbtq-young-adult-literature-pop-culture-nostalgia/
July 2020	LaMar Timmons-Long & Cody Miller	https://ncte.org/blog/2020/07/identity-community-family-love-victor-can-teach-us-classrooms/
August 2020	Tadayuki Suzuki	https://ncte.org/blog/2020/08/reading-aidan-became-brother-elementary-students/

- Additionally, members of the committee worked to enact the mission of the committee outside of NCTE. Examples of individual members work from the year include:
 - LaMar Timmons-Long was interviewed for the podcast *Beyond the Letters*: <https://blog.heinemann.com/beyond-the-letters-s2-building-brave-spaces-with-lamar-timmons-long>.
 - Katherine Mason Cramer published a blog for the Kansas Association of Teachers of English (KATE) in June 2020 entitled "[Leveraging NCTE's Position Statements to Support Teachers' Curricular Inclusion of Sexual and Gender Diversity](#)"
 - Katherine Mason Cramer and LaMar Timmons-Long are in an NCTE work group to revise/combine three NCTE position statements on gender diversity. Mollie Blackburn is chairing the work group, and they are nearing the final draft stages of the revised statement "Guidelines for Affirming Gender Diversity through ELA Curriculum and Pedagogy"
 - Cody Miller along with educator shea martin worked with author Abdi Nazemian to create a teacher's guide to Nazemian's young adult title, *Like a Love Story*
 - Toni Rose Deanon and Cody Miller both served on the Teaching Tolerance Advisory Board for the 2019-2020 school year
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?
- Conference sessions speak to the range of educators who compose NCTE's membership from elementary education to teacher education
 - 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
 - The *English Journal* issue attended to the progress made since the 2009 issue, including the political, cultural, curricular, and pedagogical shifts in the last decade; the issue also attended to contemporary and lasting challenges that educators face when working to creating affirming ELA experiences for LGBTQIA* youth, families, and communities
 - 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

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

5. 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
 - More advocacy for intersectional work being presented at the conference by both teachers and researchers
6. What trends need to factor into medium- to long-term NCTE planning?
 - Increased focus on the intersections of race, ethnicity, sexual orientation, gender identity and expression, and other ways of being
 - 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
 - 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
 - Include pronouns on NCTE material, including conference name badges
 - Conference registration for virtual 2020 convention was too expensive and exacerbated preexisting inequities, adding barriers for educators, especially K-12 teachers

Henry “Cody” Miller, Chair

Promising Young Writers Advisory Committee

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? In each activity describe the more important features of the work, and connect your work to the [NCTE Vision Statement](#), if applicable.

1. Committee: Dawn Reed (Okemos, Michigan); Janelle Bence (Coppell, Texas); Jessyca Mathews (Flint, Michigan); Samuel Reed III (Philadelphia, Pennsylvania); Stephanie Robillard (Pal Alto, California); Chris Sloan (Salt Lake City, Utah); Maria Whitley (Weatherly, Pennsylvania)
2. What actions, projects, initiatives, or studies are “in progress” at this time?

Committee Development: New committee chair (November 2019); formed entirely new committee (2020) with educators including teachers from urban, suburban, rural schools across the country; committee charge reviewed with team; plan to add committee members next year so that terms are staggered (action for 2021)

Writing Prompt: Committee genre study of previous prompts, review of previous submissions, review of multimodal option for submission; Reviewed need for writing prompt to work within varying school scenarios for 2020 (i.e. face-to-face, online, hybrid); Collaboratively wrote 2020 Promising Young Writers prompt (completed July / August 2020); Prompt promoted on the NCTE website

Promotion: Discussion around ways to increase involvement, promotion, increase involvement for all student voices and increase opportunities for students of color (discussion started August 2020; ongoing); Suggestion to offer student-centered social media promotion; Suggestion to promote with the National Writing Project

Judging Process: Review judging process for clarity and equity (ongoing; discussion item for November 2020 to February 2021)

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

Please see the previous section.

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 Promising Young Writers offers teachers an opportunity to encourage students to write for an authentic audience. The PYW prompt encourages student choice in writing approach, genre, and media. Additionally, the prompt relates to writing about the world around us. Relevancy is offered through the writing invitation, which may also prompt further reading and researching around issues that we see in the world today. The committee is continuing to explore student-centered means for promotion, as well as review of equitable practices throughout this program.

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?

Student use of social media offers an opportunity to promote this writing challenge directly to students. Continual connections to educational partners for promotion is helpful, such as connecting with the National Writing Project.

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

Role of technology in learning for students and teachers; impact of varying educational scenarios to continue to promote authentic writing opportunities; continual thinking and action related to equity.

Dawn Reed, Chair

Public Language Awards Committee

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2019? 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.
 - b. Allison Berryhill (chair) ICTE, Iowa
 - c. Kristina ByBee, Arizona State University, Arizona
 - d. Michelle Devereaux, Kennesaw State University, Georgia
 - e. Stephanie F. Reid, Arizona State University, Arizona
 - f. John Ritchie, Washburn Rural High School, Topeka KS, Kansas Association of Teachers of English
 - g. Executive Committee Liaison: Alfredo Luján
 - h. NCTE Administrative Liaison: Sarah Miller
 2. What actions, projects, initiatives, or studies are “in progress” at this time?
 - a. We are in conversation with an EC Subcommittee regarding Doublespeak Award revision. Michelle Devereaux and Allison Berryhill met with the subcommittee on Sept. 24 to discuss award history and current concerns. The Public Language Committee will discuss the EC Subcommittee’s concerns at our annual meeting on Thursday, Nov. 5, 5:00-7:00 p.m.
 - b. Michelle Devereaux (incoming committee chair) has been in conversation with the *English Journal* editors, proposing a “Public Language” issue focused on strategies for teaching public-language critical thinking.
 - c. We are working with Sarah Miller to propose widening the window of publication dates for Orwell nominations. We want to make sure that books are “out in the world” for a minimum of nine months before the window closes. We are also working to move up the deadline for nominations to allow the committee more time during which to read the books.
 3. What have you accomplished so far, and what is your timeline for future work?
 - a. We received nine nominations for the Orwell Award. The committee met twice via Zoom to distribute reading responsibilities (each nominated book was read by at least two reviewers, most were read by three or more). Committee members prepared rationale for consideration or dismissal of each book read. After discussion, we determined two books had risen to the top of our choices. We each agreed to read both books and vote on a Google Form. The winning book is *Linguistic Justice* by April Baker-Bell.
 - b. We received three nominations for the Doublespeak award. Rather than bestow the award on a single person, we decided to present the award to a phrase that has been used by many public figures during the past year: “China Virus.”
 - c. In-coming committee chair Michelle Devereaux was interviewed on “Late Night Live with Phillip Adams” for the Australian Broadcasting Company where she discussed the history and meaning behind the awards.
 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. As the selection of *Linguistic Justice* as our Orwell Award indicates, language and equity are tightly entwined. Understanding how power structures use language to degrade, to confuse, to subjugate individuals as well as communities, and to maintain or extend power imbalances is essential as we move forward during these divisive times. The Public Language Awards Committee shines a spotlight on efforts to bring clarity and honesty to language used in the public sphere. It is our hope that our committee can move forward with initiative to connect English teachers with the pedagogy and practice to address language injustice, in its many forms, in the classroom.
-

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

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

- a. Several Orwell nominations of late, including the 2020 winner, examine the ramifications of elevating one language over another as superior or more correct, thereby reinforcing systemic racism.

Our Doublespeak award this year is likewise an example of people using language divisively and to racist ends. Language that fuels racism to give power to some groups over others, used in the public sphere to sow hate, fear, and inequality, is of grave concern to our committee.

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

- b. Where are students learning about the role of language (speech, press) in a democracy? Have we abdicated this responsibility to our history-teaching colleagues? Our committee feels an urgency to empower English teachers to understand and teach the ways language influences public policy and the role of language in sustaining the free exchange of ideas in a democracy. Furthermore, teaching students to analyze and think critically about language used in the public sphere is essential.
- c. Are pre-service teachers prepared to tackle weighty issues of language use/misuse by politicians and people in positions of power? The Orwell/Doublespeak awards were born out of the language distortion used during the Viet Nam War: "You always write it's bombing, bombing, bombing. It's not bombing! It's air support!" (1972 Doublespeak Award). As people marched in the street, NCTE spoke up to contrast language used to elucidate and clarify versus language used to distort and deceive. Our committee urges NCTE to recognize a need for re-emphasis on strong teacher preparation for addressing public language use and misuse. This can, in part, come through prioritizing related sessions at the convention, inviting keynotes who address these issues, and publishing articles that provide teachers with understanding of why and how to teach critical analysis of language used in the public arena.

Allison Berryhill, Chair

Reports of the Publication Editors

NCTE Books Program

Total book sales for FY20 exceeded FY19's total by 14%, despite the pandemic's impacts (through February, book sales were up 38% over the prior year). Total revenue for the year (including gifts, other products, and permissions and royalty earnings) exceeded FY19's total revenue by 10%. Royalty income increased 186%; permissions income increased 140%.

The program received 26 book proposals and 18 full manuscripts during the fiscal year.

Book Series

CCCC Studies in Writing & Rhetoric Series (SWR)

Steve Parks continued as series editor. Thirteen proposals were submitted for consideration in FY20; three new books were published. Sales of SWR books increased 37% in FY20 due to the success of backlist titles and of new books such as *Counterstory*. Parks anticipates that 3 or 4 manuscripts will be ready for production in FY21.

Continuing the Journey

November 2019 saw the release of the third and final book in this 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).

NCTE-Routledge Research Series

Valerie Kinloch and Susi Long continued as series editors, working with authors to develop a half-dozen projects for the series. Three new series titles were produced by Routledge in FY20. Baker-Bell's *Linguistic Justice* sold especially well; it was featured in several online events produced by NCTE and others.

Principles in Practice (PIP) imprint

Cathy Fleischer continued as special imprint editor, working closely with NCTE publications staff to develop and promote projects. Three new titles were released this year: two in a new strand on Students' Rights to Read and Write, and one in the Writing in Today's Classrooms strand. Manuscripts are in development for new strands on Children's and Young Adult Literature and Technology.

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

Quick-Reference Guides (QRGs)

We produced four QRGs in FY20:

- *Building ELA Classroom Culture through Gaming*, Chris Proctor and Antero Garcia
- *Teaching Children's Literature: Critical Inquiry to Foster Equity*, Detra Price-Dennis
- *Teaching Grammar in the Secondary Classroom*, Deborah Dean
- *Teaching Guided Writing: Scaffolding for Success*, Lori Oczkus

An additional six QRG projects are in development.

Marketing and Promotional Efforts

Marketing and promotional efforts this year included targeted email promotions; two catalogs featuring new and bestselling titles, released in October 2019 and April 2020; 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; continuing 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. Near the end of FY20, we were also finalizing a distribution agreement with Eurospan, which markets actively throughout Europe, the Middle East, and south and southeast Asia.

The October 2019 catalog mailed to 60,000 people, including Canadian members and nonmember book buyers. The April 2020 catalog was released in digital-only form due to the pandemic; over 120,000 email messages with a link to it were sent out.

Book and journal distributors are now included in monthly targeted email promotions and receive monthly bestseller reports. Regional book distributors now also receive our catalogs. We now have 124 book distributors, 35 of which are active book buyers. Amazon sales grew 4% and \$5,000. Amazon remains our largest distributor, accounting for almost 80% of all book distribution sales in FY20, with Barnes & Noble, Follett, and Yankee Book Peddler following. Despite the pandemic, which saw several distributors' revenues decline or remain flat, new distributors were added, and we saw growth with 12 of the 35 active resellers.

We continued to work this year with book marketing firm Princeton Selling Group to expand our reach to nonmembers and to book distributors. PSG sends messages twice a month to lists of nonmember faculty in teacher education, academic libraries, and college-level composition and literature courses. 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 2020 was another month-long discussion in our members-only Facebook book club, NCTE Reads, this time organized around editor Mariana Souto-Manning's PIP book *In the Pursuit of Justice*.

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

- presented in sessions at the NCTE Annual Convention and other meetings.
- frequently published in journals produced by NCTE and others.
- were featured as guests in the weekly online Member Gatherings.
- 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.

New Titles (published July 2019–June 2020)

Continuing the Journey 3: Becoming a Better Teacher of Language, Speaking, and Listening, Ken Lindblom and Leila Christenbury [Continuing the Journey series]

Immigrant Scholars in Rhetoric, Composition, and Communication: Memoirs of a First Generation, Letizia Guglielmo and Sergio C. Figueiredo (eds.)

Making Middle School: Cultivating Critical Literacy and Interdisciplinary Learning, Steve Fulton and Cynthia D. Urbanski

Say Yes to Pears: Food Literacy in and beyond the English Classroom, Joseph Franzen and Brent Peters

A Symphony of Possibilities: A Handbook for Arts Integration in Secondary English Language Arts, Katherine J. Macro and Michelle Zoss (eds.)

Principles in Practice imprint

Adventurous Thinking: Fostering Students' Rights to Read and Write in Secondary ELA Classrooms, Mollie Blackburn (ed.)

In the Pursuit of Justice: Students' Rights to Read and Write in Elementary School, Mariana Souto-Manning (ed.)

Writing Can Change Everything: Middle Level Kids Writing Themselves into the World, Shelbie Witte (ed.)

CCCC Studies in Writing & Rhetoric (SWR) Series

Beyond Progress in the Prison Classroom: Options and Opportunities, Anna Plemons

Counterstory: The Rhetoric and Writing of Critical Race Theory, Aja Y. Martinez

Writing Programs, Veterans Studies, and the Post 9-11 University: A Field Guide, Alexis Hart and Roger Thompson

Copublications

All three copublications this year were with Routledge. *More Grammar to Get Things Done* is a sequel to a previous popular NCTE-Routledge copublication, *Grammar to Get Things Done* (2016).

Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy, April Baker-Bell [NCTE-Routledge Research Series]

More Grammar to Get Things Done: Daily Lessons for Teaching Grammar in Context, Darren Crovitz and Michelle D. Devereaux

Transforming Literacy Education for Long-Term English Learners: Recognizing Brilliance in the Undervalued, Maneka Deanna Brooks [NCTE-Routledge Research Series]

Kurt Austin, NCTE Publications Director

English Education (EE)

My annual report is going to look a little different for this—my final—report. We¹ stopped processing new manuscripts at the beginning of this fiscal year, so I don't have data on the number of new manuscripts received, acceptance rate, etc. for the past year. What I will share are cumulative statistics from my tenure as editor as reported in my final (July 2020) editorial as follows.

I'll first note some general characteristics of *English Education's* contents. I was responsible for volumes 48–52, which totaled 20 issues (one per quarter—hence, the seasonal colors for the backdrop of the cover design: blue-gray for winter, green for spring, purple for summer, burnt orange for fall). We consistently maintained a 10–15 percent acceptance rate, receiving on average one to two new manuscripts per week. A total of 50 articles and 25 Provocateur Pieces (more on these unique submissions later) were published. My editorial team created a chart of these 75 pieces as well as the handful of editorials that weren't written by an editorial team member or guest editor so we could take a closer look at the content and contributors.

Of the 50 articles, 35 were research studies, 14 were essays, and 1 was a literature review. Of the studies, all were qualitative in design except for 4 mixed methods studies. The studies involved a variety of participants: 12 focused on preservice and inservice teachers; 5 on K–12 students; 3 spanned a couple of these groups; 2 focused on teacher educators and 1 on parents.

A total of 113 authors contributed to the journal, not double-counting the five who published more than once. We also attempted to describe demographics and institutional classifications, though the numbers are squishier here, based sometimes on judgment calls. Ballparking, though, a little over one-fifth of the authors were people of color; a little more than one-fourth were men. About 60 percent of the authors were from Research I institutions; 15 percent were Research II; 20 percent were M-level (master's-granting) or had no designation; and 5 percent were not affiliated with a college or university (e.g., high school teachers, consultants). A plurality of the authors were assistant professors ($n = 40$), compared to 22 associate professors and 12 full professors. Graduate students totaled 14; 10 authors were non-tenure-track; 10 held administrative positions (from department chairs to deans and directors of centers and the like); 3 were teachers (who were not also graduate students); and 2 were undergraduate students.

It is unsurprising that the majority of the authors were assistant or associate professors at Research I institutions, given the publish-or-perish imperative for such scholars. I don't see this reality as indicative of who is doing the best work in our field so much as who is obliged to write for a venue such as *English Education* for career advancement. Though we wished at the outset to encourage more diverse and multidisciplinary perspectives—authors and topics off the beaten path of *English Education*—the question of relevance inevitably arose for pieces too far afield. My encouragement in this area may have seemed half-hearted or hypocritical as I settled for a both/and middle ground: I enjoyed opening up what could count as English education, but the case had to be made that the content still belonged.

Classifying the articles by subject matter was even messier than pinning down author and institution characteristics. I gave up being precise in my tally marks, as I discovered soon enough that most pieces spanned several topics, and it would take me more time than I cared to allot to document them all. I can speak to overarching observations, though. I was happy to note that more than half of the articles were social justice oriented—not just a nod but a central theme. This focus is consistent with our initial vision. I also identified 8 pieces as historical/intergenerational, including the essay “Dartmouth Revisited: Three English Educators from Different Generations Reflect on the Dartmouth Conference” (Zancanella, Franzak, & Sheehan, 2016) and the Provocateur Piece “History of Our Field” (Wolfdorf et al., 2017).

¹ By “we” I mean the editorial team, which during FY 19–20 consisted of Tara Star Johnson as editor; Shea Kerkhoff and Lanette Jimerson as assistant editors; and David Premont as editorial assistant.

Two topics salient to the cover design that authors frequently wrote about were standards and assessment critiques (e.g., *Common Core in White*, 2015, and *edTPA in Chandler-Olcott, Fleming, & Nieroda*, 2016) and new/digital literacies (e.g., with elementary students in Price-Dennis, 2016, and preservice teachers in Mirra, 2019). Another challenge we foresaw for the field was teacher attrition, though I think “teacher shortage?” as a question in 2015 would be “teacher shortage!!” today. This issue was alluded to in several conventional articles but addressed specifically only in *Provocateur Pieces*.

Though not called out on the cover as a challenge we anticipated, in terms of standard *English Education* fare focusing on preservice teacher preparation, the most common topic was writing pedagogy. I counted 8 of these pieces, including “Learning to Teach Writing through Dialogic Assessment” (Beck, Cavdar, & Wahrman, 2018).

The steady winnowing of submissions to publications created a quarterly rhythm with ebbs and flows around deadlines, punctuated by spikes over winter and summer breaks when academics typically can carve out more time to write. As I look back comprehensively on my term, some highlights stand out. The *Provocateur Pieces* were a joy in their kaleidoscopic variety in genre and authorship, their tones ranging from playful to painful, many of them stemming from an intensely personal and vulnerable place.

The themed issues—one per year, with guest editors working with me to produce their proposed package—were another highlight of my term. Though not intentionally called for in our request for proposals at the outset, all five had an explicit social justice orientation (see below). Social justice was also a recurring theme in the Emig Award recipients during my term, which I think demonstrates that the socially just stance we hoped for was realized and recognized.

Year/Volume	Title	Guest Editors
2016/48	Black Girls’ Literacies	Marcelle Haddix and Yolanda Sealey-Ruiz
2017/49	From Racial Violence to Racial Justice: Praxis and Implications for English [Teacher] Education	April Baker-Bell, Tamara Butler, and Lamar Johnson
2018/50	Designing Professional Development for Equity and Social Justice	Nicole Sieben and Lindy Johnson
2019/51	Working Through Whiteness and White Supremacy in English Education	Christina Berchini and Sam Tanner
2020/52	Caught Up in the Rupture of Freedom: Fugitive Literacies across Multimodalities in Communities and Classrooms	Fugitive Literacies Collective

Another high point of my tenure was *English Education*’s 50th anniversary. We took note of the journal’s accomplishments with two themed editorials: April 2019 featured former editors in conversation about the journal’s history and future, and July 2019 featured a content analysis of Emig Award winners. We also celebrated the journal’s “birthday” at the opening reception of the 2019 ELATE Summer Conference held at The University of Arkansas in Fayetteville.

This fiscal year also included Rona Smith’s retirement. She had been *English Education*’s production editor for more than 30 years. Her steady steering kept me and the journal on course, and her gracious professionalism made me strive to reciprocate. I’m sorry my successors won’t walk with Rona for their editorial journeys, but I’m also relieved to sunset along with her! As I pass the baton to Melanie Shoffner, I know the journal couldn’t be in better hands.

Tara Star Johnson, Editor

English Journal (EJ)

English Journal (<http://www.ncte.org/journals/ej>) is an award-winning journal of ideas for English language arts (ELA) teachers in middle schools and high schools. It presents information on the teaching of writing and reading, literature, and language, and includes information on how teachers are applying practices, research, and multimodal literacies in their classrooms. *EJ* is published in September, November, January, March, May, and July.

Editorial Team

The editorial team includes coeditors Toby Emert and R. Joseph Rodríguez. During the Volume 109 period (September 2019 – July 2020), Toby served as a professor of English education and chair of the Department of Education at Agnes Scott College in Decatur, Georgia; and Joseph was a lecturer in Graduate and Professional Studies at St. Edward's University in Austin, Texas.

Theresa Kay, senior editorial associate, operates out of Fairbanks, Alaska. Lila Holland and Isabella Wood, undergraduate students at Agnes Scott College, assisted with fact-checking.

In addition, NCTE production editor Rona Smith (now retired) and Cynthia Gomez provided expert assistance to prepare the journal for final publication. Finally, the Secondary Section Steering Committee members contributed theme-based introductory articles to each issue for the feature *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 242 manuscript submissions to *English Journal* from January 1, 2019, through November 30, 2019 (which was the submission deadline for Volume 109).

From the submissions via EM, 61 peer reviewed articles were selected for publication. Of the group, 35 authors/coauthors were college or university faculty, 18 authors/coauthors were either middle school or high school classroom teachers, 8 authors/coauthors were undergraduate or graduate students. In addition, 6 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 109 of *EJ* had an acceptance rate of approximately 25 percent.

There are 647 peer reviewers who are active in EM. Of that number, 385 submitted a peer review for a manuscript under consideration. The coeditors typically invite three reviewers to provide an assessment of each manuscript submission.

As of August 1, 2020, *EJ* had 7,652 subscribers (5,597 print/nondigital; 2,055 digital).

Columns and Columnists

Volume 109 continued the *EJ* tradition of including columns under the following titles and with the following editors:

- **Beyond Binary Gender Identities**, sj Miller (109.1, 109.2, 109.3, 109.4)
The column shares stories that recognize and affirm a myriad of gender identities.
- **Intersectional LGBTQ+ Identities**, Stephanie Anne Shelton (109.5, 109.6)
The column shares English educators' stories on how they learn about, recognize, and affirm intersectional LGBTQ+ identities.
- **Books-in-Action**, Nicole Sieben (109.1, 109.2, 109.3)
The column features essays on various professional books and resources that help ELA teachers put hope into action.
- **Books in Review**, Michelle Zoss (109.4, 109.5, 109.6)
The column offers reviews of books that have influenced teachers' beliefs about what might be possible in the classroom.
- **Critical Global Literacies**, Bogum Yoon
The column presents essays that focus on global perspectives as integral to the curriculum.
- **From Campus to Classroom**, Marshall George
The column shares the viewpoints of those poised to enter the classroom.
- **Journeys Inward**, Mary Ellen Dakin
The column crafts authentic nonfiction narratives by teachers on self-discovery, redirection, and renewal.
- **Teaching Shakespeare**, Laura B. Turchi and Ann C. Christensen
The column illustrates the study of Shakespeare texts to explore identity and performance in innovative and multimodal ways.

Note: sj Miller, who edited *Beyond Binary Gender Identities*, resigned as column editor in March 2020. Stephanie Anne Shelton had been selected as a new column editor for Volume 110, but she was willing to begin her duties in March, which allowed us to publish a column related to LGBTQ+ identities in May and July. Similarly, Nicole Sieben resigned as column editor for *Books-in-Action* in January 2020, and Michele Zoss agreed to step into the editor's role early so that we could continue to offer a column that features professional book reviews.

Five of the six issues that comprise Volume 109 had specific themes; the coeditors chose to devote one issue (July) to articles of general interest. The selected themes included the following:

- 109.1: Creating Community
- 109.2: Reading Conversations
- 109.3: Teaching Journeys
- 109.4: Comedy and Humor
- 109.5: Mentors and Models
- 109.6: General Interest

Each issue in Volume 109 included a From the Editors essay section, a High School Matters column essay (Secondary Section Steering Committee), and Bookended essay by an author of young adult literature.

In all, Volume 109 consisted of:

- 61 articles
- 18 poems
- 41 columns
- 12 "Speaking My Mind" essays
- 6 "Bookended" essays

Poetry

The poetry section was edited 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.

Coediting Responsibilities

The coeditors shared the duties of preparing each issue of the journal for publication for 109.1, 109.2, and 109.3. With 109.4, they began rotating editorial responsibilities, so R. Joseph Rodríguez edited 109.4 (Comedy and Humor) and Toby Emert edited 109.5 (Mentors and Models). They coedited 109.6 (General Interest).

Anonymized Reviewing Process

EJ is refereed by peer reviewers from both the United States, Canada, and Europe. 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 included Secondary Section Steering Committee members Susan Barber, Joshua Cabat, Tiffany Rehbein, and Shekema Dunlap. As of the date of this report, the award winner(s) had not been named.

The **Edwin M. Hopkins Award** is named for the author of the lead article in the very first issue of *EJ* 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 *EJ* articles written by someone who does not qualify for the Farmer Award. Recipients are generally from higher education. This year's selection committee included Secondary Section Steering Committee members Keisha Green, Amanda Palmer, and Vaughn Watson. As of the date of this report, the award winner(s) had not been named.

A Final Note

As coeditors we have worked to do the following for Volume 109: (1) increase the number of active peer reviewers to maintain our commitment to three peer reviewers per manuscript; (2) increase the number of articles and topics by teachers and teacher educators of diverse backgrounds, interests, and languages; and (3) revise web-based content and instructions for prospective authors with a welcome letter, submission checklist, and writing suggestions and tips.

Some of our future work includes digital resources and content for *EJ* readers and, perhaps, stories from authors whose ideas have been adapted by ELA teachers in their classrooms. We will maintain the assigned editor per issue and follow the copyediting and production schedule. We continue to seek manuscripts authored by classroom teachers and are attempting to generate themes for the issues that would invite teachers to submit work for consideration.

Toby Emert and R. Joseph Rodríguez, Coeditors

English Leadership Quarterly (ELQ)

The journal's digital design and layout continues to receive positive feedback, particularly its functionality as a direct conduit to outside resources, samples, etc., through features such as the sidebars "Learn More about...", "Listen to ...," and "Resources for ..."

In April 2020 (Volume 42.4) and continuing in August 2020 (Volume 43.1), the journal explored a two-part Call for Manuscripts. The 2020 April and August editions concentrated on equity in the language arts classroom, April on curriculum that reaches and represents all learners and August on the pedagogy that supports equitable practice in the classroom.

Volume 42 (2019-20)

- No. 1 *August: Redesigning Writing Instruction*
This issue reflected on the challenges facing writing instructors in the classroom. How does a teacher, department, or school (re)design writing instruction to meet the demands of today's learners? What approaches and practices can help support this type of learning? What resources are needed to support this change? What is the role of the teacher in this environment? What are some short- and long-term effects of this shift in writing instruction on the student? On the teacher? On education?
- No. 2 *October: Rethinking Assessment*
This issue reflected on the ways in which our thinking about assessment of student learning is changing. What challenges and opportunities face these different processes and purposes of assessment? How does a teacher, department, or school rethink assessment to meet the demands of today's learners and the world in which they will live? What approaches and practices can help support this type of assessment? What resources are needed to support this change? How do digital learning tools factor into this work? What is the role of the teacher in this environment? What are some short- and long-term effects of this shift in assessment on the student? On the teacher? On education?
- No. 3 *February: Communication Skills That Unite the Classroom and the Workplace*
This issue reflected on the ways in which the association between communication skills taught in the classroom and those required by the workplace is changing. What challenges and opportunities face instruction in these communication skills in the classroom? How does a teacher, department, or school reexamine communication skills to meet the demands of today's learners and the world in which they will live? What approaches and practices can help support this approach? What is the role of the teacher in this environment? What are some short- and long-term effects of this shift on the student? On the teacher? On education?
- No. 4 *April: Curriculum That Reaches and Represents All Learners*
This issue reflects on the ways in which our thinking about equity in curriculum design is developing. How does a teacher, department, or school rethink curriculum to reach and represent all learners and the world(s) in which they live? What challenges and opportunities do these changes offer to curriculum designers? What resources are needed to support this shift? How do digital learning tools factor into this work? What are some short- and long-term effects of this type of curriculum design on the student? On the teacher? On education?

Volume 43, to be published during the 2020-21 period, will consider such concerns as personalizing learning, teacher leadership, transformative professional learning, and supporting the needs of digital natives in and beyond the classroom.

2019-20 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 2020 (originally scheduled for Denver, Colorado)

Volume 98: September 2020 - July 2021

Issue Theme	Date	Submitted MS	Rejected MS	Published MS	Invited MS	Percent Published
Teaching in Troubling Times	Sept. 2020	9	9	0	3	0%
Viewpoints and Visions	Nov. 2020	20	18	2	2	.1%
Multiple Identities, Intersectionality, & Literacy	Jan. 2021	5	4	1	1	.2%
Equity and the Language Arts	Mar. 2021	17	16	1	2	.05%
The Promise of Picturebooks	May 2021	19	17	2	0	.10%
Viewpoints and Visions	July 2021	TBD	TBD	TBD	TBD	TBD
TOTALS		TBD	TBD	TBD	TBD	TBD

Volume 98 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 include Dr. Gina Cervetti and Dr. Evelyn Arizpe. 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 98 include Jacqueline Woodson (author), Dr. Loukia Sarroub (scholar), Alix Kennedy of the Eric Carle Museum of Picture Book Art (Executive Director), and Rashin Kheiriyeh (author/illustrator). Jennifer D. Turner is the department editor. (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 Beth A. Buchholz, Laura M. Jiménez, and Judith T. Lysaker. 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 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 unthemed issue, we invite Feature Article and Perspectives on Practice submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today's readers of *Language Arts*? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children's literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. **Submission**

deadline: November 15, 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., endpages, 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 unthemed issue, we invite Feature Article and Perspectives on Practice submissions that offer a variety of viewpoints and visions related to language arts across multiple settings and modalities. What topics, concerns, or issues do you think are important to today's readers of *Language Arts*? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understandings of language arts instruction? How does your research illustrate the range of ways in which young people are engaged with the language arts? What trends do you see in the field of language arts? What innovative literacy practices do you see in the diverse spaces of classrooms and community settings? Within a digital age, how are our understandings of children's literature, writing instruction, and literacy learning shifting? These are just a few of the many questions that can be explored in this issue. Join us in crafting an assortment of articles that helps to expand our viewpoints and visions about language arts. **Submission deadline: July 15, 2020**

Wanda Brooks, Jonda C. McNair, Kelly Wissman, Coeditors

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.

At the midpoint of our editorial term, we are very happy to report that we have sustained our vision to publish the very best scholarship on the teaching of literacy and English Education. We have demonstrably 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. We have done so during this time of enormous cultural challenges, social change, and political upheaval. As promised, our editorship has been grounded in the twin ideals of *expanding knowledge* (including knowledge-seeking practices) and *expanding impact*. Our inaugural volume year, as well as the three 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 *RTE*'s foundation by our predecessors, we are pleased to share specifics about the visibility, impact, and reach of the journal, as well as what we have accomplished during our third year.

Expanding Knowledge

Since taking the reins of *RTE* on September 1, 2017, our team has filled our 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 three volumes of the five we will curate as editors are nearly complete. Below, we provide full details for your perusal.

¹ <http://www.scimagojr.com/journalsearch.php?q=22614&tip=sid&clean=0>

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).

- 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, in print) - **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, in print) - **Critical Digital and Media Literacies in Challenging Times**
 - This issue's focus examined critical media literacies as foundational to the work of English education. Our contributors to this issue raised critical questions about how to reimagine digital and media literacies in formal and informal learning spaces.
 - 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 print) - **Precarity of Place**
 - This issue focused on the challenges and possibilities facing our field in a time of large-scale movement and mass violence.
 - 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 print) – **Decentering and Decentralizing Literacy Studies: An Urgent Call for Our Field**
 - This issue featured our first In Dialogue forum with an invited guest editor: Raúl Alberto Mora (Universidad Pontificia Bolivariana, Colombia). In the opening editorial, Mora argued that at the start of the 2020s, the field needs to retheorize research that occurs outside of traditional knowledge centers (Mora, 2016b), recognizing that overlooking certain regions of the world is detrimental to the literacy academic community at large.
 - Peer reviewed studies published: Lisa R. Arnold (North Dakota State University); Emily Machado (University of Wisconsin-Madison) and Paul Hartman (Chicago Public Schools); Emily Murphy Cope (York College of Pennsylvania); Jennifer Sanders (Oklahoma State University), Chinwe H. Ikpeze (St. John Fisher College), Kelly N. Tracy (Western Carolina University), and Linda Smetana (California State University – East Bay), Joy Myers (James Madison University), Roya Q. Scales (Western Carolina University), Karen K. Yoder (Goshen College), and Dana L. Grisham (California State University); and Latrise P. Johnson and Hannah Sullivan (The University of Alabama).
 - In Dialogue authors invited: Raúl Alberto Mora, Claudia Cañas, Patricia Rosas Chávez, Cláudia Hilsdorf Rocha, and Ruberval Franco Maciel.
- 55.1 (August 2020, in print) – **Literacy Policy as Pharmakon: Indeterminacy in a Time of Contagion**
 - This issue was previously planned with an In Dialogue focus on ELA policy at the start of the 2020s, but the COVID-19 crisis occurred, necessitating a shift in focus.

- Peer reviewed studies published: James V. Hoffman (University of North Texas), Catherine Lammert (University of Iowa), Samuel DeJulio (University of Texas at San Antonio), Natalie Sue Svrcek (The College at Brockport, State University of New York), and Susan Elizabeth Tily (University of Texas at Austin), Jennifer Higgs (University of California, Davis), and T. Philip Nichols (Baylor University).
- In Dialogue authors invited: #DisruptTexts Collective, Christian Z. Goering and Roberta Price Gardner, Vershawn Ashanti Young, and Jerome C. Harste.

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 1.99. Although our overall citations have decreased from 135 in 2018 to 110 in 2019 , in 2019, the impact factor went up from 1.675 (2018) to 1.818. Additionally, our International Collaboration rating has increased from 9.52% (2018) to 15.38% in 2019.

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. The COVID-19 crisis, and ongoing social, political, and cultural upheaval, are also factors we are keenly monitoring.

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.
- Invited guest editors to lead the writing of editorial introductions and facilitate In Dialogue conversations.
- At NCTE 2018 in Houston, in addition to our editorial board meeting and participation in the annual “Ask the Editors” roundtable, we led an invited session sponsored by the Standing Committee on Research, “Everything You Always Wanted to Know About Publishing in *RTE*.”
- At NCTE 2019 in Baltimore, we facilitated the annual NCTE Research Awards, fielding a diverse class of honorees.
- We have developed a social media strategy to complement NCTE’s promotion of *RTE*, and are working with NCTE to roll out additional social media promotions of the journal.
- 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 1, 2019 and September 1, 2020.

Submissions

Table 2: A comparison of manuscript submissions for the last five years. Data from 9/2/14-9/1/20 from 2020 Annual Report.

Reporting Period	New MS Received	Revisions Invited	Revised MS Received
9/2/14 - 9/1/15	221	61	65
9/2/15 - 9/1/16	196	92	20
9/2/16 - 9/1/17	176	79	N/A
9/2/17 - 9/1/18	196	50	44
9/2/18 - 9/1/19	172	61	55
9/2/19 – 9/1/20	197	55	46

Journal Turnaround Time

Table 3: Submission to First and Final Decisions, September 2019 - August 2020

Time to Decision 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.	129.4
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Reviewer Statistics

Table 4: Total Reviewers Invited to Review, September 2, 2019 – September 1, 2020

Number of Manuscripts Sent Out for Review	47
Total Reviewers Invited	341
Reviewers who Completed Reviews	197
Declined to Review	69

Reviewer Recommendation Summary

Table 5: Reviewer Recommendation Summary

Reviewer Recommendation	Reviews Completed	Frequency of Recommendation
Accept with minor editing	24	12.7%
Conditional Accept with Specified Revisions	35	18.5%
Reject	27	14.3%
Reject and Resubmit (as new submission)	32	16.9%
Revise and resubmit	71	37.6%
Total Reviews completed	189	---

Editor Decision Recommendation Summary

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

Table 6: Editor Decision* Recommendation Summary

Editor Decision	Original Submission	Rev 1	Rev 2	Rev 3	Rev 4	Rev 5
Total	52	17	18	11	1	1
Accept (includes conditionals, etc.)	3	8	14	11	1	1
Reject (not include desk rejects)	17	3	1	0	0	0
Reject and Resubmit (as new submission)	10	1	1	0	0	0
Revise and resubmit	22	5	2	0	0	0

* Decisions made between 9/2/2019 and 9/1/2020 – includes manuscripts submitted prior to this timeframe.

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 published two issues beginning July 1, 2019 and ending June 30, 2020. The October 2019 issue was "Powerful Whole Language Pedagogies," and the May 2020 issue was "Literacy as a Social and Democratic Practice." For both issues it has been the goal of the co-editors to work closely with the LLA executive board in realizing the transition to an expanded identity for the organization and its beliefs. In addition, the editors offered sessions at the 2019 NCTE annual conference as a means to assist and support interested parties in writing for the journal. We also engaged and were successful in outreach to presenters at past LLA conferences to elicit manuscripts.

Talking Points received 19 submissions between July 1, 2019 and June 30, 2020. Of these, 9 were sent out for review, 5 were accepted, 4 were rejected, and 1 was sent back for revision and resubmission. We also rejected 9 submissions without additional review because they were not a full fit for the intentions of the upcoming issue's themes or a fit with LLA beliefs. This produces an acceptance rate of 32%.

19 total	5 accepts	1 revise and resubmit	4 rejections after review	9 desk rejects	6/19 =	32%
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In the October 2019 issue, Kathryn Mitchell Pierce organized her final contribution to the "Classroom Voices" column that she has edited for many years. For this column, she interviewed and created profiles of several inspiring educators from across the nation who shared insights about their holistic, meaning-centered, and constructivist pedagogy. As they shared their classroom practices, these teachers remind us of the values and beliefs of whole language teaching. For the May 2020 issue, Dr. Shamand Bertrand's column provided guidance and texts useful to teachers who seek to use children's literature to discuss social issues in their classrooms. In addition, Dr. Sherry Sanden's column provided supportive connections for using children's books to support oral language development.

The co-editors have met regularly with NCTE editorial staff in the midst of many transitions both for the organization and specifically in light of constraints of the COVID pandemic. We appreciated our work with original editor Rona Smith, who was helpful as we moved to different copy and production editors. We are excited to be working with our new NCTE contact Tom Tiller, who is supporting publication of the upcoming October 2020 issue.

Sherry Sanden and Patricia Paugh, Co-Editors

Teaching English in the Two-Year College (TETYC)

I am the new editor of TETYC. Holly Hassel stepped down due to being elected Assistant Chair of CCCC in August 2019. My term will run through 2026. I am excited to have the opportunity to serve TYCA and the NCTE in this role.

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. Charissa Che, Ph.D, assistant professor at Queensborough Community College and recent graduate from the University of Utah will be the editorial fellow for 2020-2022. We are meeting weekly on Zoom. Chrissa will take lead on the September 2021 issue of the journal. She is working with Adam Hubrig and I on a special *TETYC* on disability.
- *TETYC* will publish a special issue on disability in 2022. Adam Hubrig, a former community college teacher, and now assistant professor at Sam Houston State University will serve as guest editor. As far as I can tell, having guest editors for special issues of *TETYC* is a new practice.
- Our reviewer meeting at CCCC was cancelled as there was no conference this year.
- Cheryl Hogue Smith, Kingsborough Community College, won the Mark Reynolds Best Article of the Year award for "Fractured Reading: Experiencing Students' Thinking Habits (September 2019)
- Mark Reynolds, former *TETYC* editor, has written a remembrance of Nell Ann Pickett, which will appear in the December 2020 issue
- *TETYC* will publish forthcoming reports from the TYCA Task Force on Workload

Overview of Journal issues:

- December 2019: This issue includes one instructional note and three feature articles.
- March 2020: This issue includes a "What Works for Me" selection, two feature articles, FORUM, and a book review.
- May 2020: This issue includes an instructional note, a "What Works for Me" piece, two feature articles, and a book review.
- September 2020: This issue is a special issue on dual enrollment. Included is the "Joint Position Statement on Dual Enrollment in Composition" which was put together by members of NCTE, TYCA, CCCC, and WPA. In addition, there are seven feature articles, and a joint introduction written by Holly Hassel and Caitlin Larracey. This issue represents a significant contribution to dual enrollment in composition in scholarship.

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.

Darin Jensen, 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.)

FOURTH COMPLETED VOLUME YEAR

Volume 27 was the fourth volume under our editorship. It featured the following themes: September 2019 – Dear Teacher, December 2019 – “Novel Lessons” with YA Texts, March 2020 – Asking Real Questions, and May 2020 – 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 were pleased to share the Dear Teacher issue in September 2019. Submissions were gathered across multiple opportunities for reader participation, all of which were distributed across social media. A final opportunity for readers to participate through a crowds-sourced call will be within the May 2021 Mic Drop Issue

UPCOMING ISSUES

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).

Sara Kajder and Shelbie Witte, Coeditors

Reports of the Assemblies

Assembly for Advisers of Student Publications/Journalism Education Associate (AASP/JEA)

This assembly (<http://jea.org/wp/>), which includes all members of the Journalism Education Association, serves advisers of student media, such as newspapers, yearbooks, websites, literary magazines, radio, and video, by supporting free and responsible scholastic journalism; by providing resources and educational opportunities; by promoting professionalism; by encouraging and rewarding student excellence and teacher achievement; and by fostering an atmosphere which encompasses diversity yet builds unity.

In 2020, JEA voting membership stands at 2,443. Memberships in the upper northeast show the greatest gains, while Tennessee, Minnesota and Hawaii memberships are down 25%. The Tennessee number is curious, as the Spring JEA/NSPA National High School Journalism Convention was slated for Nashville in April, and typically memberships in the region of the convention tend to spike.

Total membership is down 10% comparing fall to fall, and now stands at 2,661. At least one voting member resides in each of the 50 states, plus Washington, D.C. First-time members total 441. Twenty percent of members are Certified Journalism Educators or Master Journalism Educators — [JEA Certification](#) is a formal, academic certification to help scholastic media teachers and advisers demonstrate professional excellence in the field.

The 2020 Spring JEA/NSPA National High School Journalism Convention for Nashville was canceled due to COVID-19 closures and travel restrictions. The [Fall JEA/NSPA National High School Journalism Convention](#) for Nov. 19-21 was scheduled to take place in Orlando, Florida. The fall convention has moved to an all-virtual model and will take place based on a schedule listed in Central time zone. The local Florida convention committee continues to fulfill its convention duties. The 2021 spring convention is scheduled for April 8-10 for Seattle, but it also may shift to a virtual model depending on the COVID-19 situation.

While canceling the Nashville convention was one of the many disheartening occurrences this past spring, JEA also saw many instances when JEA members and student journalists showed their professionalism and dedication to scholastic journalism. Moving a student publication course online is not an easy task when the majority of the course work involves reporting on school happenings. Working from their homes, frequently without adequate technology, server access and school resources, student journalists remained committed to finishing yearbooks, producing news stories, and serving their communities. The strong coverage by students working remotely is a remarkable example of what scholastic journalism is all about. Our students' persevering work ethic continues this fall amid the various school models, social pressures, and national conflicts.

JEA remains committed to scholastic press rights, advocating and educating against censorship and prior review. The Scholastic Press Rights Committee has updated the process for the [Panic Button](#) — an online resource for students or advisers facing censorship or prior review. When members activate the Panic Button a team of knowledgeable scholastic press rights professionals are immediately contacted to assist.

JEA 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 and media, news, and information literacy.

To accommodate members and all journalism educators during this trying time of virtual learning, JEA created new, free resources to support teachers and advisers in providing the best possible experience to help students report on their communities. The [anywhereJEA](#) resources align with the JEA curriculum standards.

This summer, JEA reaffirmed its mission "to foster an atmosphere which encompasses diversity yet builds unity." JEA has developed a national diversity audit for late fall 2020, an initiative designed to educate all scholastic media programs on how to evaluate the diversity within their publications and among the students participating in the journalism program. In addition, the board of directors has designed a survey for adviser members to gauge interest in an affinity group for advisers who identify as Black, Indigenous or people of color.

Mentorship and outreach are additional focuses for JEA leadership. The [Outreach Academy](#) is an intensive seminar for media advisers who need help teaching and advising students in journalism while dealing with issues surrounding diversity. The Outreach Academy is a one-day training session attached to the national convention. In its fifth year, the [Partner Project](#) is designed to help journalism teachers and their students develop sufficient skills necessary for producing student media and to connect them to the greater scholastic journalism community in a professional learning community with customized training from three veteran journalism teachers and their students. The Partner Project is operating virtually for the 2020-21 academic year. Partner schools receive training and support for two years. The [Mentoring Program](#) matches trained veteran advisers with individuals new to teaching journalism and advising student media to offer support and guidance during their initial years in scholastic journalism education. Mentees and mentors are paired for two-year terms which can be extended for a third year for the mentee to pursue JEA certification.

Lindsay Porter, Assistant Director

Assembly for the Teaching of English Grammar (ATEG)

Recent Achievements and Future Goals

Achievements during the past year

- Conducted a series of five interactive webinars held in July and August of 2020. The webinars were widely attended and brought new members to our organization.
- Held an interactive and well-attended SIG session at the 2019 NCTE Convention.
- Presented a Grammar Teacher of the Year Award and an ATEG Future Teacher Scholarship.
- Finalized an issue of the *ATEG Journal*.
- Implemented grammar resource promotions to increase membership.
- Reached an agreement with noted scholar April Baker-Bell about her giving the keynote address at the 2021 ATEG Conference.
- Used our social media platforms and website to advocate for inclusive, anti-racist language and grammar instruction.

Goals for the next year

- To continue to offer webinars on relevant and engaging topics aligned with ATEG's mission.
- To revamp our listserv to maximize member engagement.
- 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. Our current editor will serve one more year, so we are in the process of soliciting applications for a new editor.
- To continue to award the Grammar Teacher of the Year Award.
- 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) provides an intellectual and pedagogical meeting ground for NCTE members who share a common interest in teaching, research, or scholarship on American authors' works. We have over ninety members.

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 <<http://nal2ncte.wixsite.com/americanletters>> that links content and pedagogy.

Through our journal and annual meeting presentations, we contribute to the discussion around reading and teaching diverse American literature.

Action items:

- Discussed removing the annual dues.
- Recruit new, active members.
- Our journal is our major accomplishment each year and we want to continue to welcome new voices to submit articles.
- Collaborate with other Assemblies.

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 promote an increase in the number of articles and publications devoted to it; to encourage the responsible development of computer software in the language arts; and to integrate the efforts of those with an interest in this subject.

What major actions or projects have been completed by your group since July 1, 2019?

The NCTE Assembly for Computers in English (ACE) offered a workshop during the 2019 Annual Convention in Baltimore, MD. In line with the conference theme, “**Spirited Inquiry**,” this one-day conference technology workshop sponsored by Assembly on Computers in English (ACE) invited participants to explore slideware, media effects, animated digital collage making, and cell phone use.

Participants learned about varied tools and methods to foster students’ critical literacy and inquiry. For example, practitioners examined apps, such as Clips, as a method for introducing students to ways of exploring their identities and engaging in personal inquiry. Additionally, attendees practiced using Pecha Kucha and Flipgrid, to develop dialogue and conversation. Participants also used animated digital collages to build on awareness for how to respond to texts. Finally, each educator learned the best way to use media effects when capturing photos with their cell phones in order to frame intentional messages.

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, 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 continued an initiative that allows consultants and presenters 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. This year, two were written:

<https://ncte.org/blog/2020/06/slide-presentations-two-voices/>

<https://ncte.org/blog/2020/03/media-literacy-todays-milieu-mass-social-media/>

What projects, initiatives, or studies are “in progress” at this time? ACE members had planned the workshop for the 2020 Annual Conference; however, due to the face-to-face cancellation, we are now focusing efforts on a webinar version. ACE has attracted a group of consultants for this forthcoming webinar version.

ACE consultants for the 2020 Annual Conference/webinar will be asked to contribute blog posts for NCTE’s blog.

Katherin Garland, Chair
Luke Rodesiler, Treasurer

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/>.

Perhaps the most important efforts of the Assembly on Literature for Adolescents of NCTE (ALAN) in the 2019-2020 year have been attempting to improve our diversity. With the ALAN Board of Directors unanimous approval, the ALAN Committee on Equity, Diversity, and Inclusion (EDI) established protocols and practices for its function and officers this year, including the installation of Sybil Durand as Chair. Among the accommodations recommended by the EDI implemented at the 2019 ALAN Workshop were an American Sign Language interpreter and a sanctuary room for the Workshop ballroom. Efforts to improve the ALAN Workshop offerings of Indigenous authors also continue to accelerate. Begun in 2016 (thanks to President Jennifer Buehler), this effort continued in 2017 (thanks to President Laura Renzi), leading to President Mark Letcher's 2018 ALAN Workshop with its keynote speaker Cynthia Leitch Smith (Muskogee Creek), whose new book with an Indigenous protagonist, *Hearts Unbroken*, was given to workshop participants. At the 2019 Workshop, President Steve Bickmore continued the practice of emphasizing the need to increase the number of Indigenous YA authors at the ALAN Workshop. In 2020, ALAN President Ricki Ginsberg, our first president of Indigenous heritage, has made the effort even greater as the list of authors approved for this year's ALAN Workshop grows.

Membership numbers have decreased this year from 1200 to 1037. Record keeping has plagued ALAN for at least eight years and lost membership subscription records or failed journal deliveries for *The ALAN Review* were commonplace at one time, but the rate of those fails has ground to a complete halt, and we are no longer receiving the large numbers of missed delivery calls from libraries and individuals we once did. In hopes of improving our record keeping and giving us a better handle on membership recruitment, a new position has been instituted of Membership Secretary for Data Maintenance and a new software, Wild Apricot, is about to be adopted. Our efforts to reinstitute the ALAN State Representatives as a means for recruiting new members will be improved going forward with the implementation of the new Membership Secretary for Data position, leaving our ALAN Membership Secretary for Recruitment to focus efforts on developing state representatives. Many thanks to our Membership Secretary for Recruitment, Suzanne Metcalfe, and our new Membership Secretary for Data, Alyssa Chrisman.

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), and completed its first year under its new editorship. *The ALAN Review* is now 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 journal has maintained the high quality it manifested under its previous editors, Wendy Glen, Ricki Ginsberg, and Danielle King-Watkins

The Nilsen-Donelson Award and the Editors' Award continue in 2019-2020. 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 2019, this went to Molly Buckley-Marudas and Charles Ellenbogen for "Using YA Literature to Support Students as They Wrestle with Violence, Police Brutality, And Trauma: Engaging *The Hate U Give*." The Editors' Award, chosen by the journal editors, goes to the best column of the year among the regularly featured columns, and went to Kris Gritter, Xu Bian, Bill Boerman-Cornell, and Deborah Vriend Van Duinen) for "Not Everyone's Darling": Censorship and Knowledge Construction in *Habibi*,"

ALAN Online News, under the capable hands of T. Hunter Strickland, is a monthly service to members that includes ALAN news items but it has more than just this. The newsletter also carries feature articles that are too timely to appear in our journal, such as election instructions and results, award winners, and information on breaking censorship court cases.

Our website, available at www.alan-ya.org, is up-to-date and highly informational, in addition to being user friendly and eye appealing, thanks to webmaster Jon Ostenson. The website includes regular components, such as monthly "ALAN Real Quick Picks Book Reviews," "Speak Loudly" news on banned books, "Under the Radar" highlights on the publication of smaller presses, our ALAN Speakers Bureau, information on our seven grants, ALAN Workshop information, and means for joining ALAN.

Our social media campaign continues on Facebook, which has increased this year from 854 (2018) to 1078 (2019) to 1,400 (2020) members (<https://www.facebook.com/groups/alanyalit/>). Our Twitter (<https://twitter.com/ALANorg>) has now increased from 1,986 (2018) followers to 2,609 (2019) to 3,123 (2020). Our social media efforts in 2018-2019 team of Ricki Ginsberg, Kellee Moye, and Dan Moore is now in the hands of Alison Daniels, the new 2020 ALAN Social Media Chair! Alison's team includes Sarah Chan, Eli Oldham, and Phelicity Wiese. One especially effective regular event on our ALAN Facebook page that continues is the YAWednesday feature administered by Steve Bickmore and featuring presentations from scholars, teachers, librarians, and author every Wednesday. It has become quite an honor to be the featured presenter on YAWednesdays!

Our ALAN Foundation, along with individual donors, continues to fund both research and attendance for newcomers to the ALAN Workshop. ALAN Foundation Research Grants went to a Susan Groenke, for Exploring Adolescent Readers' Intertextual Connections Between Young Adult and Classic Literatures; Sarah J. Donovan, with Rebecca Weber, for Reading Ability in YA Literature: Pre-Service Secondary English Teachers as Readers; Josh Coleman, for Reparative Stories: Queer Educators Restorying the Imagination Gap with Queer YA; and Shimikqua Ellis, for *The Hate You Give* in Mississippi Classrooms.

Inspired by unfortunate events at the 2018 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. In 2019, the very first Konigsberg Award went to Mr. Konigsberg, himself and was given to him at the ALAN Breakfast at the convention in Baltimore. Donations to the award quickly grew to \$2,000.

Our 2019 ALAN Amelia Elizabeth Walden Award went to Elizabeth Acevedo for *Poet X*, who received the award in Baltimore. An accelerated selection process was put in place for 2020, and the winner was announced in May of 2020: Julie Berry for *Lovely War*. The ALAN Award for outstanding contribution to Young Adult Literature went to John Green, and the Ted Hippie Service Award went to Diane Tuccillo.

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. The website portal for ALAN donations, created in 2017, provides some benefit, but we hope to see greater benefits from it in the future.

The ALAN 2019 election winners welcomed to the ALAN Board include ALAN President-elect, Sarah Ressler Wright, and new ALAN Board of Directors members (three-year term) Victor Malo-Juvera, Lisa Morris-Wilkey, and Jewel Davis.

Our traditional ALAN Reception, held on Sunday night of the convention saw another change in format for 2019. In 2018, 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. In 2019, in Baltimore, all 500 Workshop participants were invited to the ALAN reception where book plates were signed by participating authors. Approximately 65 authors took turns sitting at tables around the perimeter of the room, meeting ALAN members and signing book plates. Lines/wait times to meet the authors and get book plates signed were never too long, and conversations among ALAN members took place in the center of the ballroom. No book-signings took place or needed to take place during the Workshop, which solved many problems ALAN has experienced over the years. These problems included concerns expressed by the publishers 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. Feedback on the new format from the publishers and ALAN members was overwhelmingly positive. Discussions continue for small adjustments that could make the reception even better.

After much discussion among members of the ALAN Board of Directors and the ALAN Past Presidents group, moving ALAN from an NCTE assembly to an NCTE conference was judged not to be beneficial at this time. In addition, after much input from publishers and board members about best days of the week for the ALAN Workshop in relation to the NCTE Annual Convention, the traditional Monday/Tuesday format presented the most benefits and was the most popular.

COVID19 continues to affect organizations and conventions for the summer and fall. Contingency plans for moving all ALAN events into virtual spaces are ongoing.

ALAN goals for the future include implementing additional recommendations from the Equity, Diversity and Inclusion Committee regarding ALAN memberships, the ALAN Workshop and other NCTE Annual Conference events. We aspire to (1) increase diversity in all aspects of our operation, (2) increase membership, (3) expand to university and high school student ALAN chapters, (4) revise our Procedures and Protocol document, and (5) pursue wise investment of our funds.

James Blasingame, Executive Director

Children's Literature Assembly (CLA)

The Children's Literature Assembly (CLA) of the National Council of Teachers of English is a professional community of children's literature enthusiasts who advocate the centrality of literature in children's academic and personal lives. We believe every teacher needs a wide and extensive knowledge base of books published for children and young adults. The members of CLA are dedicated to achieving the following goals:

- *To provide a forum for exchange among teachers of children's literature who share keen interest in children and classrooms;*
- *To promote children's literature as a field of learning, research, and classroom application;*
- *To undertake and disseminate programs and projects of special interest to those interested in children's literature; and*
- *To work cooperatively with other organizations devoted to the promotion of literature in children's lives*

Actions or projects completed July 1, 2019- June 30, 2020

- Creation of the "CLA Blog" in March 2020. The blog's purpose is "supporting PreK-12 and university teachers as they share children's literature with their students in all classroom contexts." It was published twice weekly March to June, took a brief recess in July, and is now published once a week. Posts are written by CLA member volunteers and aimed at supporting teachers in their newly online/remote, blended/hybrid classrooms and the new climate in general.
 - <https://www.childrensliteratureassembly.org/blog/welcome-to-our-cla-blog>
- Began offering a new "bundled membership" option for educational organizations such as K-12 schools, school districts, and libraries that wish to purchase CLA memberships for members of their staff, with 5 individual memberships for the price of 4. This option supports our current K-12 educator members and will recruit more to join our assembly.
- Established the new "Student Travel Grant" Awards to be given yearly to support the travel of CLA undergraduate and graduate student members to the Annual NCTE Convention and the CLA Breakfast. The student travel grants of \$150 will be awarded yearly, dependent on available funding, with one per student category: undergraduate, graduate (Master's or Specialist's), and doctoral. The winners of the award for the 2019 NCTE conference were Ashley Atkinson of North Carolina State University, James Joshua Coleman of University of Pennsylvania, and Teresa Johnston, University of Utah.
- Awarded two 2019 Bonnie Campbell Hill National Literacy Leader Awards to Brenann Cruser from Austin Independent School District and Megan S. Sloan Snohomish School District. Each recipient received \$2500 plus \$150 in professional books from Heinemann.
- Awarded the 2019 CLA Research Award to Monica Kleekamp from the University of Missouri-Columbia for her research project titled, "Tracing the Network in Room 124: Neurologically Queering Literature Response."
- Added the first members-only content to our recently redesigned website. Content includes special curriculum extensions and more related to the work of our 2019 CLA Breakfast speaker, Yuyi Morales; archives of the CLA monthly newsletters; electronic copies of *Journal of Children's Literature* articles; podcasts; and past webinar videos.
- Maintained our monthly newsletter, delivered electronically on the 20th of each month. Continued our Facebook and Twitter presence.
- Selected the 2020 Notable Children's Books in the Language Arts Award Books and published the list of 30 winners in March 2020.
- Presented the 2019 Notable Children's Books in the Language Arts booklist at the 2019 NCTE Convention with an engaging presentation led by Notables committee members and several winning authors.

- Sponsored the annual Master Class in Children's Literature at the 2019 NCTE Convention, entitled "An Invitation to Consider the Value of Personal Stories in Cultural Narrative." This master class addressed the use of diverse children's literature as a tool for inquiry into personal cultural narratives to better understand ourselves and our world.
- Sponsored our annual CLA Breakfast at the 2019 NCTE Annual Convention featuring author and illustrator Yuyi Morales who spoke, and sang, to a large audience.
- Conducted our annual auction of illustrator-donated art to fund an award for research in the field of children's literature. This year's auction was done using an online platform for the first time, with live bidding via app throughout the breakfast.
- Offered a CLA Booth in the 2019 Exhibitor Hall where we answered questions about CLA, the *Journal of Children's Literature*, and the CLA special events at NCTE.
- Published two issues of the *Journal of Children's Literature* (JCL), with the Spring 2020 issue as the first ever to appear as an online-only journal. The issue was accessed by member-only access on the CLA website and included a related podcast.
- Held five Voting Board meetings during this time (9/19, 11/19; 1/20, 5/20, 6/20)

Projects and initiatives in progress at this time:

1. Continuing our ongoing recruitment and support of new members to CLA with a special focus on recruitment and support of K-12 teacher members.
2. Continuing encouragement of our members to take on active roles in the assembly.
3. Working with NCTE for our annual events at the first virtual Annual Convention, including special sessions for the 2020 Notables presentation and the 2020 CLA Breakfast speaker talk with author Jason Reynolds.
4. Working with NCTE on an alternative programming event for the 2020 CLA Master Class.

Lauren Aimonette Liang, President (2018-2020)

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 (ten-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), Michele Myers (2017-2019) and Sandra L. Osorio (2019-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 tenth 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

1. The ECEA created and widely distributed a position statement, Call to Action Countering Anti-Blackness in Society & Schools ECEA Responds to the Murder of Black Bodies (May 31, 2020) against on the injustices that continue to be inflicted on Black bodies. The entire statement is located on the website (<https://www.earlychildhoodeducationassembly.com/>).

2. 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.
3. 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.
4. 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.
5. The ECEA reviewed proposals for the NCTE Convention.
6. We organized the Day of Early Childhood and hosted a well-attended get-together after the Business Meeting at the end of the day.
7. The ECEA continues to advocate for and ensure stronger representation for our events and organization in the conference program, advertisements, and social media platforms.
8. We awarded Wanda Jagers the 2019 Vivian Vasquez Scholarship to attend the annual NCTE Convention. This scholarship is given to an early childhood teacher or teacher researcher who honors the work of Vivian Vasquez by encouraging young children to be critical inquirers and activists for social change.
9. We awarded Dr. Tamara Spencer the 2019 Early Literacy Educator of the Year Award.
10. We published a volume of the journal, Perspectives and Provocations.
11. We elected new board officers.
12. We published one newsletter.
13. We held virtual monthly committee meetings to make joint decisions.
14. We used our listserv to communicate with assembly members.
15. We held a co-sponsored Twitter chats with the Elementary Section Steering Committee.
16. We maintain our Facebook page.
17. We welcomed the 4th cohort of Professional Dyads and Culturally Relevant Teaching (PDCRT) which focused on culturally relevant remote learning.
18. We supported the change of the Professional Dyads and Culturally Relevant Teaching (PDCRT) project to now be under the Elementary Section Steering Committee.

Actions and/or projects forthcoming

1. We are currently working on holding our 2020 Day of Early Childhood conference virtually on Nov 7th, 2020
2. We are working on co-hosting a Twitter chat on African American language in Oct 2020
3. We are in discussions with our ECEA board to decide on which three names to put forward for PDCRT co-directors that will go to the NCTE Executive Council

Sandra L. Osorio, Chair
Jennifer Frazier, Assistant Chair
Michele Myers, Ex-Officio

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, a point that has become increasingly relevant during COVID-19. 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)

Jennifer Burke Reifman was appointed Secretary

Theresa Evans was appointed Treasurer

Cat Mahaffey was elected as Vice President

Dan Seward moved from Vice President to President

Scott Warnock moved from President to Past President

Meghan Velez was elected as an At-Large Member of the Executive Board

Pavel Zemliansky was elected as an At-Large Member of the Executive Board.

GSOLE Webinars

- “Racial Justice in Virtual Tutoring: Considerations for Antiracist Online Writing Center Praxis,” led by Zandra Jordan took place August 31, 2020
- “Starting, Evaluating or Revamping Online Tutoring in Your Writing Center,” led by Megan Boeshart and Kim Fahle Peck took place February 12, 2020
- “Programming Artificial Intelligence for a Writing Center: Applications and Future Possibilities,” led by Sipai Klein and Justin Mays took place November 11, 2020
- “Moving WAC to the Web: Using GSOLE’s OLI Principles to Create Accessible Resources for Online Writing across the Disciplines,” led by Amy Cicchino, Lindsay Clark, and Traci Austin took place October 15, 2020

GSOLE’s Online Conference

GSOLE held its third annual online conference January 31st with a theme of “Visions and Sites of Online Literacy Education.” Featured speakers included Scott Warnock, Pavel Zemliansky, and Jason Snart. Scott Warnock, President of GSOLE, Professor of English, and Director of the University Writing Program at Drexel University, has published *Writing Together: Ten Weeks Teaching and Studenting in an Online Writing Course*, *Teaching Writing Online: How and Why*, and numerous book chapters and articles. Pavel Zemliansky, Associate Professor of English for Academic Purposes at Oslo Metropolitan University, has published numerous edited collections, articles, and chapters on topics related to online curriculum, professional writing, and technical writing, especially in international contexts. Jason Snart, Professor English and Chair of Literature, Creative Writing, and Film at the College of DuPage, has multiple books related to online literacy instruction, including *Hybrid Learning* (Praeger, 2010) and *Making Hybrids Work* (NCTE, 2016). He is also the editor of the *Online Literacies Open Resource*, published by GSOLE.

The conference site opened a week in advance with a welcome video from GSOLE President, Scott Warnock, and a Praxis Post(er) Hall with five Praxis Posters developed by seven presenters. On January 31st, several additional live events were held: two addresses and four sessions made up by nineteen panels. Seventy-nine 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; however, it has published several new resources on writing-to-learn, LMS accessibility checkers, writing on the web, and asynchronous and synchronous discussion activities. GSOLE’s peer-reviewed journal, *Research in Online Literacy Education* (ROLE), has temporarily paused accepting revisions while it moves to the new website and becomes integrated with OLOR.

GSOLE's Research Initiative

Executive Board At-Large Member Barry Maid revitalized the research committee, which focused on ways of expanding the reach of our funding to make small grants available to a wider audience. Two research grants were distributed this year: Brian Urias from Bowling Green State University was funded for "Adapting Transfer for Online Writing Courses: Instructor Practices and Student Perceptions." Jessica Ulmer from the South Carolina School for the Deaf and the Blind and Texas Tech University was also funded for "Deaf Individuals' Ways of Navigating Graduate School."

GSOLE's Meetings at Other Conferences

Unfortunately, COVID-19 cancelled our f2f conference meetings and sessions this year.

GSOLE's International Presence

GSOLE has been increasing its international presence in several ways. First, its digital conference included international speakers such as Pavel Zemliansky, Associate Professor of English for Academic Purposes at Oslo Metropolitan University. Second, *ROLE* similarly provides a global perspective of online literacy education including representation of OLI practices from America, Japan, Ireland, and Norway. Third, our affiliations have increased their global presence with the addition of the International Rhetoric Workshop.

Affiliates

Affiliates have expanded with the addition of the International Rhetoric Workshop (IRW), the Association for Writing across the Curriculum (AWAC), and the Online Writing Center Community (OWCC). In addition to those named, our affiliates 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). To support these affiliates, we have started hosting cross-organizational events: a rhetoric roundtable held in August with 90 attendees and a three-part workshop series on OLI in community colleges, to be held in late-October.

GSOLE's Membership

GSOLE currently has 382 members. Our current membership has representation from Denmark, New Zealand, and Ireland. We have three institutional members, with Embry-Riddle Aeronautical University joining in the past year. 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 has just been revised as it works to increase accessibility and usability.

<https://www.gsole.org/>

Amy Cicchino, Executive Board Member-at-Large/Affiliates Liaison

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 the directors and staff members of writing centers at universities, colleges, two-year colleges, and secondary schools, the IWCA's membership is over 1,000 members (although COVID-19 has affected membership renewals) and is governed by an Executive Board that includes officers and representatives from fourteen affiliate associations and three publications.

IWCA Events

- **Conferences and Institutes.** IWCA hosted its Annual Conference in Columbus, Ohio, from October 16-19 for 973 members. Unfortunately, two other formal events (our Collaborative at CCCCs in March and our Summer Institute in July) were cancelled because of COVID-19.
- **Remote Events.** While we had fewer F2F professional development opportunities for our members because of COVID-19, we did provide the following virtual opportunities
 - Six webinars, the first of which was held shortly after institutions had to move their operations online, offered guidance on remote leadership, online pedagogy, wellness, etc. Attendance ran from 100 to 500 for each one.
 - Summer Write Club met weekly throughout the months of June and July. Attendance: 94.

IWCA Publications

- *The Writing Center Journal* (<http://www.writingcenterjournal.org/>) published two issues during the fiscal year.
- *The Peer Review* (<http://thepeerreview-iwca.org/>) published three issues (Volumes 3 and 4).

IWCA Awards and Grants

- **Awards:** IWCA awarded the Future Leaders Award, the Outstanding Book Award and the Outstanding Article Award at the Annual Conference in October.
- **Grants:** Research grants (up to \$1000) were awarded in January and July 2020. The IWCA dissertation grant (\$5000) was awarded in Spring 2020. The Ben Rafoth Research Award (up to \$1000) was awarded in January.

Sherry Wynn Perdue, President

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.*

Carol Avery
Richard Dalché
Ogle Burks Duff
Lester Faigley
Ken Goodman
Kenneth Holmes
Charlotte Hyde
Jonathan Lovell

Joyce Irene Middleton
Courtney Morgan
Margaret "Peggy" Oxley
Nell Ann Pickett
Gordon Pradl
Margo Sacco
Patricia Schall
Deborah Schoeneman