



National Council of
Teachers of English®

NCTE
Annual
Reports

2021

NCTE Annual Reports

2021

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:

Presidential Team
Research Foundation
Section Steering Committees
Conferences
Standing Committees
Committees
Publication Editors
Assemblies
In Memoriam

2019 Annual Business Meeting Minutes*

**Due to the pandemic, the Annual Business Meeting of the NCTE Board of Directors did not occur in 2020; the requirements and many of the traditions of the meeting were met via email, including the publishing of the 2019 Annual Business Meeting Minutes that were sent to members in July 2020.*

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 and Research Foundation: all reports submitted

Section Steering Committee: all reports submitted

Conferences and TYCA: all reports submitted

Standing Committees

Standing Committee on Affiliates

Committees

Build Your Stack Committee

Publication Editors: all reports submitted

Assemblies

Assembly for Expanded Perspectives on Learning
English as a Second Language Assembly
International Writing Centers Association

Results of the 2021 NCTE Elections

The following are the results of the Spring 2021 elections, which closed June 1. With the exception of members of the Nominating Committees and the Vice President, who took office September 1, 2021, and August 28, 2021, respectively, all those named below will take office at the close of the 2021 NCTE Annual Convention in November.

NCTE General Elections

NCTE

Vice President

Rochelle (Shelley) Rodrigo, University of Arizona, Tucson

Elementary Representative-at-Large

Janice R. Baines, Second-grade teacher, PhD candidate, Columbia, SC

Middle Representative-at-Large

Lakisha Odlum, Eighth-grade teacher, New York City Department of Education

Trustee of the Research Foundation

Justin Grinage, University of Minnesota

NCTE Nominating Committee

CHAIR: Diane Waff, Penn Graduate School of Education, PA

Davena Jackson, Boston University, MA

Jolivette Mecnas, California Lutheran University

Sandra Lucia Osorio, Illinois State University

Nadia Behizadeh, Georgia State University

Aurelia Dávila de Silva (appointed)*

Ernest Morrell (appointed)*

Elementary Section

Steering Committee

Nancy Valdez-Gainer, Texas State University

Wanda Jaggars, JB Atkinson Academy, Louisville, KY

Nominating Committee

CHAIR: Islah Tauheed, P.S. 567, Bronx, NY

Emily Machado, University of Wisconsin-Madison

Pia Persampieri, Trinity Elementary School, New York, NY

Middle Section

Steering Committee

Haley Shaffer, Poland Local School District, Poland, OH

Alex Corbitt, PhD candidate, Boston College, MA

Nominating Committee

CHAIR: Christopher Lehman, The Educator Collaborative, New York, NY

Amy Fleming, Elizabethtown Area School District, Elizabethtown, PA

Julie Wasmund Hoffman, Springfield Public Schools, Springfield, IL

Secondary Section

Nominating Committee

CHAIR: Jessyca Mathews, Carman-Ainsworth High School, Flint, MI

Byung-In Seo, Chicago State University, IL

Lindsay Schneider, NC

College Section

Steering Committee

Jessie L. Moore, Elon University, NC

Reshma Ramkellawan-Arteaga, Rutgers, The State University of New Jersey

Siskanna Naynaha, California State University, Dominguez Hills

Nominating Committee

CHAIR: Bianca Nightengale-Lee, Florida Atlantic University

Isabel Baca, University of Texas at El Paso

Ruth Osorio, Old Dominion University, VA

ELATE

Executive Committee

Cati V. de los Ríos, Graduate School of Education, University of California, Berkeley

Keisha McIntyre-McCullough, Florida International University

Maria Hernandez Goff, California State University, Fresno

Nominating Committee

CHAIR: Crystal Chen Lee, North Carolina State University

Justin A. Coles, Fordham University, NY

Mónica González Ybarra, University of Illinois at Urbana-Champaign

Saba Khan Vlach, The University of Iowa

Tiffany M. Nyachae, Penn State University, PA

TYCA

Associate Chair

Joanne Baird Giordano, Salt Lake Community College, UT

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

2020-2021

2020-2021 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)

LaMar Timmons-Long New York City Department of Education

Elementary Section Chair:

Tracey T. Flores, University of Texas at Austin

Middle Level Section Chair:

Michael Domínguez, San Diego State University, CA

Secondary Section Chair:

Lisa Scherff, Community School of Naples, FL

College Section Chair:

Bradley Bleck, Spokane Falls Community College, Spokane, Washington

Conference on College Composition and Communication Chair:

Julie Lindquist, Michigan State University, East Lansing, MI

Conference on College Composition and Communication Associate Chair:

Holly Hassel, North Dakota State University

Conference on English Leadership Chair:

Christopher Bronke, Downers Grove North High School, Downers Grove, IL

English Language Arts Teacher Educators Chair:

Latrise P. Johnson, University of Alabama, Tuscaloosa

Two-Year College Association Chair:

Sarah Z. Johnson, Madison Area Technical College, WI

Literacies and Languages for All President:

Deborah MacPhee, Illinois State University, Normal, IL

Parliamentarian:

Victor Del Hierro

**NCTE
Staff**

NCTE STAFF

Executive Director's Office

Emily Kirkpatrick, Executive Director
Lisa Avetisian, Senior Liaison
Ashley Sisk, Executive Assistant

Affiliated Groups

Kristen Ritchie, Director of Affiliated Groups
Sarah Miller, Program & Awards Coordinator
Maliyah Grant, Governance Assistant
Michaela White, Administrative Liaison

Finance

Jon Coffman, Chief Financial Officer
Haley Wright, Controller
Miriam Goewey, Accounting Specialist
Clarice Nance, Staff Accountant

Marketing and Membership

Chris Mitchell, Director of Marketing
Geno Church, Creative Director
Helen Peirce, Digital Marketing Manager
Marvin Young, Visual and Member Communications Coordinator

Operations

Dyan Urquhart, Director of Operations
Charles Hartman, Purchasing & Production Manager

Professional Learning and Events

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

Publications

Kurt Austin, Director of Publications
Bonny Graham, Senior Editor
Felice Kaufmann, Publications Developer, Council Chronicle
Jim Sitar, Journals Managing Editor
Tom Tiller, 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 Tummy, 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
and
Research Foundation**

President

Alfredo Celedón Luján

This report transitions from my President-Elect year to my Presidential year. I will literally pick up where I ended last year – the last paragraph of last year’s report:

“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.”

All meetings, retreats, conferences, conventions and Member Gatherings have been virtual this year. I attended, participated in, or led all events virtually:

- Bi-monthly Presidential Team meetings
- Operations Subcommittee meetings
- Executive Committee meetings
- NCTE Awards Ceremony
- NCTE Annual Convention as Chair
- Introduction of Trevor Noah, current US Poet Joy Harjo, and Andrea Davis Pinkney and Brian Pinkney at NCTE’s Annual Convention
- NCTE Member Gathering, “Handle With Care,” on the safe return to school
- NCTE Gathering on “Children’s Day/Book Day” with Pat Mora
- NCTE Member Gathering in Conversation with Frederick Joseph
- Library of Congress webinar on poetry with former US Poet Laureate, Juan Felipe Herrera
- Library of Congress webinar on “Poetry 180” with former US Poet Laureate, Billy Collins
- Three Member Gatherings with Detra Price Dennis and Antero Garcia
- NCTE representative in webinar conversation with Elizabeth Acevedo at the Latinx KidLit Book Festival
- NCTE representative in “A Conversation on Censorship” webinar
- NCTE representative in Library of Congress webinar, “Transcribing Walt Whitman”
- NCTE representative in conversation with Luis Alberto Urrea at Literacy Volunteers of Santa Fe Webinar and Fund Raiser
- President’s articles in *The Council Chronicle*

I feel blessed to have been involved in such enriching conversations and webinars.

I will add that the Presidential year would have been impossible for me without the ubiquitous presence and organization of ED liaison, Lisa Avetisian. Lisa keeps us all on track. I also must mention that Executive Director, Emily Kirkpatrick, has steadily been a knowledgeable, strong leader and always available even through the most challenging times.

Alfredo Celedón Luján, President

President-Elect and 2021 Program Chair

Because of unexpected transitions to the NCTE Presidential Team that occurred in August 2020, I moved into the role of President-Elect a few months before scheduled. Although the transition required extra time, it also provided more opportunities for the new Presidential Team to work together to problem-pose and problem-solve important matters related to leadership. Thus, it was necessary for me to continue my practice of listening and learning, paired with my engagement as a contributor and active participant in PT discussions, decisions, and related leadership matters. Throughout my election onto the PT in spring 2019 through today, I have gained an even deeper appreciation of the work, mission, and priorities of our professional organization.

Also, I have been able to increase my partnerships not only with the PT, but also with Past Presidents, current leaders/officers, active members, and prospective new members. From being immersed in conversations about governance, organizational structure, bylaws, and the constitution, I have also been fortunate to participate in discussions about programs, curricular efforts, and community initiatives that impact all of membership.

Similar to last year, I recommitted to the following overarching goals: (1) to better understand how others have interacted within NCTE; (2) to gain a macro-level perspective of NCTE; (3) to further deepen my engagements with multiple groups within the organization; and (4) to shape and refine what I see as my contributions to NCTE as a member of its Presidential Team. Like last year, I believe I have accomplished these goals and I am prepared to facilitate not only an engaged Annual Convention in November 2021, but to also facilitate an engaged year as President (2021-2022).

During the year, 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
- Research Foundation
- Standing Committee on Affiliates
- Standing Committee on Diversity and Inclusivity (Alfredo was primary liaison)
- Standing Committee on Research
- Secondary Section Steering Committee

In addition liaising with some of the above groups, I was also pleased to see the work that came from the PDCRT (Professional Dyads and Culturally Relevant Teaching) after the Presidential Team and the Executive Committee agreed to officially support PDCRT as an official NCTE program, ensuring its financial stability for years to come. Also, let me note my involvement with the February 2021 proposal review meeting in Washington, DC and my chairing of the September 2021 Presidential Team Retreat that was held virtually. These, in addition to my chairing of the 2021 NCTE Annual Convention that was scheduled for Louisville, KY, but that has been pivoted to a fully online conference. Working with wonderful NCTE staff members, the Executive Director, the Presidential Team, the Executive Committee, and the various proposal reviewers (at multiple levels) have all resulted in my conference vision coming to fruition. I am excited by the various speakers (including Former First Lady Michelle Obama) who will participate in this year's conference.

Undoubtedly, 2020 has been both a good year in terms of NCTE work, efforts, and programs. It has also been a challenging because of COVID-19 and the Delta variant as well as ongoing racist incidences happening across the entire world. However, I do remain hopeful that NCTE will continue to thrive in uncertain global times and will remain a leader with regards to other professional organizations. I look forward to continuing to partner with the NCTE PT and work alongside our Executive Director to ensure that we have another productive, engaging, and successful year with our members.

Lastly, I will say that I have continued to move forward in my own professional leadership at the University of Pittsburgh and with various nonprofit organizations across the country. I was elected to the Board of Trustees for my undergraduate alma mater (Johnson C. Smith University) and was selected as a 2021-2022 Fellow of the American Council on Education (ACE). This year (October 2021) will see the release of my new book titled, *Where Is the Justice? Engaged Pedagogies in Schools and Communities*, co-authored with NCTE members Emily Nemeth, Tamara Butler, and Grace Player (and published by Teachers College Press and NCTE).

Relatedly, I continue to publish articles and essays, pursue research and leadership efforts, and remain active within NCTE and other professional organizations.

Valerie Kinloch, President-Elect

Vice President

I was elected Vice President of NCTE in late spring 2020. Due to the resignation of President Leah Zuidema in August 2020, I was asked and willing to assume my role on the Presidential Team 12 weeks early. The EC approved the succession of officers on the Presidential Team (PT) that included Alfredo Celedón Luján, President; Valerie Kinloch, President-Elect, María E. Fránquiz, Vice President, and Franki Sibberson, Past President. Beginning September 2020, and in company of the new Presidential Team I attended virtual PT meetings, Operations Subcommittee meetings, Executive Committee meetings and the annual PT virtual retreat. As a new member of the PT, I listened, asked questions, and contributed to discussions related to the overall organization of NCTE and its Sections, Caucuses, Standing Committees, and Assemblies. At every meeting, the challenges of COVID 19 were thoughtfully and pro-actively addressed by the PT adding to my abilities to be a better member of other professional organizations such as WestEd, the National Association of Bilingual Education, the Society for the Study of Gloria Anzaldúa, among others. In broadening my understandings of NCTE, I sought out during this first year to 1) increase my knowledge of membership in the organization and its many volunteers, 2) deepen my engagement with the various governance groups and the NCTE staff that works with them, and 3) with the help of the PT, identify areas where I can learn, grow, and contribute. As I reflect on my first year, I am grateful that my time and talents are accepted with grace, patience, and humility by the leadership team. The generous attributes shared with me by Executive Director, Emily Kirkpatrick, and my colleagues on the PT, have assisted me in increasing, deepening and identifying the ways NCTE, as a professional home, can create more anti-racist and inclusive spaces for its membership now and in the years to come.

This year I also served as liaison for the following groups:

- Charlotte Huck Award for Outstanding Fiction for Children Committee
- Orbis Pictus Award for Outstanding Nonfiction for Children Committee
- Award for Excellence in Poetry for Children
- Build Your Stack Committee

Other related areas in which I have expanded my knowledge include journals, conferences, and awards with national and international audiences.

- #DisruptTexts, #OwnVoices, #WeNeedDiverseBooks, Children's Literature Association and newer journals such as *Research on Diversity in Youth Literature*
- International Society for Children's Literature, International Board on Books for Young People

Additionally, I participated in a webinar hosted in May 2021 by the Library of Congress Poetry and Literature Center. The webinar series is a new collaboration between the Library of Congress and NCTE. This particular seminar centered on the person and work of Alberto Rios, Poet Laureate of Arizona.

In my responsibilities as a Professor at the University of Texas at Austin, I have made the following contributions. I co-authored a book for the Principles in Practice series at NCTE, co-edited four issues for the National Association of Bilingual Education's premier journal, the *Bilingual Research Journal*, and collaborated with colleagues and graduate students to author three chapters in books on research in K-20 education. For the organization and its affiliates, a stronger and deeper connection among bilingual education educators, teacher educators, and NCTE is a continued vision of mine.

A highlight of the year occurred when in December 2020 I learned that a generous gift was made to the NCTE Fund by NCTE Past President Sheridan Blau. This gift was made in honor of my service

and leadership as NCTE Vice President and in honor and leadership of Valerie Kinloch as NCTE President-Elect.

María E. Fránquiz, Vice President

Past-President

Due to the unexpected resignation of NCTE President, Leah Zuidema, in 2020, I continued on as Past President of NCTE for an additional year as per the NCTE Constitution (below).

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.

During the 2020-2021 year, I spent a great deal of time working with the Presidential Team, the Executive Committee, the Executive Director, committee chairs and NCTE members as past president of the council. 2021 has continued to be a challenging year for teachers and NCTE worked hard to be a support members during this time.

Due to the pandemic, the Executive Committee virtually throughout the year. Our work helped move the council forward and keep with our mission in new ways. Despite the pandemic and being unable to meet in person, president Alfredo Luján was masterful at creating a positive online environment that allowed the Executive Committee to have a productive and positive year together.

I was able to participate in many virtual events hosted by NCTE. The weekly Member Gatherings were definitely a highlight of this year for many members. Other virtual event I was able to attend were the NCTEAR conference, the LLA Summer Institute and the Build Your Stack virtual events. NCTE's Twitter chats have continued to be engaging and I was able to attend many of those.

I had new liaison assignments this year. Those committees were Promising Young Writers, Public Language Award Committee, Standing Committee on Global Citizenship and the Standing Committee on Literacy Assessment. I was also liaison to the College Section Steering Committee and to the College Forum. I was able to attend meetings of several of these committees across the year.

With all of its challenges, 2020-21 was another positive and productive year for NCTE. We continued forward with our mission, supporting members in new ways. We accomplished a great deal and we have much to look forward to in 2021-22.

I am grateful to have had this extra year to work with and learn from the Presidential Team, the Executive Committee and NCTE staff.

Franki Sibberson, Past President

Research Foundation

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

Name	Affiliation	Region
William P. Banks, Chair	East Carolina University	Southeast
Tonya B. Perry, CNV Director	U of Alabama, Birmingham	Southeast
Korina Jocson	U of Massachusetts, Amherst	Northeast
Betina Hsieh	California State U, Long Beach	West
Lamar L. Johnson	Michigan State University	Midwest
Sonja Lanehart	U of Arizona, Tucson	Southwest
Carmen Llerena	Department of Education, NYC	Northeast
Karen Keaton Jackson	North Carolina Central University	Southeast

NCTE Support Staff: Kristin Ritchie

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

- **Research Foundation Guidelines:** The Trustees are currently working on reviewing and updating the guidelines for the Research Foundation given recent decisions to modify the meeting schedule to make the spring RF meeting virtual while maintaining the fall RF meeting at NCTE. Additional updates are being considered given other minor changes to workflows.
- **2021 Research Grants:** Trustees reviewed nearly 30 proposals this year for research grants and selected 3 projects to receive funding for the coming year:
 - Shuling Yang and Natalia Ward, *Honoring “Eyes that Kiss in the Corners”:* *Integrating Multicultural Picture Books with Asian American Characters in Rural Elementary Classrooms* (\$2,500)
 - Alex Corbitt and Mariana Lima Beecker, *Roblox as Community Composition: Tracing Literacies and Digital Play Among Brazilian Multilingual Youth* (\$3,500)
 - Crystal Chen Lee and Jose Picart, *Amplifying the Voices of Underserved Students in Community-Based Organization* (\$2,000)
- **2021 Trustee Appointment:** The current board met in spring and summer 2021 to appoint one new Trustees of the Research in keeping with the group’s charter. Names were solicited and final votes will be made in fall 2021 for a member to become active after the 2021 NCTE annual convention.
- **2020-22 CNV Cohort:** We are currently one year into the most recent CNV cohort, which has met virtually over the last year due to the COVID pandemic. CNV Director Tonya Perry has worked with NCTE staff, the CNV cohort, and the Foundation Trustees to provide check-ins and other online support opportunities for this group to support them and their research in such a precarious time. The Spring 2021 CNV Cohort Gathering was held virtually March 4-6, 2021, with the theme “Creating Space that Nurtures the Heart: I Matter, My Work Matters, My Community Matters.” Each day included lead mentors to facilitate discussion, and guest speakers who engaged the CNV cohort on topic of importance to teaching and literacy research.
- **CNV Future Siting:** Dr. Perry has suggested several options for future CNV winter/spring meetings, including NYC (coordinating with NCTEARS, perhaps) or U of

Arizona, with U of Alabama Birmingham as a back-up option. The RF has also discussed University of Illinois Chicago for 2022 (coinciding with CCCC). Plans should be finalized in fall 2021 when we know more about travel options. We will also explore siting future event as HBCUs and HSIs.

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

- **CFP For Teacher Grant Program:** Trustees met in summer 2021 to make any changes necessary to the CFP and process for the 2021 Teacher Grant program. Grants submissions will be reviewed in fall 2021.
- **CNV 20th Anniversary Celebration:** In fall 2019, Dr. Guerra began discussions with NCTE leadership about highlighting CNV at the 2020 convention; these discussions continued throughout spring 2020 among RF Chair Dr. Banks, outgoing CNV Director Dr. Guerra, incoming CNV Director Dr. Perry, NCTE Program Chair Alfredo Luján, and NCTE Executive Director Emily Kirkpatrick. Plans changed somewhat when COVID-19 shifted the NCTE 2020 convention to a virtual conference, but NCTE provided space for CNV Director Perry to chat with past CNV directors about the history and sustainability of CNV as part of the all-attendee evening session. Director Perry also worked with past CNV fellows to provide a session that highlighted CNV work from their perspective.
- **CNV Impact Project:** At the spring 2020 RF meeting, Trustees discussed how we might better collect data on the impact of CNV and also how we might better advertise the CNV in order to support both the program and the former, current, and future Fellows. General consensus was that NCTE should provide some funds to support a graduate student or former fellow to conduct interviews with former CNV Fellows to learn to discuss the impact of the project on their careers. Dr. Banks offered to match those funds with local funds at ECU and to provide at least one graduate student to do the interviews. **Alicia Hatcher**, a doctoral student at ECU, used Zoom to conduct over 20 interviews during summer 2020; recorded interviews and transcripts were used in the 2020-21 year to create promotional videos and other materials and were part of the CNV 20th Anniversary Celebration in Fall 2020.

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 NCTE Research Foundation plays a significant role in shaping our profession through engaging key elements of NCTE's vision, specifically access, agency, and impact. Through the two biennial grant programs, the RF provides access to important funds for classroom teachers and teacher researchers to conduct research and better understand high impact practices in the English language arts. Likewise, the Cultivating New Voices among Scholars of Color (CNV) initiative provides unparalleled mentoring and support for early career ELA teacher-scholars and over the last twenty years has become the mentoring program that other professional teaching organizations seek to emulate. By pairing early-career scholars with experienced mentors who meet with them regularly during a two-year period, CNV/RF helps new members of our organization to get access to some of the key voices and experiences that have shaped NCTE; through those relationships, and through larger cohort meetings twice each year, the CNV/RF helps to develop agency among these emerging scholars as they develop a prominent research agenda; and by providing space at the NCTE's annual meeting to present their work and to get feedback from others in the field, CNV/RF seeks to amplify the impact that these scholars' projects can have on our profession. CNV alumni are well-represented in NCTE journals and on NCTE conference programs, and also serve in a number of important leadership roles in the organization.

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

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

NCTE members cannot do their work if critical theories of race, class, gender, and sexuality remain under attack in our national political dialogue. In particular, recent legislative assaults on Critical Race Theory (CRT) are leaving our membership and the students and communities we serve without important interventions in the history of racism and white supremacy in the United States. These are attacks on historical and racial literacies that shape our understandings of ourselves at the individual and cultural/national level, and NCTE must be a voice in speaking back to these attempts to censor effective teaching and learning in ELA and other classrooms. Central to the work of NCTE should be strategic action to address the chilling effects of this new McCarthyism.

William P. Banks, Chair

**Reports of the
Section Steering
Committees**

Elementary Section Steering Committee

I was elected to the Elementary Section Steering Committee in 2020, and officially started my service to the NCTE community in this capacity during the first remote convention.

Simultaneously, I moved into the role as Chair, following the lead of Dr. Robert Price Gardner. Entering this role, I am grateful for the foundation paved by educators and scholars that came before me, to amplify the voices, concerns, and good work of our Elementary students, teachers, families, and communities. I would like to give special recognition and thanks to the current Elementary Section Steering Committee:

Roberta Price Gardner, Kennesaw State University
Valenté Gibson, Richland School District
Brian Kissel, Vanderbilt University
Aeriale Johnson, San José Unified School District
Erina Miller, University of North Carolina
Haeny Yoon, Teachers College
Yoo Kyung Sung, University of New Mexico

Several members will be transitioning off the committee this year, and have done an incredible job moving the section forward within unprecedented times, imagining new ways of engaging, supporting, and building. We look forward to welcoming our new committee members after the 2021 convention.

For the 2021 Convention, the Elementary Section is thrilled to announce the following award recipients that exemplify asset-based teaching and scholarship with and for our communities:

Outstanding Elementary Educator in English Language Arts: Dr. Gholnecsar (Gholdy) Muhammad

Dr. Gholnecsar (Gholdy) Muhammad is an Associate Professor of Language and Literacy at Georgia State University. She also serves as the director of the GSU Urban Literacy Collaborative & Clinic. She studies Black historical excellence within educational communities with goals of reframing curriculum and instruction today. Dr. Muhammad's scholarship has appeared in leading educational journals and books. Some of her recognitions include the 2014 recipient of the National Council of Teachers of English, Promising New Researcher Award, the 2016 NCTE Janet Emig Award, the 2017 GSU Urban Education Research Award, the 2018 UIC College of Education Researcher of the Year and the 2020 American Educational Research Association (AERA), Division K Early Career Award. She works with teachers, leaders, parents and young people across the United States and South Africa in best practices in culturally and historically responsive instruction. She is the author of the best-selling book, *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*.

NCTE Donald H. Graves Award for Excellence in the Teaching of Writing: Carmela Valdez

Carmela Valdez is currently an early childhood, two-way dual language teacher at LCpl. Perez Elementary School in Austin, Texas, in her 15th year of teaching. She has a BA in theatre from The University of Texas at Austin and an MEd in early childhood education from Texas State

University. She teaches the Heart of Texas Writing Project Summer Institute at the University of Texas. Carmela firmly believes that every student comes with their own existing literacies and experiences that make them who they are. She is passionate about her students using their voices and writing to enhance their communities and families' lives. Carmela continues to advocate for the rights of every multilingual student and believes that language is a civil right.

Language Arts Distinguished Article Award Winner: Dr. Jon M. Wargo

"'Seeing' Difference Differently: Inquiry-Based Learning as a Site/Sight of Intersectional Justice in English Language Arts," Vol. 98, No. 3, January 2021

Dr. Jon M. Wargo is a 2020 NAEEd/Spencer Postdoctoral Fellow and an assistant professor of Teaching, Curriculum, and Society in the Lynch School of Education & Human Development at Boston College. An educational researcher who attends closely to qualitative methods, Wargo engages community-based, ethnographic, and multimodal methodologies to examine how digital media and technology mediate children and youths' social and civic education. Prior to joining the professoriate, Wargo was an early childhood educator in Denver Public Schools.

We organized two sponsored sessions for NCTE 2021. The first is focused on family and community literacies. The second is focused on continued conversation of the Science of Reading (STR)

As a committee, we are seeking to expand our reach to our membership by offering member Twitter chats and webinars throughout the year. We seek to build with our membership outside of the convention by offering many ways for educators to connect and engage in conversations with the most pressing issues impacting their communities. Additionally, we are planning to bring past Graves winners and Outstanding Elementary Educators Awardees into conversation to document our history.

Tracey T. Flores, 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.

Priorities & Convention Programming

In the midst of the ongoing COVID-19 Pandemic, and in the wake of the cultural events that transpired in 2020, our section has proceeded across this year with the following key priorities, chosen for their urgency and relevance to our classrooms in this moment:

- Equity, antiracism, and culturally sustaining pedagogies
- Socioemotional Learning
- Teacher sustainability

As a section, we are particularly interested in and invested in questions of anti-racism and culturally sustaining pedagogies in the middle grades. These are issues that are often largely ignored in the middle level scene, with adolescent youth constructed as "too young" or not mature enough, to engage in substantive conversation around racial justice and equity. As such, a key focus of our past convention, and of our plans for the upcoming 2021 convention, are keyed to these issues. Our Mosaic and additional Why Middle Matters section level programming will be oriented towards these issues and questions of equity, with sessions on a Culturally Sustaining pedagogy, as well as the Cultivating Genius Framework on offer at the convention. We have been thrilled with the 2021 conference theme, but look eagerly to continue this focus on anti-racist and culturally sustaining teaching well beyond 2021.

Beyond this, we are conscious of the impact that the COVID 19 pandemic has had on youth, in ways we suspect and just beginning to emerge. With this in mind, our MLSSC leadership have also designed Why Middle Matters sessions, and upcoming programming to attend the socioemotional dimensions of learning, and issues of mental health in the classroom—critical as these are to the middle grades condition.

Finally, the stress of the pandemic was not limited to students, and we are deeply aware of the sustainability challenges facing our membership. As such, we have held a teacher sustainability webinar session, are actively working on increased communication and engagement with membership, and a focus and support for mentorship and community at the 2021 convention as well.

Communication and Community with Membership

Given the unprecedented challenges and pressures of the past year, an active goal and commitment of the MLSSC has been establishing a more active and engaged community in our section. We are poignantly aware of the isolation and stress many educators are feeling, and the particular demands that exist for middle school educators, who are guiding students in the midst of transition, through an incredibly transitional time. It is our observation that our section could be more proactively engaged with membership across the year—not merely at

convention—and as such, we developed a series of webinars and events to build communication and community. This included spring 2021 webinars on Teacher Sustainability (April), and Antiracist curricular planning (June), as well as a summer book-club event and author talk during which our leadership was joined by Christina Soontornvat to discuss two of her recent books. Beyond these, we launched a Middle Level Blog in the spring, entitled “*Between Us...*” that will operate as a regularly updated series of middle-level specific blogs curated by the MLSSC, and written by our leadership and guests. Finally, we are looking forward to further programming occurring in the coming months, including a virtual Flash Fiction contest, and further webinars and book clubs in conjunction with other sections. Moving forward, connection and communication with membership remains a central priority, and a challenge we intend to continue addressing.

Awards and Honors

Annually, the Middle Level Section awards two major honors; the Richard W. Halle Award, and the Outstanding Middle Level Educator award. This review cycle, our leadership group was invested in considering the differences between these awards, noting that the Halle Award was meant as a cumulative, long-term service to the section honor, and the Outstanding Educator award an honor for a particular body of work in the middle grades classroom. With that in mind, we are proud of this year’s award winners, Alfredo Luján, and Winnie Nuding.

This year, our NCTE President, Alfredo Celedón Luján, was selected as the winner of the 2021 Richard W. Halle Award. Mr. Luján’s commitment and investment to NCTE, and to the middle grades, and to the Latinx Caucus, has stretched over decades, marked by an unwavering commitment to students, and continuous classroom teaching, even as he has stepped into extensive NCTE administrative and leadership positions.

For 2021, we selected Gwendolyn 'Winnie' Nuding as our Outstanding Middle Level Educator. Ms. Nuding’s recommenders describe an exceptional and committed educator, who goes above and beyond for her students, offering guidance in challenging times, and shown a deep commitment to social justice, and particularly gender equity, in her classroom praxis.

Section Journal Ties

Over the past year, the MLSSC was also pleased to extend and strengthen its relationship and connection to our NCTE middle level journal—*Voices from the Middle*. We are glad to be in close and continual communication with the new editorial team of Robyn Seglem, Matt Skillen, and Shanetia Clark, and to collaborate with them as we continue to seek to amplify teacher and student voices, and build community in our section.

As part of our collaboration with the journal, we had the pleasure of once again selecting a winner of the Linda Rief Award for outstanding article contribution to the journal. This year’s winning article, “Harm and Healing: Reading with an ABAR (Anti-Bias, Antiracist) Lens,” (Vol. 28, No. 4, May 2021) was authored by Eliza Ramirez and Sarah J. Donovan. Beyond that, given the high quality of submissions and nominees, we further chose to recognize two Linda Rief Award Honorable Mentions, the first being for Jennifer Fraser’s article, “I Wish I Had Given More Hugs: A First-Year Perspective on the Loss of a Classroom” (vol. 28.1), and the second for Emilie Jones, Ivelisse Ramos Brannon, and Kristen Hawley Turner’s article, “This is my time to shine”: How Compassion and Passion Make Education More Equitable,” (vol. 28.4).

As we close the year, we are excited about the quality of submissions to the journal, and the direction in which it is headed. Finally, we wish to thank the *Voices From the Middle* editors who have rotated off this year, Shelbie Witte and Sarah Kjader.

Pressing Issues and Concerns

As a Steering Committee, we see a number of ongoing and pressing concerns facing our section that we remain cognizant of, and wish to note in this report. First, we will add our collective voice to concerns we know others in NCTE and our Executive Leadership have raised around recent attacks on teacher autonomy. Politicized—and racialized—attempts to censor and ban books and particular intellectual frameworks are deeply concerning, and we worry for the chilling effects they will have on discussions of identity and race, particularly in the middle grades, where these social realities are playing out for students, and racial, ethnic, and cultural identities crystallizing. We believe strongly in the continued, and ever-growing, importance of diversifying our texts, our teaching force, and the curriculum, including perspectives that invite critical thinking and literacy into the classroom. Second, we remain eager to continue building relationships and connections with the caucuses of NCTE. Particularly in this moment, we feel the inclusion of the caucuses and their perspectives is vital to ensure the NCTE moves in directions reflective of the future of our classroom landscapes. Third, over this past year, the MLSSC had numerous discussions about the importance of increasing diversity of leadership and election nominees, particularly in our section. It is our hope to see a diverse slate of candidates in the coming years, and that issues of increasing diversity, and the structural barriers that can prevent this, remain central as we review policy for NCTE elections in the future.

MLSSC Leadership

Michael Dominguez, Chair
Brooke Eisenbach
Carla España
Robyn Seglem
Sarah Bonner
Sonam Shahani
Bobby Harley
Michael Martinez

We further wish to thank those MLSSC leaders who rotated off the Steering Committee this past year—Justin Stygles and Frances Lin—for their service to NCTE, the MLSSC, and literacy education.

Michael Dominguez, 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

Valerie Mattesich
Susan Barber
Keisha Green
Angela Moore
Josh Thompson
Larry Reiff
Nimisha Patel
Lisa Scherff, Chair

As with last year, the COVID-19 pandemic continued to cause 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 of several memoirs as part of an online "Teaching Memoir" event (open to members and non-members) the summer of 2021. Secondary Chair, Lisa Scherff, moderated a discussion with educators Joel Garza, Susan Barber, KaaVonnia Hinton, and Jennifer Buehler

The 1619 Project: Born on the Water

For the third year in a row, the Secondary Section will sponsor a special gathering on the Wednesday prior to convention (7:00-8:30 PM). The session will feature Nikole Hannah-Jones, Renée Watson, and Nikkolas Smith the coauthors and illustrator of *The 1619 Project: Born on the Water*. Nikole Hannah-Jones is a Pulitzer Prize-winning reporter covering racial injustice for *The New York Times Magazine* and the creator of the landmark 1619 Project. In 2016, she cofounded the Ida B. Wells Society for Investigative Reporting, a training and mentorship organization dedicated to increasing the ranks of investigative reporters of color. Renée Watson is a *New York Times* bestselling author. Her young adult novel *Piecing Me Together* received a Newbery Honor and a Coretta Scott King Award. Nikkolas Smith is an Artist, picture book author, and Hollywood film illustrator. He is the author/illustrator of *The Golden Girls of Rio*, nominated for an NAACP Image Award, *My Hair Is Poofy And That's Okay*, and *World Cup Women*. The moderator(s) is/are TBD.

2021 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 Lisa Scherff) selected "#TeenPoetsMatter: Writing Critical Micropoems as Urban Social Critiques" by Jevon Delexander and

Gliset Colón [November 2020, 110.2]. Honorable mention went to "Looking Inward and Outward: Fostering Introspective Argumentation" by Eileen Shanahan and Min-Young Kim [March 2021, 110.4]. The award presentation will be held during either the Section Get Together or the Secondary Section Luncheon. This discussion is currently ongoing with NCTE staff and other section chairs.

2021 Hopkins Award Committee: Angela Moore, Larry Reiff, Lisa Scherff (chair), and Keisha Green

2021 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 Lisa Scherff) selected "'I Got This!' Visual Methods as a Restorative Practice" by Deirdre Faughey [November 2020, 110.2]. Honorable mention went to "Teachers Who Stand Up" by Lorena Germán [November 2020, 110.2]. The award presentation will be held during either the Section Get Together or the Secondary Section Luncheon. This discussion is currently ongoing with NCTE staff and other section chairs.

2020 Farmer Award Committee: Lisa Scherff (Chair); Angela Moore, Larry Reiff, Susan Barber, and Nimisha Patel.

2021 Secondary Section Get Together

The format for the Secondary Section Get Together is TBD. Discussions are ongoing between NCTE staff and the Sections regarding a preferred format--all sections in one combined event or separate events for each section. We do have plans to reach out to an accepted panel if each section hosts its own event.

2021 High School Matters

The Secondary Section Steering Committee is delighted to announce this year's HSM keynote speakers: Kelly Gallagher and Penny Kittle with poets Georgia Heard and Micah Bournes. Their session is titled "Poetry for Justice and Power." Following tradition, Carol Jago will open the session with a short booktalk.

2021 Secondary Section Luncheon

Kao Kalia Yang will be this year's Secondary Luncheon speaker. A selective mute in the English-speaking world for much of her early life, Kao is a Hmong-American writer who has written several memoirs including *The Latehomecomer: A Hmong Family Memoir* and children's books (*A Map Into the World*, *The Shared Room*, and *Somewhere in the Unknown World*). Yang's work has been recognized by the National Endowment for the Arts, the National Book Critics Circle Award, and the PEN USA literary awards among others. NCTE staff is reaching out to members of the Asian American caucus, who we hope will partner with us for this event.

Lisa Scherff, 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
Holly Hassel (ex-officio, Chair CCCC)
Darin Jensen (ex-officio, Editor *TETYC*)
Sarah Johnson (ex-officio, Chair TYCA)
Melissa Lanetta (ex-officio, Editor *College English*, MLA liaison)
Rhea Lathan
Kelly Medina Lopez
Renee Moreno (incoming Chair)
Laurie A. Pinkert
Kristen Ritchie (NCTE Liaison)

Leadership and Committee Changes

Renee Moreno will assume the role of CSSC Chair at the magic hour as present chair Bradley Bleck will have served out his four-year commitment on the CSSC. Additionally, April Baker-Bell, Laurie Pinkert, and Reva Sias will have their committee membership expire at the same time. Incoming members are Jessie Moore, Siskanna Naynaha, and Reshma Ramkellawan-Arteaga, whose tenures begin with the magic hour.

CSSC Webinars

The CSSC developed and delivered, with the invaluable support of NCTE staff, four webinars, one each in the month of March, April, May, and June. Each of the webinars focused on the teaching of critical reading skills in the college classroom.

***College English* editor search**

The CSSC chair chaired the search committee for a new *College English* editor. Applications were reviewed, interviews were conducted and a recommendation was forwarded to the NCTE EC for action. NCTE staff Jim Sitar facilitated the process.

Convention Planning

CSSC member April Baker -Bell is scheduled to lead a session on the work that informs her book *Linguistic Justice: Black Language, Literacy, and Pedagogy*. Leading up to the conference CSSC members are working on two presentations to create interest in Baker-Bell's session. Aja Martinez is currently scheduled for an October 9 presentation on critical race theory and planning is underway for Lamar Johnson to lead a similarly focused webinar on October 14.

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

To the best of the chair's knowledge, no submissions were received.

Ohmann Award Selection

Angela Clark-Oates is chairing the Ohmann Award committee for best article in Volume 83 of *College English*. At the time of this report's writing, partly due to late production of the final issue of the year, a decision had not yet been made regarding the winner of the award.

Upcoming CSSC Meetings

The CSSC last met face-to-face in November 2019 at the annual convention. We have been holding semi-regular meetings via Zoom since the beginning of the pandemic. The scheduled time was the second Tuesday of each month at 4:00 p.m. Pacific Time, 7:00 P.m. Eastern. It is expected that these semi-regular meetings will continue under the leadership of the new chair. The annual meeting of the CSSC is tentatively scheduled for the second Tuesday of November, at a time to be determined as one of the members may be in Europe at the time and accommodations may need to be made due to time differences. The meeting will occur via Zoom.

Moving Forward

For the just completed year, the CSSC supported the teaching of reading in the college classroom. CSSC members will need to determine whether to continue focusing on reading again in the next year or whether there is a better focus, perhaps something that builds off the CSSC convention event and the webinars preceding that event.

Bradley Bleck, Chair

**Reports of the
Conferences and
TYCA**

Conference on College Composition and Communication (CCCC)

The Conference on College Composition and Communication is the largest conference of the NCTE with a membership of around 5000. Established in 1949, it is also the oldest conference. The disciplinary and professional focus of CCCC is research and teaching in Composition and Rhetoric Studies. It publishes a quarterly academic journal (*CCC*) and a book series (*Studies in Writing and Rhetoric*) related to this work, and provides professional mentoring and advocacy support as well as grants and awards (including the new Outstanding Teaching Award) for its members. In the spring of every year, CCCC hosts a national convention that draws 3000+ participants from all 50 states. The CCCC team of officers (Chair, Associate Chair, Assistant Chair, Past Chair, and Secretary) works with the CCCC Executive Committee (a governing body of 20 elected members, eight ex-officio voting members (the CCCC and TYCA officers), and two non-voting members (CCCC and TYCA) publications editors. CCCC holds annual business meetings during the CCCC and NCTE conventions; in November, the CCCC EC participates in a half-day planning retreat to set the agenda for the new year.

2021 Leadership Team (Officers and Executive Committee):

Julie Lindquist, MSU, Chair

Holly Hassel, North Dakota State University, Associate Chair

Staci Perryman-Clark, Western Michigan University Assistant Chair

Vershawn Ashanti Young, University of Waterloo, Immediate Past Chair

David Green, Howard University, CCCC Secretary

Frankie Condon, University of Waterloo, Ontario, Canada, CCCC Parliamentarian

Steven Alvarez, St John's University, Queens, NY, Executive Committee

Sonia Christine Arellano, University of Central Florida, Orlando, Executive Committee

Chris Blankenship, Salt Lake Community College, UT, Executive Committee

Ronisha Browdy, North Carolina State University, Executive Committee

Cristyn Elder, U of New Mexico, Executive Committee

Heidi Estrem, Boise State University, Executive Committee

Candace Epps-Robertson, University of North Carolina, Executive Committee

Darin Jensen, Des Moines Area Community College, Executive Committee

Sarah Z. Johnson, Madison Area Technical College, WI, Executive Committee

Leigh Jonaitis, Bergen Community College, Executive Committee

Travis Margoni, Yakima Valley CC, Executive Committee

Annie Mendenhall, Georgia Southern University, Executive Committee

Casie Moreland, Western Oregon University, Monmouth, Executive Committee

Maria Novotny, University of Wisconsin-Milwaukee, Executive Committee

Timothy Oleksiak, University of Massachusetts- Boston, Executive Committee

Steve Parks, University of Virginia, Charlottesville, Editor, Studies in Writing and Rhetoric

Mya Poe, Northeastern U, Executive Committee

Malea Powell, Michigan State University, East Lansing, Editor, CCC

Cheryl Hogue Smith, Kingsborough Community College, City University of New York, Brooklyn, TYCA Chair

Trixie Smith, Michigan State University, East Lansing, Executive Committee

Tara K. Wood, University of Northern Colorado, Greeley, Executive Committee

Xiaoye You, Pennsylvania State University, University Park, Executive Committee

Zhaozhe Wang, Purdue University, Executive Committee

For 2022, CCCC has elected a new Assistant Chair and members of The Executive Committee: Frankie Condon is the incoming Assistant Chair; Antonio Byrd, Chen Chen, SC José Manuel Cortez, Jaquetta Shade-Johnson, Kendra L. Mitchell, Andrea Riley Mukavetz, and Shui-Yin Sharon Yam, will be joining the EC.

2021 Goals, Activities, Accomplishments

The CCCC Mission Statement (last revised in 2018) reads as follows:

The Conference on College Composition and Communication (<http://cccc.ncte.org/cccc>) is committed to supporting the agency, power, and potential of diverse communicators inside and outside of postsecondary classrooms. CCCC advocates for broad and evolving definitions of literacy, communication, rhetoric, and writing (including multimodal discourse, digital communication, and diverse language practices) that emphasize the value of these activities to empower individuals and communities. CCCC promotes intellectual and pedagogical freedom and ethical scholarship and communication. To this end, CCCC and its members sponsor and conduct research that produces knowledge about language, literacy, communication, rhetoric, and the teaching, assessment, and technologies of writing; create collaborative spaces (such as conferences, publications, and online spaces) that enable the production and exchange of research, knowledge, and pedagogical practices; develop evidence- and practice-based resources for those invested in language, literacy, communication, rhetoric, and writing at the postsecondary level; advocate for students teachers, programs, and policies that support ethical and effective teaching and learning.

Now, with the CCCC mission in mind, as I approach the end of my term as CCCC Chair in December, I reflect on my goals, plans, and accomplishments while serving in that role. In taking stock of our work over the past year, I believe that we can claim accomplishments that speak to all four components of the Statement:

- sponsoring and conducting research
- creating collaborative spaces
- developing evidence- and practice-based resources
- advocating for students, teachers, programs, and policies

An important goal for 2021 has been to continue the work of Vershawn Young and Asao Inoue in moving the organization toward goals of access, inclusion and equity—both within CCCC itself, and in the role of the organization as an advocate for ethical practices of research and teaching across the nation. The work for the past year has been in operationalizing these goals and defining and delegating related tasks.

The four working groups of the Executive Committee (described below), assigned and convened in November 2020, have been animated in their various tasks by the goals described above, and (though the work of some of the groups has been paused over the summer), continue to make progress toward them. The disruptions occasioned by the COVID-19 pandemic brought some changes in the routines of leadership and governance, as well as some emergent opportunities for reflection and innovation. Among the positive developments brought about by the COVID-19 crisis: the development of productive, well-designed virtual learning experiences and opportunities for members, and a more flexible, collaborative model of leadership across roles. What follows is a report on CCCC groups, activities, and accomplishments.

The November 2020 Executive Committee Retreat was an important moment in planning for (and launching us into) the work of 2021. At that meeting, we invited EC Members to identify and surface ongoing issues, questions, and goals for the coming year. Associate Chair Holly Hassel (with whom I had been collaborating on conference planning and governance, inspired by pandemic-related exigencies of immediate changes in convention planning and the need for longer-term, sustainable structures) and I created an agenda for the November retreat built around three goals: 1) to express a commitment to continuity in vision and work through the leadership rotation; 2) to continue to work toward Past Chair Vershawn Young’s goal of more inclusive and equitable organizational goals and practices; and 3) to educate EC members about the operations and processes of the organization relevant to governance and change-making. Problem-solving sessions at the EC Retreat yielded a robust set of notes documenting the plans, aspirations, and visions of the governing bodies (Officers and EC Members). From the products of these conversations, and in effort to make the EC *itself* an example of how CCCC might, per its mission, “create collaborative spaces,” Holly and I formed four Working Groups as a means for pursuing the goals we began with at the EC Retreat; specifically, for carrying forward work focused on what emerged as four key principles: *sustainability*, *equity* (with a particular emphasis on anti-racism), *transparency*, and *accessibility*. These goals inform all parts of the work for the coming year, and they recognize and build from individual members’ areas of interest, expertise, and forms of professional experience. The four groups, their charges, and work products are as follows:

Member Needs and Advocacy	Communications and Outreach	CCCC Structures and Processes	Planning for the Organization’s Future

<p>Gather, synthesize, and disseminate information about how position statements and resolutions are used in local contexts</p> <p>Investigate the professional advocacy needs of members and make recommendations if needed</p>	<p>Identify ways to increase transparency around decisions/conversations that happen at the EC level; systematically receive feedback from members and constituency groups; educate members about governance, processes and policies</p>	<p>Review and distill organizational issues, challenges, and goals as identified in reports and past recommendations from EC-charged groups or member groups to inform a review of the CCCC governing documents</p>	<p>Sustainable Futures Committee will consider issues of budget planning, convention hosting, and the cycles of decision-making and resource allocation as they align with the work of other groups.</p>
<p>Use gathered data to develop a "CCCC Professional Standards Toolkit"</p>	<p>Create and implement means for education of, and communication to, membership</p>	<p>Recommend a comprehensive set of revisions to the CCCC constitution and bylaws</p>	<p>Develop a set of recommendations around planning, budgets, convention norms and new opportunities, and pandemic-influenced virtual options moving forward</p>

Each of these groups was organized and has been led by a member of the current team of officers (though in a couple of cases, other EC members have moved into the role of group leader). The work of these groups has been ongoing; over the summer, the Structures and Processes group has been especially productive, meeting regularly to move the work forward so that a proposal for structural changes could be delivered to the EC for approval in August.

CCCC EC Structures and Processes Working Group: Restructure of Governance (Holly Hassel and David Green Co-Chairs; Malea Powell, Cheryl Hogue Smith, Jennifer Wingard, Timothy Oleksiak, and Steven Alvarez): The EC Structures and Processes Working (co-chairs Holly Hassel and David Green) has been meeting on a biweekly basis since January. The S&P group presented a significantly revised governance structure (including changes to nominations, elections, and governing committee composition) at the August EC meeting for discussion. (They circulated documents in advance of that meeting for the EC to review and provide preliminary written feedback.) The S&P group will convene a special meeting of the EC in September to make revisions, and then another in October to vote on the proposed changes in response to Committee feedback. (The changes to the Constitution will require approval by the EC, and then must be published in the February CCC, and also presented to the membership at the 2022 meeting of the

CCCC convention. The changes require a vote of the entire membership, so the EC vote is only to approve whether to move the proposal ahead for a membership vote).

The S&P group has so far met with a series of constituency groups to discuss language (including the CDICC and the Research Committee), and has been in communication with others (e.g, the identity caucuses), and has had a preliminary meeting with NCTE staff.

Communications and Outreach Committee (Candace Epps-Robertson, Darin Jensen, Leigh Jonaitis, Xiaoye You, Cris Elder, Casie Moreland, Sonia Arellano, and Julie Lindquist): So far, the committee has chosen a Chair (Sonja Arellano) reviewed our goals and charge as a committee, and worked in our observations-goals-actions document to identify opportunities for our committee. We generated ideas for communications and outreach at the 2021 convention, as well as some longer-term tasks and actions. At the conference, EC members visited SIGS and Caucuses to introduce themselves as members of the EC, offered talking points about EC work, made themselves available for listening, and facilitated Common Grounds conversations at the Networking Lounge. Beyond the conference, the C&O working group plans to create an organizational chart of the EC, a series of short video introductions: "Meet the EC!" to routinize the circulation of news (an informational email or one-page newsletter) summarizing latest work done by the EC and featuring a profile of a CCCC member, and creating a surveys to learn how members are using position statements.

The work of the C&O working group has been paused over the summer, but will resume its work in September to work on its plans for communication and outreach beyond the conference.

Membership and Advocacy Committee (Vershawn Ashanti Young, Chair; Chris Blankenship, Sarah Z. Johnson, Leigh Jonaitis, Shyam Sharma, Annie Mendenhall, Roni Browdy, and Trixie Smith). April update: The M& A committee is working to learn how position statement and resolutions can be made more useful. They are creating a survey for members in order to get a better understanding of how members are using these documents.

Sustainable Futures Committee (Staci Perryman- Clark, Chair; Heidi Estrem, Maria Novotny, Travis Margoni, Jen Sano Franchini, Tara Wood, Zhaozhe Wang, Mya Poe, and Staci Perryman-Clark). April update: The group is discussing several items that result in recommendations to the EC. For example, they are thinking about the 2021 shift in the Annual Convention related to sustainability, hybridity, and access and labor issues; also, they are discussing regional conferences and webinars as points of access.

2021 Task Forces. In addition, two task forces were created to begin their work in 2021. These groups were inspired by emergent needs related to concerns related to Local Arrangements work for the convention, and

Local Arrangements Committee Task Force. Charge: to create a brief guide for the Local Arrangements Chair that would build from and expand on the LAC section in the EC Handbook, giving special attention to the process of Land Acknowledgments, Membership includes former Local Arrangement Chairs along with representatives from the American Indian Caucus.

The LAC Task Force first met on June 8, 2021 to review the charge and establish a plan forward.. During the meeting, Task Force members discussed the need to have a representative from CDIC as well as be in communication with the incoming LAC chair and SJAC chair; CDIC invited Margaret Fink to serve on the TF. At the August meeting, we discussed (1) how to improve the relationship between the American Indian Caucus and the LAC, (2) how the LAC should function in relationship to SJAC, and (3) labor concerns related to access and the LAC. These discussions have informed the rest of our work, which includes (1) revising the current CCCC Local Arrangements Committee guide, (2) developing a LAC section for the CCCC Executive Committee Handbook, and (3) creating a report, with recommendations, to be delivered to the EC at the November 2021 meeting. In August and September, taskforce members continued to prioritize revisions to the guiding principles that drive the CCCC Statement on Assessment. The committee agreed on a hybrid version of the document that begins with six “Foundational Principles of Writing Assessment” and then lists and elaborates on three considerations that must be considered when designing assessments: “Considerations for Inclusion and Language Diversity,” “Considerations for Teaching and Learning,” and “Considerations for Labor.” Each of these statements of consideration is then linked back to the principles to which it responds with parentheticals (this can be done using hyperlinks in the digital version).

The LAC Task Force met on August 30th to report on work assigned at the June 8th meeting, and to hear from invited guest Andrea Riley Mukavetz. Andrea shared with the group an overview of her Watson conference presentation, which discussed the need to implement an Indigenous paradigm into academic conference planning in order to increase Indigenous visibility. Following Andrea’s short presentation, a larger discussion was had amongst the history of the LAC and the various stakeholders who should be present for this conversation. From this, it was discussed that a member of SJAC should also be present on this committee as the incoming LAC chair also serves as the SJAC co-chair. After sharing how each person came to this meeting, the following tasks were assigned: to develop a list of LAC related issues pertinent to each person’s relationship to serving on the LAC (i.e., Margaret to relay LAC issues related to CDICC, Jaquetta and Cat to create a list of American Indian Caucus – LAC issues, Geoffrey and Anicca to report on Labor Caucus views related to LAC, Maria/Brenda/Bradley to identify LAC chair issues and related SJAC issues.) The TF were to come to our next meeting with a list of issues related to these categories.

On September 10th the LAC Task Force met, with the addition of new TF member Antonio Byrd, who was asked to serve by Julie Lindquist because of his new role as co-SJAC chair. The group reviewed the Task Force charge and exigency for the Task Force shared by Julie Lindquist. This then prompted a discussion of how to complete the charge. It was determined that TF members will work in teams to identify issues related to their stakeholder affiliation in each of the three documents that must be prepared for the EC: the revised LAC guidebook, the LAC language in the EC handbook, and a report to the EC. This work will happen asynchronously during the rest of September with plans for the group to meet the second week of October to begin merging these revisions together.

Task Force to create CCCC Guidelines for College Writing Assessment: Inclusive, Sustainable, and Evidence-Based Practices. Charge: To review the current [CCCC position statement on Assessment](#), read the [working papers from TYCA](#) has published, review new research in writing assessment, evaluate the need for revisions to the current position statement,

and/or create a second, supplemental professional document (white paper, guidelines, statement, etc). Membership includes (both) people who work as faculty at research universities and those who work as faculty in two-year colleges.

This task force is co-chaired by Joyce Inman and Anna Hensley. Taskforce members also include Melvin Beavers, Raquel Corona, Bump Halbritter, Leigh Jonaitis, Lizbett Tinoco, and Rachel Wineinger. Based on their charge, taskforce members read the current Cs statement on assessment and the TYCA working papers, and they collected and reviewed relevant scholarship in anticipation of revising the statement. They agreed on goals and audiences for the revised statement and ultimately decided the revised statement needed to better address labor as well as inclusive assessment methods. The task force hopes to have a revised statement prepared for distribution and feedback prior to the end of the calendar year, and a final submission to the Cs executive committee prior to CCCC 2022.

The current working draft includes an additional “guiding principle” and attention to inclusivity, learning, pedagogical, and labor priorities for assessment. Currently, members are each drafting individual statements based on our collaboratively agreed upon priorities so we can discuss best options for format/presentation of the statement based on our audiences/goals. Over the past two months, taskforce members continued to prioritize revisions to the guiding principles that drive the CCCC Statement on Assessment. The group agreed on a hybrid version of the document that begins with six “Foundational Principles of Writing Assessment” and then lists and elaborates on three considerations that must be considered when designing assessments: “Considerations for Inclusion and Language Diversity,” “Considerations for Teaching and Learning,” and “Considerations for Labor.” Each of these statements of consideration is linked back to the principles to which it responds with parentheticals (this can be done using hyperlinks in the digital version).

Over the next two months, the committee plans to finalize the wording of this portion of the draft, craft an introduction that explains how to use the document, and craft a second part of the document that highlights different types of assessment (similar to the original document).

Social Justice at the Convention Committee: SJAC, convened by Asao Inoue, has been reconstituted this year to continue its work. A new team of co-chairs, members of SJAC, has agreed to lead the committee: Antonio Boyd and Mara Lee Grayson. The committee’s mission is to “promote and advance [the principles of diversity, inclusion, equity, fairness, access, and equal representation] in all aspects of our profession and in all the communities that we inhabit . . . through education and activism at our annual convention: opposing racism and other forms of systemic oppression, providing forums for those whose voices have been silenced or marginalized, and promoting cultural change that will guarantee equal opportunities for all, regardless of race, gender, religion, sexuality, or national origin.” It is charged as follows:

1. Work with the program chair to understand their vision for the program and collaboratively outline a scope for the SJAC’s efforts at the convention within this vision.
2. Within the program chair’s vision, collaborate with the local committee chair to develop social justice and local engagement activities that complement the convention theme, either via activities co-located or co-proximal to the convention, activities built into the convention program, and/or some other alternative.

3. Regularly report the SJAC Committee's work to the membership over the course of each year, inviting CCCC member volunteers and promoting attendee participation in activities at the convention.
4. Promote a "culture of accessibility" at the convention through member education and by organizing sustainable methods of increasing member access and engagement, onsite and online, during the convention and post-convention.
5. Assess each year's activities and, within a month following the close of convention, develop a report with recommendations for the following year's program chair and the EC.

For 2021-2022, SJAC leadership will be working closely with the Local Arrangements Task force to codify LAC processes, and to ensure Indigenous voice and presence at the annual convention.

CCCC 2021 Convention. The 2021 CCCC Annual Convention ("We Are All Writing Teachers: Returning to a Common Place," April 7-10) was to be held in Spokane, WA, but took place virtually in deference to public health and safety. In her 2021 Call for Proposals, Holly Hassel invited participants to "move the work of Milwaukee forward by [linking] Julie Lindquist's call to consider commonplaces with the stated goals of the organization, as well the role, value, and work of teaching in the field" and to reflect on "one of our most contested sets of commonplaces—common understandings of our roles as teachers and scholars." The conference theme and CFP were expressions of our plan to integrate the intellectual and pedagogical visions of both conventions in the service of a common goal (members who had submitted proposals for the 2020 convention could repurpose and reframe these as relevant to the conversation at the 2021 event). In the spirit of attempting to include the vision of the 2020 conference in the planning for the 2021 meeting, Holly Hassel agreed that features of the 2020 program would appear in 2021: we would, for example, include a new session type on the program (Engaged Learning Experience Sessions) and a new non-speaking program role (CCCC Documentarian)—both experiences originally developed and planned for the 2020 convention. I took part in Stage 2 review of proposals, and Holly included me in several conference-related decisions and planning moments. This collaborative way of working has become productive for our work on governance planning, as well.

By all measures, the first-ever 2021 convention was a success. In June, we sent a communication to the CCCC membership reporting the results of the post-conference survey, in which we reported on conference and session attendance, as well as data on the evaluations of the virtual experience by attendees: [#4C21 Follow-up report for members](#)

Publications. CCCC supports three publications: its flagship journal, CCC, edited by Malea Powell; the Studies in Writing and Rhetoric Series (SWR) book series, edited by Steve Parks; and the peer-reviewed, bi-annual publication, *Forum: Issues about Part-Time and Contingent Faculty*, which publishes work related to nontenure track faculty and edited by Amy Lynch-Binieck.

For 2021, The SWR book series has seen some changes in its leadership team. Kevin Browne, Haivan Hoang, and Carmen Kynard have completed their terms on the SWR Editorial Board. To replace these board members, Haivan Hoang has agreed to serve for a second term, and Stephanie Kerschbaum and Danielle DeVoss have joined. SWR fellows for 2021 are Justin Lewis,

who focuses on open-access publications and Anna Barrit, who works at the intersection of disability and working-class studies. There are two open-access books in process: *Reflections from an Uncommon Time: 4C20 Documentarian Tales*, edited by Lindquist, Straayer, and Halbritter; and of *Teachers Talking Writing: Perspectives on Pedagogies, Places, and Programs*, by Shane Wood (under review).

CCCC Documentarians. 2021 saw the second year (and third iteration) of the Documentarian project, a new feature of the 2020 convention that was to be inaugurated at the Milwaukee meeting. 2022 will see the fourth episode of this project. The Documentarian role was created for CCCC in 2020 in the spirit of understanding the conference as a dynamic space of learning for those who attend. This new role was inaugurated to give conference participants the opportunity to write about and share their experiences of the conference so that we (CCCC) could learn more about what its members (who have various institutional roles, cultural and professional identities, and work routines) find to be most valuable about the conference. From the collected work of the 2020 Documentarians, we hoped to learn about diverse ways to experience CCCC (and especially, experiences of those who are new to the organization or who are not highly visible to the larger professional community). It was also created to give members of the Cs community yet another means, in a role not contingent on space constraints, for participating in and contributing to the conference. The idea for the Documentarian role was that CCCC 2020 Documentarians would document (via daily surveys) what they saw and did as they moved through the convention, and would reflect on these experiences at the end of the conference experience. They would then have an opportunity to publish these writings in a collection of essays published by SWR entitled *Recollections from a Common Place: 4C Documentarian Tales*. With the cancellation of the 2020 convention, these who had proposed to serve as Documentarians (and who were still interested in doing so) were charged to document (again via surveys, created with CCCC 2020 assistant Bree Straayer, and collaborator Bump Halbritter) their professional experiences and work routines during the days of the March conference (and the early days of the pandemic); these writings would then become the archival materials for narratives developed for a new SWR volume of essays (print and digital versions) entitled *Recollections of an Uncommon Time: 4C Documentarian Tales* (in process). For the 2021 conference--the third iteration of the Documentarian project--a smaller set of Documentarians documented and reflected on their experiences, in this case, of the experiences attending and managing professional and life experiences during the 2021 Virtual Convention. Outgoing SWR Editor Steve Parks has expressed interest in publishing a collection of essays produced from Documentarian work in a second (print and digital) volume; the cfp for that project was distributed in June. 2022 Program Chair Staci Perryman-Clark has agreed to support Documentarian work at/during the 2022 conference.

With Documentarians narrating professional experience and work life during the pandemic in 2020, the experience of the first-ever virtual convention in 2021, and the in-person conference experience in 2022, we will have a robust picture of the diverse (with respect to region, job type, and race/class/gender/sexuality) professional lives of CCC members.

CCCC Statement on Violence at the Capitol. In response to the riots and insurrection at the Capitol on January 6th, the CCCC officers team authored a statement to serve as a resource for members of the CCCC community, and to be used as a public-facing document announcing the values of CCCC as professional organization. The resulting CCCC Statement addressed the events of January 6—specifically, the riots and insurrection at the Capitol building during the

congressional meeting to certify the results of the 2020 election. The Statement acknowledges that event, as an expression of historic white supremacist narratives, and as an act of domestic terrorism by white nationalist groups and their allies and affiliates, and as a continuation of this historic white nationalist narrative. It draws attention to the power of language to call forth and bring about action, the power of rhetoric and writing to heal our pain, and our responsibility as educators. The CCCC Executive Committee voted on January 15, 2021, to approve and publish the Statement.

CCCC Statement on Recent Violent Crimes Against Asians, Asian-Americans, and Pacific Islanders. In March of 2021, acts of violence against Asians and Asian-Americans motivated us to create a statement on behalf of the organization voicing support for that community, and condemning racist attacks against its members. That statement was reviewed by leaders of the Asian/Asian-American Caucus prior to circulation to the membership, and members of that caucus were invited to share and read a statement created within that group at the opening session of CCCC2021: (<https://cccc.ncte.org/cccc/recent-violent-crimes-against-asians-asian-americans-and-pacific-islanders/>)

CCCC Website. In 2019, Vershawn Young launched an initiative to update and revise the current CCCC website. Vershawn convened and charged a committee to review the current website and make recommendations to NCTE. The committee delivered a comprehensive set of recommendations, which we discussed at the January 2021 officers retreat. We are moving ahead with the implementation of these recommendations in 2021, to the extent that we have the capacity and the resources to do so. CCCC Liaison Kristen Ritchie is currently working with NCTE to assess the feasibility of these recommendations, and to create an implementation plan.

CCCC Webinars. As the tradition of hosting the CCCC annual convention as the primary generator of revenue has been disrupted, it has become increasingly important to consider the value of other member experiences, and to think in new directions about value to members. A promising development along these lines has been CCCC Webinars, which offer members professional development as part of their membership packages. The 2020 series included a range of issues topics and issues of interest to members <https://cccc.ncte.org/cccc/cccc-webinar-series>.

The Webinar committee constituted for 2021 (chaired by Trixie Smith, MSU) was charged with curating and offer a series of webinars for CCCC membership and interested publics, designing procedures for setting up webinars that answers basic questions (how many per year, the time when webinars will take place, application procedures, which workshops should be behind the paywall, which should be open access, relevant procedural questions, and developing additional avenues for advertising the webinars, recruiting attendees, and diversifying the audiences and networks for participants.

Working from this charge, the webinar committee has created a plan and submitted a proposal and CFP for the 2021 series, which describes a series of 3-4 webinars for 2021, organized around the theme of the 2021 CCCC convention (“We Are All Writing Teachers: Returning to a Common Place”); <https://cccc.ncte.org/cccc/4cwebinar-cfp-2021> The deadline for proposals for webinars in the 2021 series was August 1. The 4C Webinar Group will make decisions about proposals submitted by that deadline by the end of September, and will evaluate these using the following criteria: inclusivity, focus on praxis, completion, and alignment with the 2021 convention theme.

Summer Conferences. As an additional means by which to bring value to a CCCC membership, we are continuing to work toward our goal of planning and delivering regional summer conferences (to take place between June and August). CCCC Summer Conferences are intended to “foster and support the developing and sharing of innovative activities related to literacy learning.” Up to two conference proposals will be funded for 2022; we have invited proposals to a summer conferences between May and August 2022. One of the 2020 Summer Conference originally planned for Boston University, “Critical Literacies in the Twenty-First Century Classroom,” postponed from 2020, took place on July 6 and 7.

Financial picture. From a budgetary perspective, 2021 has been a difficult year. The cancellation of the 2020 convention necessitated the return of more than 70% of the annual budget to conference participants (attendees, exhibitors, and sponsors). Even with Emily Kirkpatrick’s heroic work in negotiating NCTE’s contracts, CCCC has taken a budgetary hit of over half a million dollars, a loss that will continue to affect the organization’s finances several years into the future. The organization is taking measures (for example, involving returns on investments and increasing registration fees) to mitigate these losses.

Acknowledgments/Gratitudes. In my February 2021 CCCC Report to NCTE, I wrote this: “This document cannot adequately render the extraordinary experience of this past year—the fits and starts, twists and turns; the planning, unplanning, and replanning; the responsivity and adaptation and recuperation the work has entailed on the parts of all involved.” As it has turned out, that sentiment continues to be relevant in 2021. I wish to thank everyone who has made 2021 a productive year despite Covid-related difficulties, disruptions, and setbacks: Kristen Ritchie, Emily Kirkpatrick, my fellow Officers Vershawn Young, Holly Hassel, David Green, and Staci Perryman-Clark.

[CCCC September 2021 Report for NCTE](#)

Submitted by Julie Lindquist, CCCC Chair

**Conference on English Leadership (CEL)
NCTE End of Fiscal Year Report
9/15/2021**



[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.

CEL 53rd Annual Convention

CEL Member-at-Large, Natalie Croney (KY), is the Program Chair for the 2021 convention and has developed a program theme of “Leading with Balance: Achieving Harmony with an Ever-Changing World.” The CEL Convention planning committee has reviewed all proposals and is ready to let all who submitted know their status; however, the team is waiting for more information regarding the NCTE convention format so that the CEL convention can mirror that, and as such, that could change how many sessions proposals that are accepted/needed. Coming off of last year’s successful virtual conference, CEL had hoped to do a hybrid event, much like NCTE. Then, CEL made the decision, somewhere in July, to move to a fully in-person event as, once we got into planning the hybrid, we realized we did not have the capacity to create enough value in a hybrid event. However, with NCTE’s decision to move to full virtual, CEL will be aligning with that decision and offer virtual only. We are excited to build off of all we learned last year.

Spring 2021 Content Offerings from CEL for Members and Non-Members

Virtual Social Hours: Throughout the entire second semester, CEL continued to offer a once-a-month virtual social hour for both members and non-members. On the second Friday of each month, Christopher Bronke (IL) hosted these events, with Emily Meixner (NJ) hosting the Friday in May. Nicholas Emmanuele (PA) hosted the Saturday events. These continue to be value events for CEL as they serve two great purposes. First, they are yet another way for literacy leaders to connect, celebrate, and develop relationships. Second, they are a great way for the EC to continue to learn of new members (and some non-members) who are interested in helping the organization as a whole. As an example, out of the events this spring, a pair of members have asked to run a three-part series this fall. So, they are helping us distribute the CEL leadership in a horizontal way, which is our goal!

Three-Part Series: This spring, CEL EC Members-at-Large, Natalie Croney (KY) and Shari Krapels (NJ) hosted a three-part event on “Battling Disinformation” and leading that work. More information can be found [here](#). Over 30 CEL members joined this event to learn, collaborate, and grow in this critically important area.

Leading the Text Selection Process: In May, CEL experimented with a new type of event -- a one-time event focused on leading X. For this specific event, the leadership focus was centered around leading the text selection process. Born out of Christopher Bronke’s (IL) own frustrations and challenges with this work, CEL decided to give literacy leaders a space to talk about this work. We see great and robust conversations going on around WHAT books to teach, but we see/saw a void in the conversations about how, as leaders, we make decisions about what to teach, coach teachers through that decision-making process, and navigate the politics of this work. This event

was attended by 35 literacy leaders. Emily Meixner (NJ) and Susan Ritter (NJ) worked with Bronke to plan this event, and CEL members Janice Schwarze (IL), Emily Meixner (NJ), Cathline Tannis (NJ), Mary Luckritz (IL), and Heather Rocco (NJ) served as facilitators for this event. To learn more about this event, you can [click here](#).

Upcoming/On-Going Fall 2021 Content Offerings

Virtual Social Hours: Throughout the fall semester, CEL continues to offer a once-a-month virtual social hour for both members and non-members. Member-at-large, Nick Emmanuele (PA) and Past Chair, Janice Schwarze (IL) are hosting these events this fall. These continue to be value events for CEL as they serve two great purposes. First, they are yet another way for literacy leaders to connect, celebrate, and develop relationships. Second, they are a great way for the EC to continue to learn of new members (and some non-members) who are interested in helping the organization as a whole. To see this semester's schedule and to learn more, you can [visit the website](#).

“On Leadership”: CEL is beyond excited to launch this new series. Coming out of the one-time event this past spring on “Leading the Text Selection Process”, this monthly series will be a chance for our members to both learn from experts and collaborate with one another. Each event has its own theme and featured guest. The event will begin with a 30-40 min. “Fireside chat” with the featured guest, and then, members will go into breakout rooms to discuss what they heard. We feel this is a great offering for our members and will help us continue our efforts to brand ourselves as a home for leaders, specifically. Below is the schedule for this fall.

- September 15 - **On Leadership** featuring [Emily Kirkpatrick](#), NCTE Executive Director
- October 13 - **On Leading Social Justice Work** featuring [Val Brown](#), Principal Academic Officer at [stand.org](#)
- November 10 - **On Leading Better X** (including PD, meetings, teams, and more) [Dr. Katie Novak](#), founder of [Novak Education](#)
- December 8 - **On Leading Social-Emotional Work with Staff and Students** featuring [Kate Baker](#) and [Janice Schwarze](#), CEL EC Members

As a whole, we continue to try to live up to our belief that doing less but doing it better is the way to provide the highest quality content to our members, and we feel this fall's series of events is really a great example of this.

CEL Awards

Emily Meixner (NJ), as part of her role as CEL Associate Chair, has been working with a committee to review any/all nominations for the three CEL annual awards. This year's winners are:

Kent Williamson Exemplary Leadership Award - Jocelyn Chadwick
Teacher-Leader of Excellence Award - Rachel Scupp
Innovative Leadership Award - not given this year

Additionally, the CEL EC has had some challenges with getting nominations for these awards over the last few years, and while there have been some small changes made to the process, these

challenges still exist. So, Christopher Bronke (IL) is leading a group of CEL members (some from the EC and others who have served on the CEL Awards Review Committees for the last few years) to review both the process to submit nominations and the actual description of each award. This group met in late August and will continue to meet to work on updating this work.

English Leadership Quarterly

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

- Volume 43
 - August 2020: Pedagogy That Supports Equitable Practice in the Classroom
 - October 2020: Leading in a Time of Crisis
 - February 2021: Personalized Learning
 - April 2021: Teacher Leaders
- Volume 44
 - August 2021: Professional Learning That Transforms
 - October 2021: Digital Natives in the Classroom--and Beyond
 - February 2022: Disciplinary Literacy
 - April 2022: Learning and Leading with/through Change

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

While we are grateful that Elaine has three more issues left, NCTE has appointed Henry “Cody” Miller to be the next ELQ Editor. Cody has begun the work of shadowing Elaine during this transition period, and he has some great ideas for ways to integrate the issues and themes with CEL programming and content. CEL is excited to welcome Cody to the team.

Emerging Leaders Program

Member at Large Susan Ritter, with the help of CEL Secretary, Ann Marie Quinlan, oversees the Emerging Leaders Program. [Nine new fellows were accepted for Cohort 11](#). 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 instructional coaches, department chairs, and curriculum leaders within five different states and Canada. 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 by presenting at Convention, acting as mentors or state liaisons, and participating in evening series or virtual social hours. One future goal for this cohort is to help pods co-author a piece for *ELQ*. We are working on ways to empower these educators to help contribute to the programming output and work of CEL as a whole to grow our capacity as an organization.

State Liaisons

In the past, state liaisons would help share news regarding CEL and would occasionally offer in-person meetings in their state. However, this program never fully lived up to what we imagined. Therefore, Past-Chair Janice Schwarze (IL) is working with current liaisons and the Executive Committee to determine the next steps for this group. Once the Executive Committee meets this summer, we’ll have a better idea of program offerings for the next calendar year, and Janice will work with liaisons to determine how they can contribute to professional development throughout the year and not just at the convention. Janice also will invite new members who have expressed an interest in getting more involved with CEL to join this group.

Executive Committee Elections

Elsie Olan (FL) is the current Nominations Chair and has done a wonderful job of assembling a greatly qualified and diverse slate of candidates for this year's Member-at-Large Slate. This fall, CEL members will vote to elect two of the three on the slate. This fall's slate includes:

Shervette Miller-Payton
Cathline Tannis
Donte Tates

**Oona Abrams (was supposed to run but had to drop out for personal reasons)

We will remain focused on creating as diverse of a slate as possible as we know that we have work to do in this arena, and we are hoping that our increased time with the membership, as a result of the three-part series and social hours, will help us in this vein.

Equity Workshops

This past year, CEL began hosting quarterly equity workshops for the Executive Committee as a way to reflect on and analyze the organization to help ensure that we are doing whatever we can to be as anti-bias as possible. One thing that came out of the first meeting was the begin inviting the Emerging Leader Fellowship mentors to these workshops. There have been three of these meetings so far, and CEL is committed to continuing this work moving forward.

Next Steps for CEL

The overall focus for this group continues to be to do less but do it better. We believe that when we try to do too much, the quality of the work and/or our own mental health gets stretched too thin. So, we will continue to work strategically on how to best serve our members with high-quality content and programming while also respecting the time and level of commitment of our team members.

Respectfully submitted by Christopher Bronke, Chair, CEL - September 15, 2021

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 teacher education.

ELATE Executive Committee and Members around the Council

The current EC is comprised of Latrise Johnson (Chair), Chris Goering (Past-Chair), Tamara Butler, Antero Garcia, Keisha McIntosh Allen, Lindy Johnson, Jung Kim, Nadia Behizadeh, Nicole Mirra, Stacia Long, Sophia Sarigianides, Luke Rodesiler, Melanie Shoffner (Editor, *English Education*), Nicole Mirra (Recording Secretary), and Todd DeStigter.

Newly elected EC to begin term November 2021

Cati V. de los Ríos, Graduate School of Education, University of California, Berkeley; Keisha McIntyre-McCullough, Florida International University; and Maria Hernandez Goff, California State University, Fresno.

Nominating Committee

Crystal Chen Lee, North Carolina State University (Chair); Justin A. Coles, Fordham University, NY; Mónica González Ybarra, University of Illinois at Urbana-Champaign; Saba Khan Vlach, The University of Iowa; and Tiffany M. Nyachae, Penn State University, PA.

ELATE currently has 1093 members and many of them work throughout the Council. Diana Lui, a member of the graduate strand, was awarded the Early Career Educator of Color Award. Antero Garcia and Nicole Mirra, two ELATE EC members, are coauthors of the NCTE Squire Office policy brief on critical media literacy, recently contributed a column to *The Hill* on the importance of teaching digital citizenship in the wake of last month's US Supreme Court ruling in *Mahanoy Area School District v. B.L.* Antero Garcia along with Detra Price-Dennis hosted NCTE Member gatherings. Yolanda Sealy-Ruiz, ELATE EC member, authored the Policy Brief on Racial Literacy. Cati de los Rios, newly elected Ed member, co-authored policy brief, Understanding translanguaging in US Literacy Classrooms.

NCTE 2021 Convention

ELATE Chair, Latrise Johnson, and EC member, Keisha McIntosh Allen, served as ELATE program chairs for the 2021 NCTE Annual Convention.

ELATE Biennial Conference

The ELATE Biennial Conference will take place alongside NCTE's Homecoming Event slated to take place during the Summer of 2022. The decision was made by the Chair and supported by the EC to manage complications and difficulties brought on the current COVID pandemic. The theme for the conference is **ELA Teaching and Learning as Homeplace**. The call can be found [here](#).

ELATE Journals

CITE Journal, new editor is T. Philip Nichols (2021-2024), Baylor University, Waco, TX.

English Education Journal, new editor is Melanie Shoffner (2020-2025). James Madison University, Harrisonburg, VA.

ELATE Awards

2020 ELATE Graduate Student Research Award

Scott Storm, New York University, "Social Justice Writing Pedagogies and Literary Sensemaking: Transformation through a Professional Learning Community." This award is focused on supporting the work of future scholars in the field of English education whose research advances the mission of ELATE. One award is given yearly.

2020 Janet Emig Award

Justin Grinage, "Reopening Racial Wounds: Whiteness, Melancholia, and Affect in the English Classroom," *English Education*, January 2019. The award is given in honor of Janet Emig, Professor Emeritus of English education at Rutgers University, for her contribution to the field of English education.

2020 Richard Meade Award for Research in English Education

Amanda J. Godley and **Jeffrey Reaser**, *Critical Language Pedagogy: Interrogating Language, Dialects, and Power in Teacher Education* (Peter Lang, 2018). This exists to recognize published research-based work that promotes English language arts teacher development at any educational level and in any scope and setting. The award was established in 1988 in honor of the late Richard Meade of the University of Virginia for his contributions to research in the teaching of composition and in teacher preparation.

2020 James Moffett Memorial Award for Teacher Research

Jonathan Marine, George Mason University, Fairfax, VA, and Deborah Van Trees, Westfield High School, Chantilly, VA. This award is a grant offered by ELATE, in conjunction with the National Writing Project, to support teacher research projects that further the spirit and scholarship of James Moffett.

2020 Geneva Smitherman Cultural Diversity Award

Raquel Armas, "Critical Assessment Conversations and Design in English Education Programs" and "Future is Now Conference: Discourse around the Gender Queer Lens" and **Jacqui Witherspoon**, "We're in This Together: Teachers Co-Constructing Critical Spaces with Elementary Students." This grant is given to first-time NCTE Annual Conference presenters who are members of groups historically underrepresented in NCTE and ELATE. The current deadline for the 2021 award has been extended.

James N. Britton Award

No award given in 2019. Next eligible year 2021 will be awarded to a publication between January 1, 2019 and December 30, 2020.

The award is given to a published work that encourages English Language Arts teacher development, consistent with the major goal of ELATE, by promoting classroom-based research in which teachers at any educational level raise questions about teaching and learning in their own teaching/learning settings.

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

The Standards were approved by the NCTE EC on July 23, 2021. Additional work will be needed related to aligning rubrics with the added language and for consistency.

National Technology Leadership Summit

Melanie Shoffner and Nicole Mirra will attend the NTLS on September 23-24, 2021.

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

Submitted by

Latrise P. Johnson, ELATE Chair

September 3, 2021

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

July 1, 2020-June 30, 2021

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; Michele Myers, President Elect and board members Kelly Allen, Yueh-Nu Hung, Natasha Thornton, Anna Osborn, Sally Brown, and Keri-Anne Croce. The LLA election cycle ended on June 15, 2021. In July, we welcomed new board members Priscilla Alvarado and Brian Kissel (see below). Kelly Allen and Yueh-Nu Hung completed their terms on the board at that time, and we thank them for their contributions. In November, we will welcome Michele Myers as the president of LLA.

Priscila Alvarado is currently General Director at Instituto Dr. Jaim Weizman, in San José, Costa Rica. She is a long-time member of NCTE and LLA (formally WLU). **Position Statement:** LLA needs leaders who can offer different perspectives to enrich discussions. Leaders must promote programs with the potential to close the gap between research and practice and support teachers to develop solid educational philosophies to sustain their practice. They must also promote their work among the general public to continue leveraging the profession.

Brian Kissel is currently a Professor and Director of Elementary Education at Vanderbilt University, in Nashville, TN. Brian has a long history of service with NCTE. **Position Statement:** LLA needs leaders who can critically examine literacy legislation which promotes a limited view of literacy instruction, push against narrowed views of literacy, and advocate for anti-racist, equitable, and inclusive literacy practices in classrooms.

Pat Paugh and Sherry Sanden are co-editors of our journal, *Talking Points*. They accepted the board's invitation to remain co-editors for a second three-year term.

The board met monthly from July 1, 2020 through June 30, 2021 to plan LLA and NCTE conference events and to conduct LLA business. Although we are still being impacted by COVID-19, we are proud of what we have accomplished and excited for what the future holds.

LLA Beliefs Review

The LLA board continues work to review the LLA beliefs statement through the lens of inclusion, equity, and justice. We have received and reviewed feedback from three external reviewers, and as a board, we have begun a self-study process to support this work. We have read and discussed several texts, both academic texts and children's literature, and used them to prompt an examination of our personal beliefs and values related to inclusion, equity, and justice. As a board, we agreed that this work was necessary. 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.

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 planned and implemented a series of virtual summer events to promote member engagement. We hosted webinars in June, July, August, and September. The first three were free to LLA members and the September webinar was NCTE's first open international event. The webinars were moderated by LLA board members and included the following speakers:

June 25, 2020, at 4 PM ET – Paul Thomas

Registered: 76 Attended: 64

No Need to Catch Up: Teaching without a Deficit Lens

Stop thinking that any student is behind, that any student is “not on grade level.” Instead be vigilant about making sure every student has an equitable opportunity to learn at the rate they need.

July 23, 2020, at 1 PM ET – Ebony Elizabeth Thomas

Registered: 39 Attended: 28

The Shadow Book: Tracing Black Fantastic Imagination from Endarkened Pasts to (Afro)Futures How do young readers respond to difficult stories about the past? Many topics frequently found in historical children's and young adult literature—antebellum slavery, de jure segregation in the Jim Crow South, the internment of Japanese Americans during World War II, and the forced removal of Native Americans from their ancestral lands, to name just a few—are set during the bleakest chapters of American history. This is not surprising. One of the key functions of children's literature is to explain and interpret national histories – histories that involve invasion, conquest, enslavement, and assimilation. However, interpreting these events can prove difficult in light of the other key functions of children's literature: to transmit values, to convey a sense of nostalgia and wonder, to spark young imaginations, and to provide an expected happily ever after at the end of each story. Historical children's stories are often framed within a meta narrative, or master story, of progress, triumph, and optimism. Although young people are learning some valuable information about the past, ultimately, they are learning only a single story — that of the unassailable American Dream.

August 13, 2020, at 4 PM ET – Trudy Ludwig

Registered: 40 Attended: 15

Using Children's Literature to Boost Empathy and Build Students' Social Emotional Learning (SEL) Skills

Trudy Ludwig is a highly acclaimed children's advocate, speaker, and award-winning author of children's books including *The Invisible Boy*, a *School Library Journal* Best Picture Books Selection and a recommended back-to-school book by *USA Today* and *Scholastic Instructor*. An active member of the International Bullying Prevention Association, Trudy has collaborated with leading experts and organizations including Sesame Workshop, Committee for Children, and ConnectSafely.org to help kids connect with their peers in kinder, more inclusive ways. She has received rave reviews from educators, experts, organizations, and parents for her passion and compassion in addressing peer aggression and friendship issues.

September 26, 2020, at 4 PM ET

Debra Crouch and Brian Cambourne

Registered: 717 Attended: 333

Made for Meaning: Updating and Extending Cambourne's Conditions for Learning

In this webinar, presenters and participants will explore Cambourne's model for learning which describes the conditions for learning and processes that empower learning and examine examples of learning to consider teaching decisions made to support learners.

The Made for Meaning webinar was an open international event. Our goal was to build membership in NCTE/LLA. The presentation focused on a new book by Crouch and Cambourne published by Richard C. Owen Publishers. The publisher donated five copies of the book and the Center for the Expansion of Language and Thinking (CELT) donated ten NCTE/LLA memberships to give away to webinar participants.

The 2020 NCTE Convention

Deborah MacPhee and Roxanne Henkin traveled to Washington DC in February 2020 to review conference proposals and select 12 presentations to represent LLA on the NCTE conference program. Unfortunately, the NCTE Convention was changed to a virtual event due to COVID-19.

The 2021 Literacies for All Summer Institute

After postponing the 2020 Summer Institute, the LLA Board decided to offer a virtual event in 2021. The first ever LLA Virtual Summer Institute will take place on July 10, 2021. It will be a one-day event with a diverse range of concurrent sessions and two amazing keynote speakers whose messages reflect the direction of the organization: April Baker-Bell and Gloria Boutte.

April Baker-Bell is an award-winning transdisciplinary teacher-researcher activist and associate professor of language, literacy, and English education in the Department of English and Department of African American and African Studies at Michigan State University. Baker-Bell is an international leader in conversations on Black Language education, and her research interrogates the intersections of Black Language and literacies, anti-Black racism, and antiracist pedagogies. Her award-winning book, *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*, brings together theory, research, and practice to dismantle Anti-Black Linguistic Racism (a term Baker-Bell coined) and white linguistic supremacy. Baker-Bell is the recipient of many awards and fellowships, including the 2021 Andrew W. Mellon Foundation's New

Directions Fellowship, the 2021 Michigan State University's Community Engagement Scholarship Award and the 2021 Distinguished Partnership Award for Community-Engaged Creative Activity, the 2020 NCTE George Orwell Award for Distinguished Contribution to Honesty and Clarity in Public Language, the 2019 Michigan State University Alumni Award for Innovation & Leadership in Teaching and Learning, and the 2018 AERA Language and Social Processes Early Career Scholar Award.

Gloria Swindler Boutte is a Carolina Distinguished Professor at the University of South Carolina. Her scholarship focuses on equity pedagogies. She is the author/editor of five books: (1) *We Be Lovin' Black Children: Learning to Be Literate about the African Diaspora*; (2) *African Diaspora Literacy: The Heart of Transformation in K–12 Schools and Teacher Education* (2019 AESA Critics Choice Award); (3) *Educating African American Students: And How Are the Children?*; (4) *Resounding Voices: School Experiences of People from Diverse Ethnic Backgrounds*; and (5) *Multicultural Education: Raising Consciousness*. She has nearly 100 publications. Boutte has presented nationally and internationally on equity issues and has received prestigious awards such as the Fulbright Scholar; Fulbright Specialist; 2020 National Council of Teachers of English (NCTE) Outstanding Educator in the English Language Arts—Elementary Section; and the 2021 American Educational Research Association (AERA) 2021 Division K Legacy award. She is the founder and executive director of the Center for the Education and Equity of African American Students (CEEAAAS).

Additionally, the LLA executive board hosted will host a lunchtime panel on the Science of Reading. This is an issue that is relevant to the work of LLA, and the board thinks it important to create space for a discussion of how SOR media and legislation is impacting teachers and schools.

With regard to LLA awards, the board decided not to give a Lifetime Membership or Service award this year. We chose, instead, to honor teachers who worked under extremely difficult circumstances during the past year to bring joy to learning in remote, hybrid, and face-to-face spaces. We will present the Reclaiming the Joy of Teaching Award to four classroom teachers. The 2021 award recipients are: Sharon Ball, Valente Gibson, Chris Hass, Margarita Pomare-McDonald.

The Future of LLA

We are hopeful about a face-to-face Institute in the Summer of 2022, and the board will begin planning for such an event this Fall. The LLA board will continue our review of the beliefs document through a lens of equity, inclusion, and justice, paying specific attention to the intersection between holistic and anti-racist education. In November, Dr. Michele Myers becomes the president of LLA. We are excited about continuing our work under new leadership!

Deborah MacPhee, President

TYCA Chair's Report October 2021



Overview

The Two-Year College English Association (TYCA) membership consists of NCTE members who subscribe to *Teaching English in the Two-Year College (TETYC)* and/or indicate two-year college interest on their member profiles. TYCA also has seven regional organizations: Northeast, Southeast, Southwest, West, Pacific Coast, 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. The TYCA Chair is also an *ex-officio* member of the NCTE College Section Steering Committee.

TYCA Officers

Chair: Sarah Z Johnson, Madison College, Wisconsin

Associate Chair: Joanne Giordano, Salt Lake Community College

Secretary: Leigh Jonaitis from Bergen Community College in New Jersey

TETYC

Darin Jensen, editor of *TETYC*, in conjunction with TYCA Chair Sarah Z Johnson, has assembled a [new editorial board](#). A full description of Editorial Board duties and terms of service can be found [here](#).

TYCA Listserv

Members of Regional and National TYCA share information, CFPs, job postings, scholarship, and other TYCA-related news by subscribing to the TYCA listserv at:

<https://groups.google.com/forum/#!forum/tyca-listserv>

TYCA National Conference

TYCA 2022

Conference Chair Charissa Che has been working over the summer with her conference committee, and they are about to begin reviewing proposals for the 2022 Conference, **Recovery**

and Reinvention in our Profession: Emerging from a Time of Crisis. [CFP here.](#) The team comprises some TYCA conference veterans as well as new members who joined in the summer as a result of the TYCA leadership survey sent out in June 2021.

Past Chair: Stephanie Dowdle Maenhardt, Salt Lake Community College

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

Assistant Chair: Jason Evans, Prairie State College

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

Volunteer Coordinators: Carrie Sample, Ivy Tech Indiana and Amy Leonard, De Anza College

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 the lingering effects of the pandemic on travel, the fall conferences were virtual in 2021. TYCA Southeast is planning to hold its February 2022 conference in Atlantic Beach, FL face-to-face.

Region	Date	Theme	Location/Site
Midwest VIRTUAL	Sept 30 - Oct 1	Undoing and Rebuilding for the Future: An UNconference	bit.ly/TYCAMW21
West VIRTUAL	October 8-9	Looking In, Looking Out, Moving Forward	Mesa Community College Mesa, AZ http://tycawest.org/tyca-west-conference-2020-is-hosted-by-mesa-community-college/
Northeast VIRTUAL	Oct 15	2021: An Educational Odyssey	https://www.tycanortheast.org/
Southwest VIRTUAL	10 AM-2 PM; Oct 15 & 22, 2021	Accentuate the Positive: Examining the Successes and Failures Navigated during COVID-19	http://tycasw.org/wp/

Pacific Northwest VIRTUAL	Sept 11, 11AM Oct. 14, 2PM Nov. 16, 3PM	Virtual Meet & Greet and FYC Tips and Tricks Hiring Panel Student Panel	http://www.tyca-pnw.org/ http://www.tyca-pnw.org/conferences
Pacific Coast*	October 2021/2022	TBD	San Diego, CA
Southeast	February 23 – 26 2022	Shifting Currents: 21 st Literacies and the New College Majority	Atlantic Beach, FL

*Pacific Coast meets every other year.

June 2021 Call for TYCA Leaders and Scholars

In an effort to recruit new teacher-scholar-activists into the work of National TYCA, Chair Sarah Z Johnson sent out a volunteer survey in June 2021 to TYCA members through the listserv and through regional mailing lists. The survey asked respondents about their interest in participating in various task forces, committees, and boards. We had an overwhelming response (125 at last count) from current, former, and prospective members, many of whom were new to volunteering on a national level. The TYCA officers have worked to distribute these folks to the tasks where they're most needed, and the Chair is in the process of confirming the new membership of various groups, some of which are described below.

TYCA Committees and Task Forces

TYCA National is working on a number of ambitious projects in 2021. One is a continuing project from the tenure of Past Chair Cheryl Hogue Smith, while the rest are new groups charged by current Chair Sarah Z. Johnson.

National Survey of Two-Year College English Programs and Faculty, Special Committee (3 years)

In order to be responsive to the needs of faculty teaching English in the first two years of college, TYCA must know more about this group, including the thousands of educators who are not currently members of our organization. This project is undertaking an examination of two-year college English faculty, designed to reach teachers at every one of the 1,144 two-year colleges in the country. The committee is currently working on crafting the first of two surveys that will go out in 2022.

The members of this committee represent the diversity of two-year colleges in terms of expertise, employment status, geography, race, gender, and ability. (Note: The team membership skews heavily to Texas and California. This is because these two states have so many community colleges that are not currently served by TYCA)

Chairs: Darin Jensen and Holly Hassel. Members: Chris Blankenship, Salt Lake Community College (Utah); Ashlee Brand, Cuyahoga Community College (Ohio); Erin Breaux, South Louisiana Community College (Louisiana); Chloe De Los Reyes, Crafton Hills College (California); Jane M. Denison-Furness, Central Oregon Community College (Oregon); Jennifer Escobar, Moreno Valley College (California); Edward Ferrari, Crafton Hills College (California); Amber Kelly, Howard College (Texas); Alison Laubach Wright, Lone Star College--North Harris (Texas); O.W. Petcoff, Tarrant County College (Texas); Buffy Rattan, South Plains College (Texas); Lisa Spaulding, Metropolitan Community College--Penn Valley (Missouri)

Task Force to Study the Impact of 2020 on Two-Year College English (1-2 years)

The year starting in March 2020 has had, and will continue to have, a profound effect on the work of two-year college English instructors. While many of these impacts are common across higher education, the nature of our students' lives and of our institutional contexts means that the pandemic year has distinctive short- and long-term consequences for those who work for and attend two-year colleges and other open-access institutions. This task force is charged with compiling, examining, and analyzing information about how the various crises of 2020 changed and will change the teaching of English in two-year colleges.

Task Force Chairs: Virginia Schwarz, San Francisco State University
Sonja Andrus, University of Cincinnati Blue Ash
Meryl Siegal, Laney College

The chairs, appointed in August, have met with this Task Force (20 members altogether) once as a whole. Based on that meeting and subsequent communication with the TYCA Chair, the team has now divided into sub-teams to research the following topics: 1. Enrollments, employment, and working conditions 2. Technology and access 3. Assessment practices 4. Academic support

TYCA Standing Committee on Diversity, Equity, and Inclusion (Ongoing, 3-year terms)

Two-year colleges and open-access institutions do much important work toward democracy and social justice in the United States and Canada. Our colleges support and serve our diverse communities, including the "majority of minorities enrolled in higher education" (Chronicle, 2019). Yet our profession and, therefore, our membership does not reflect this diversity. The charge of this Standing Committee is to promote discovery, reflection, and necessary change in this organization.

Committee Chairs: Bethany Sweeney, Des Moines Area Community College
Margot Vance, Illinois Central College
Cassandra Goff, Salt Lake Community College

The chairs, appointed in September, have met with the whole committee (14 members) once so far and will divide into sub-teams to delegate research and communication tasks. This year the committee will focus on working with TYCA Regional organizations to ensure all seven Regional Executive Committees have a DEI representative on their boards.

TYCA Workload Issues Committee

The Workload Committee submitted a number of working papers and a final white paper in 2020 and early 2021 (see February 2021 TYCA report). This year they have been analyzing data they collected in the follow-up survey they sent out in fall 2020 to collect information about how the pandemic and subsequent move to online instruction has impacted workload for two-year college English instructors. They are collaborating with the 2020 Impact Task Force to share information and results.

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.

Appreciation, Recognition, and Thanks

Grateful thanks to Maliyah Grant, the NCTE liaison to TYCA.

This November, Cheryl Hogue Smith will end her term as Immediate Past Chair of TYCA. I, and the entire organization of TYCA, owe much to my friend and colleague, Cheryl. She has served as a TYCA Officer, first as secretary, then through the Chair sequence, for the last seven years. All while continuing her prolific and award-winning scholarship! Her accumulated knowledge and practical wisdom has aided me enormously in my own work as TYCA Chair. I could not have done this work without her help, support, and guidance. Cheryl has been a fierce advocate for TYCA within NCTE. Her dedication to the work and worth of two-year college faculty, students, and programs will continue through those of us Cheryl has inspired and taught over the last seven years.

Respectfully submitted,
Sarah Z Johnson, TYCA Chair
Oct. 3, 2021

**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, 2020? (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.

I have been the chair of SCAC since November 2020. Since that time, we have focused on 1) increasing our committee's membership; 2) designing a NCTE 2021 conference proposal; 3) identifying and organizing an outreach effort to NCTE Affiliates; and, (4) redesigning a template for YA book rationales.

1. Membership: we have successfully invited 6 new members who represent a variety of backgrounds including geographic, racial, grade-level, and jobs. We are excited for these new members to begin their terms this November.
2. Due to COVID, we proposed one conference proposal that we could do online or F2F. As it was a protected session, it was accepted. It will be interactive and have a speaker, a panel discussion, and audience participation.
3. As challenges to books is on the increase, two of our members are leading an effort under SCAC to provide PD to NCTE affiliates that centers on creating proactive policies and procedures in schools and districts.
4. Since the rationales (NCAC) are in need of updating, we consulted and decided to revise the most recent template. Three of our members are trying them out with preservice teachers fall 2021 and Spring 2022.

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

Current membership:

Chair: Annamary Consalvo The University of Texas at Tyler, Tyler, TX.

Member: Yvonne Atkins--University of Texas, Tyler

Member: Katharine Covino-Poutasse--Fitchburg State University, MA

Member: D. David--University of the Incarnate Word, San Antonio, TX

Member: Brooke Boback Eisenbach--Lesley University, Cambridge, MA

Member: Mark Letcher-Lewis University, Romeoville, IL

Liaison to NCTE: Sarah Miller

Liaison to NCAC: Christine Emeran

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

Continue work on #3 and #4, above.

We continue to focus on our research on age/grade "appropriateness" in order to use these findings to support a potential position statement and possible other SCAC shared writing projects.

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

October 2021: Shape proposal for NCTE 2022

2022 Continue collecting and testing rationales.

2022 Continue work with affiliates.

2022 Identify a shared writing project, whether or not it is centered on "appropriateness".

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?

As a resource to the ELAR community, we attend to helping teachers/schools better understand the idea of a student's "right to read" (and write) and see our work in both the rationales and to the affiliates directly supportive of teachers and their students.

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?

To quote Paula Daniels' comment from last year, "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."

Also, more attention is needed to supporting principals and other school administrators in how to support students' right to read and to write.

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

Since COVID, there are many more homeschooled students - -how can NCTE be more directly supportive to parents who are also standing in as ELAR teachers?

Submitted by: Annamary Consalvo, Ph.D. Sept. 7, 2021

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, 2020? (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.

CHAIR, Kelly Sassi (2021), National Writing Project, Modern Language Association
(North Dakota State University, Fargo, ND)

Alexa Clausen (2022)
(Eanes ISD/Westlake High School, Austin, TX)

Shekema Dunlap (2023)
(IFE Academy of Teaching & Technology, Atlanta, GA)

Stephanie P. Jones (2023)
(Grinnell College, Grinnell, IA)

Jung Kim (2022)
(Lewis University, Romeoville, IL)

Susi Long (2022)
(University of South Carolina, Columbia, SC)

Shashray McCormack (2023)
(Grace James Academy of Excellence, Louisville, KY)

Tiffany Karalis Noel (2022)
(University at Buffalo, NY)

Cecilia Pattee (2023)

Kenlea Pebbles (2021)
College Communication and Composition Conference (member of the Environmental and Rhetoric SIG, American Indian and Indigenous Caucus, and Tribal College Faculty Fellowship Selection Committee); Modern Language Association; MSU Geocognition Research Lab (GRL) member; and Zeta Phi Beta (TAZZ Graduate Chapter: Tamias Grammateus, Domestic Violence Coordinator, and Grammateus)
(Michigan State University, East Lansing, MI)

Robert Rivera-Amezola (2021)
(F.S. Key Elementary, PA)

Kamania Wynter-Hoyte (2022)
(University of South Carolina, Columbia, SC)

Executive Committee Liaison, Alfredo Celedón Luján
(Monte del Sol Charter School, Santa Fe, NM)

Executive Committee Liaison, Valerie Kinloch
(University of Pittsburgh, Pennsylvania)

NCTE Staff Liaison, Lisa Avetisian

NCTE Staff Liaison, Emily Kirkpatrick

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

We compiled member responses to our charge at the 2020 Conference and via our connections to various caucuses, then compiled them into a report to the Presidential Team of our recommendations. Alfredo Lujan has shared the PT’s response to our report in our last two meetings.

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

We leveraged our conference presentation slot to educate members about our charge and issues of anti-Blackness and anti-Indigeneity and to engage them in thinking with us on issues of diversity and inclusivity. Members urged us to include equity work and transformation in our name and our charge. We have asked Alfredo to bring a name change proposal and a request for support for Indigenous teachers before the Presidential Team.

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.

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

The nationwide attack on Critical Race Theory points to the need to educate the general public about the history and meaning of CRT, something that has been taken on by Purdue OWL [here](#) and support teachers. For example, an ELA teacher in rural North Dakota contacted the chair about pushback he has received from his principal and school board about teaching Ta-Nehisi Coates' *Between the World and Me*. He said he was told he could not teach the book because of Critical Race Theory. The teacher said he felt very alone in advocating teaching this book. Dr. Sassi shared the NCTE's [policy research brief on racial literacy](#), the OWL definition, and the ALA's support for banned books. The committee has discussed the need for an NCTE statement on CRT.

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

Susi Long (incoming co-chair) continues to advocate for policy changes to ensure that diverse slates of nominees continue to be brought forward. Although we have had diversity recently, without policy change, this progress could be undone. This committee recommends continuing efforts for lasting change.

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.

1. CHAIR, Mary L. Fahrenbruck, New Mexico State University, Las Cruces, NM
2. Danielle Filipiak, University of Connecticut, Storrs, CT
3. Hee Young Kim, University of Arizona, Tucson, AZ
4. Heerak Kim, Savoy Elementary School, Washington, DC
5. Kylowna Moton, Los Angeles City College, Los Angeles, CA
6. Rex Ovalle, Cristo Rey Jesuit High School, Chicago, IL
7. Amber Peterson, LitWorld, New York, NY
8. Caroline Santinelli, Fountain Valley School of Colorado, Colorado Springs, CO
9. Michael Seward, Minneapolis Community and Technical College, Minneapolis, MN
10. Robyn Waters, Brooklyn School of Inquiry, Brooklyn, NY
11. Lisa Pelkey, Northwest Missouri State University, Maryville, MO
12. Executive Committee Liaison, Franki Sibberson, Dublin City Schools, OH
13. NCTE Staff and Administrative Liaison, NCTE Committees@ncte.org

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

1. Members will present their scholarly activities at the annual convention in November 2021 by means of the two program slots allocated to the Standing Committee on Global Citizenship (SCoGC) by NCTE.
2. The SCoGC continue the conversation about Simon Anholt's book, *The Good Country Equation: How We Can Repair the World in One Generation*. We discuss actions that we can take to bring other educators into the conversation. Please note: having a global conversation about how to repair the world in one generation is the first step on Anholt's plan of 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. In February 2021, the SCoGC hosted a NCTE event, “A Conversation with Simon Anholt,” author of *The Good Country Equation: How We Can Repair the World in One Generation*.
2. In March 2021, the SCoGC hosted an #NCTE Twitter Chat entitled *Tooling a “Good Generation” as a 21st Century Problem-Solver*. Simon Anholt participated in the chat after accepting an invitation from NCTE and the SCoGC.
3. Members of the SCoGC volunteered to help pilot NCTE Connects and host monthly

conversations about Simon Anholt's work and how it connects to educators in the U.S. Several members are still interested in this project.

4. The blog continues to be on our list of accomplishments, and we post each month. We have posted eight blogs through September 2021. We will continue to post monthly throughout the next year.
5. Members of the SCoGC submitted proposals to fill our committee's two allocated program slots at the 2021 NCTE convention. Both proposals were accepted. We appreciate NCTE allocating two slots to the committee and we plan to continue sharing our scholarly activities through these slots.
6. We have recruited one new member to the committee in 2021. We plan to increase our membership each year to maintain the recommended 12-20 committee members. This focus will be a priority in 2021 because two current members will step down from the committee in November 2021 and seven members will step down in November 2022.

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. The SCoGC focuses on NCTE's vision of Access, Power, Agency, Affiliation and Impact through our work with Simon Anholt's concept of a good generation and the conversations in our blogs. The conversations with and about Anholt's work introduced educators to the good generation, providing opportunities for "more diverse voices to create, collaborate and lead within and beyond the organization" (Access). These conversations can potentially pave the way for educators to "contribute to and critique policy at the local, state, [] national" and international level (Power). Through their scholarly endeavors, educators who participate(d) in conversations can "support diverse learners in their journeys to become critical thinkers, consumers and creators who advocate for and actively contribute to a better world" (Agency). As the SCoGC moves forward with our conversations about the good generation, we plan to invite all NCTE members to join us, thereby strengthening "cross-community communications, information sharing, and organizing to collaborate more powerfully" (Affiliation). We strongly believe that our work focused on the good generation has the potential to "deepen every student's consciousness of worth, and widen possibilities for all students' access, power, agency, affiliation, and impact, across a lifetime" (Impact).
-

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?

As mentioned above, we advocate for conversations about the good generation. Anholt's concepts call for active engagement from educators like those in NCTE. In addition, the social, emotional, and educational consequences of COVID-19 and the Black Lives Matter movement for teachers, students and families continue to call for action from the Council.

- 2. 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 need the attention of NCTE. Creating an action plan that aligns with the concept of a good generation should be factored into NCTE planning. 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, 2020? (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.

The Committee completed the following projects:

- Completed an on-demand presentation for NCTE 2020: Changing the Conversation on Assessment through Advocating for What Students Know.
- Began a blog campaign on Assessment and Advocacy. The committee wrote the following blogs:
 - We're Still Working on Ways to Change the Conversation about Literacy Assessment
 - Placing Assessment on the November Ballot
 - Teachers as Assessment Leaders and Advocates: Continuing to Change the Conversation on Assessment at #NCTE20
 - Everyday Advocacy and Literacy Assessment
 - Drowning in Data
 - What Do Standardized Assessments Measure?

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

Eric Turley, School District of Clayton, Missouri

Melissa McMullen, Port Jefferson Station School District, New York

Chris Hass, Richland School District, South Carolina

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

Committee 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.**

Task: To meet these two charges, the committee will begin a review of policy briefs from policy centers and think tanks. A list of policy centers and think tanks can be found: List of policy centers/think tanks: <http://k12edtalk.com/resources/think-tanks-and-or-policy-centers/>. Other policy centers include:

- Center for Assessment: <https://www.nciea.org/>
- NAEP: <https://nces.ed.gov/nationsreportcard/>

- Stanford Center for Education Policy Analysis: <https://cepa.stanford.edu/>
- Learning Policy Institute: https://learningpolicyinstitute.org/?gclid=Cj0KCQjw--GFBhDeARIsACH_kda5iBGbIhkhbFVQXmkDwCM9e4KhRJsWrFtX5bja19OR0waCQkjK0JsaApp5EALw_wcB
- UCLA CRESST: <http://cresst.org/education/>

Committee Charge:

- **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.**

Task: To meet this charge, the committee will continue on Assessment as Advocacy initiative by the following:

- Creating a framework and resources around more culturally responsive and anti-racist and anti-bias assessment practices in a K-16 setting; and
- Centering student voices in the assessment process in K-16 settings

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

Outline of Meetings:

September-December 2021: Organizing and reporting out on each task

November NCTE 2021:

Changing the Conversation on Assessment through Advocating for What Students Know

February 2022: Reporting out on each task

March 2022-April 2022

One-Two Guest Blogs: Perspectives on assessment as advocacy. Committee members will come up with questions that the guest bloggers can answer.

June 2022

Outcomes:

- Writing one-two reports from the committee on the policy center briefs
- NCTE conference presentation for NCTE 2023
- Creating a framework for assessment as advocacy.

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. To support the mission of NCTE, the committee is dedicated to expanding the knowledge base around culturally relevant and anti-bias, anti-racist literacy assessment practices. The committee recognizes that educators play critical roles in challenging systemic racialized practices in schools. We are dedicated to answer the question, "What do educators need to know about equitable assessment practices?" To this end, we have begun the tasks outlined above to document the research coming out of policy centers and think tanks and to create a framework around culturally relevant assessment practices.

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:

- 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.
 - 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.
 - 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. Addressing the research behind the Science of Reading; and
 2. Creating a toolkit or resources to help educators talk about and understand how standardized assessment practices, particularly high-stakes testing, are racially bias.

Bobbie Kabuto , Chair

Standing Committee on Research (SCR)

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

Name	Affiliation	State/Region
Limarys Caraballo	CUNY	New York
Cati de los Rios	UC Berkley	California
Sybil Durand	Arizona State University	Arizona
Sakeena Everett	University of Georgia	Georgia
Lauren Kelly	Rutgers University	New Jersey
Danny Martinez	U of California – Davis	California
Nicole Mirra	Rutgers University	New Jersey
Ebony Thomas	University of Pennsylvania	Pennsylvania
Estrella Torrez	Michigan State University	Michigan
Vaughn Watson	Michigan State University	Michigan
Antero Garcia	Stanford University	California
fahima ife	Louisiana State University	Louisiana
David Low	CA State Univ, Fresno	California
Nora Peterman	U of Missouri–Kansas City	Kansas
Timothy San Pedro	The Ohio State University	Ohio

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

- The **SCR convened a subcommittee** to discuss a youth research strand within the SCR, with possible connections to the local engagement committee, including proposing a resolution and youth engagement and requesting a budget to assist in the enactment of SCR initiatives. As part of its role in addressing underrepresented areas of research and scholarship in literacies and English language arts, the Standing Committee on Research is working toward establishing longer-term organizational structures that support youth-engaged, collaborative, and intergenerational research and pedagogies at NCTE. This effort is supported by a growing body of research, with a few sample references from the past decade or so, included here: [Caraballo & Filipiak, 2021](#); [Kelly, 2020](#); [Kinloch, 2009](#); [Mirra, Garcia & Morrell, 2015](#); [Torrez et al., 2017](#); [Watson & Beymer, 2019](#). We argue that engaging youth voices and perspectives deliberately and directly, as part of the work and mission of NCTE, supports recent shifts in pedagogy and scholarship about student voice and intergenerational collaboration that have significant implications for future research in literacies and English language arts. We used the additional funds request form to petition for funds that can facilitate the development of ongoing structures that invite youth presence and participation in the NCTE community as part of the overall work of the Council, to extend and sustain the work initiated by the thematic focus of each annual meeting, such as the 2018-21 themes, ranging from *Raising Student Voice: Speaking out for Equity and Justice* to the current focus on *Equity, Justice, and Anti-racist Teaching*.
- We are in progress on all of the annual tasks and responsibilities of the SCR:
 - review all Research Strand **proposals** for NCTE 2022, and provide oversight for research-related convention program planning.
 - formed a review committee for the NCTE Promising Researcher Award, of which a SCR member in good standing will serve as chair. The SCR committee previously discussed

consideration of prohibiting one scholar winning multiple SCR awards during the same year (PRA and Purves), which occurred in 2019. This will require committees to discuss their award winners, and this is being taken into consideration in the 2021 award cycle as well. Also, while the equity focus was not on the rubric, this was still the focus of the individual committee members; equity lens should become part of the rubric, and a subcommittee will be convened to address this.

- continue to serve in our **advisory and support** capacity for *Research in the Teaching of English*, NCTEAR, and the Research Foundation.
- **nominate NCTE members** in good standing for the role of Member.

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

- We organized and submitted **guaranteed research sessions** during NCTE 2021: a) session on family literacies that was not scheduled in 2020, and b) a session focused on emergent pedagogies and literacies in the context of socially- and physically-distanced learning during the pandemic.
- We **convened a subcommittee** to discuss a local and youth research strand in the SCR, in the interest of supporting and expanding our intergenerational collaborations. The subcommittee consisted of: Limarys Caraballo, Lauren Leigh Kelly, Nicole Mirra, and Estrella Torrez. We discussed **SCR funding** for research initiatives that promote and advance the mission of NCTE, such as, in developing a youth research strand, modest travel funds for youth and educators, and submitted a proposal to Executive Council. *Please see the proposal linked [here](#).*
- We formed a **review committee for the selection of the NCTE Promising Researcher Award**, with Sybil Durand as Chair. The SCR committee previously 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, and this will be taken into consideration in the 2021 award cycle as well. The committee consisted of: Sybil Durand, Lauren Kelly, Cati de los Rios, Danny Martinez, Sakeena Everett
- We continued to serve in our **advisory and support** capacity for *Research in the Teaching of English*, NCTEAR, and the Research Foundation. *Please see the report linked [here](#).*
- We **nominated NCTE members** in good standing for the role of Member incoming in 2021, as listed above.

The Standing Committee on Research anticipates the following activities in the current calendar year, 2021-22:

- We will review all Research Strand proposals for NCTE 2022, and provide oversight for research-related convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2022.
- 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.
- Based on prior committee recommendation, members were given access to review research strand proposals, and all will have less proposals 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?

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 SCR committee has grown in its diversity in important and intersectional ways, and this committee brings a diverse and critical perspective to the teaching of English. The selection of award recipients, oversight for RTE, and proposed sessions supports the organization's priorities in the context of research, policy, and practice. While the political context in the coming years might invite complacency or further aggression about white supremacy, this group can shape NCTE's commitment in the type of research we support and highlight. Extending NCTE's focus on teaching, the SCR seeks to promote research about teachers' and students' experiences, perspectives, and contributions.

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?

As discussed above, the SCR would like to *explore* a series of interrelated initiatives under the broader umbrella of the work of NCTE, in collaboration with the local engagement and executive committees, that would normalize the presence of youth at NCTE events and provide ongoing opportunities for collaboration and innovation.

There are several ways in which this work could be supported by actions from the Executive Council:

- Supporting the recently submitted proposal for an NCTE resolution on youth voice, engagement, and participation
- Supporting an SCR subcommittee on youth engagement, with a Chair or designated member that could serve as liaison to the local engagement committee and/or executive committee
- Forming a youth board/committee that would liaise with the SCR and local engagement committee

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

The Executive Council could consider how it might support the initiatives related to increasing youth voice, participation, and collaboration in NCTE as an organization and in the field of English Education. For example:

- designating youth sessions, where proposals would be reviewed and selected by youth board in collaboration with SCR and local committees
- reserving a Summer Sandbox Session each year that focuses on or features youth and serves as a pipeline program for future youth board/committee members
- establishing an appropriate budget for youth and chaperones to travel to the conference, locally and/or nationally, to support initiatives above

Limarys Caraballo, 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

Shawna Wight Dixie

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 focused on community. This year's prompt focuses on hope and being a catalyst for change.
- The themed writing prompt for 2022: "I hope or I could not live." ~ H. G. Wells, *The Island of Doctor Moreau*
 - Pessimism is an easy habit to form but not a healthy one to maintain. With hope as your guide, look forward and imagine a better future.
 - Your task will be to do one of the following:

(1) Create a piece that paints a picture of a hopeful future, your utopia.

OR

(2) Identify a global, national, or local problem that affects you or others you care about but that you feel hopeful that you could change/affect somehow. Describe the problem and then offer a solution.

- You may convey this information through a traditional essay OR a multimodal composition such as a photo essay, short film, spoken word poem, comic book, chapter of a graphic novel, picturebook, song, etc.
- We are working with NCTE to publicize the 2021 awards. Since the theme of this year's prompt is "Hope" we will use the hashtag, "#inspirehope"
- 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 annual meeting, which will take place virtually, for October 26th.

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 2022 writing prompt with input from all members.
- October 2021: We will meet to discuss possible writing prompts for the 2023 contest.
- May 2022: 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?

- Many of the following items are still under discussion.
 - 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). **This has been discussed, but we are waiting for a follow up.
 - 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.

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

- CTE'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

Charlotte Huck Award for Outstanding Fiction for Children

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

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

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

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

2020 Committee (selected 2021 award)

Name	Affiliation	Geographic Region
Desiree Cueto	Western Washington University	West
Patrick Andrus	Prairie View Elementary School	Midwest
Donna Bulatowicz	Montana State University Billings	West
Cecilia Espinosa	Lehman College	East
Dahlia Constantine	Teachers College, Columbia University	East
Irene Latham		Southeast
Holly Johnson	University of Cincinnati	Midwest

2021 Committee (will select 2022 award)

Name	Affiliation	Geographic Region
Donna Bulatowicz	Montana State University Billings	West
Cecilia Espinosa	Lehman College	East
Dahlia Constantine	Teachers College, Columbia University	East
Irene Latham		Southeast
Holly Johnson	University of Cincinnati	Midwest
Darius Phelps	Teachers College, Columbia University	East
JoAnne Powless	Onondaga Nation School	East

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

July 1, 2020-NCTE Convention (2020 committee)

The committee read and reviewed books to identify outstanding titles that meet the Charlotte Huck Award criteria. We met once a month via Zoom to discuss books that we located independently (via libraries, NetGalley, Edelweiss, bookstores, or other physical or online locations) and that publishers sent to us. We discussed books through email and a private chat between meetings.

On November 14th, we met via Zoom for an all-day deliberation meeting. In this meeting, we discussed books in light of criteria and chose those that best met criteria to be our winner, honor, and recommended books. We announced these books at the Children's Book Award Luncheon on November 21st. We also prepared a recorded session for the conference in which we talked about the winner, honor, and recommended books from the previous year.

January 1, 2021-present

The committee has been reading and reviewing books in light of criteria. We have located books on our own (NetGalley, Edelweiss, bookstores, libraries, and other physical or online location) and books that publishers sent to us. We meet once a month online (usually via Google Meet) to discuss the books that we have read in light of criteria. We also have a private chat on WhatsApp where we discuss books between meetings.

We will meet the weekend of November 13th and 14th to choose those books that best meet criteria to be our winner, honor, and recommended books. We will announce these at the Children's Book Award Luncheon on November 22nd. We also plan to present two sessions at the NCTE conference.

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

In addition to what has been listed in the response to the previous question, the chair of last year's committee and the chair of this year's committee have sent out requests to publishers to invitation them to submit books for consideration for the award. The emails included a letter explaining the award criteria and a committee member contact list. The chairs also included requests for specific titles when applicable.

The committee members read a wide variety of books throughout the year. Members read book reviews, talk with colleagues, and generally do as much as they can to find books that might meet the award criteria. Committee members search for different formats of books (picture, early reader, beginning chapter books, novels, graphic novels, etc.) and different genres. We have three groups who focus on specific genres: contemporary realistic fiction, historical fiction, and science fiction and fantasy. These groups look for books in these genres and all formats. We have a book request form in our private Google docs folder where committee members list specific book requests.

Our committee members also complete various forms that guide our monthly meetings, such as monthly keep/withdraw forms that are filled out based on whether a book meets criteria and should remain under consideration or not. Starting in July, members also fill out individual top 20 forms, where each member lists the 20 books that he/she/they feel best meet criteria. We use these forms to guide discussion during our meetings, in addition to talking about other books that we have located that might meet criteria.

We continue to prepare for the selection of the books that best meet criteria for our award winner, honor, and recommended books.

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?

"NCTE and its members will apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them." Our committee's work aligns with this, as the award is for books that "have the potential for transforming children's lives by inviting compassion, imagination, and wonder." Thus, the books we choose can aid in social justice work. We consider literature that centers minoritized groups, tells stories that challenge the status quo and work toward social justice and equity, and otherwise can be transformative for readers, as well as "invite compassion, imagination, and wonder."

Donna Bulatowicz, Chair

NCTE Children’s Poetry Awards Committee

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

NAME	AFFILIATION	GEOGRAPHIC REGION
Ted Kesler (chairperson)	Queens College, CUNY	New York
Mary-Kate Sableski	University of Dayton	Ohio
Heidi Mordhorst	Pre-K teacher	Maryland
Gabrielle Halko	West Chester University	Pennsylvania
Ryan Colwell	Fairfield University	Connecticut
Deanna Day	Washington State University	Washington
Rebecca Dotlich	Author	Indiana

2. What actions, projects, initiatives, or studies are “in progress” at this time?
- (a) We are gathering, discussing, and evaluating poetry books and verse novels for children, grades preK through 6 to prepare to make our annual list of notables.
 - (b) We are preparing for our Children’s Book Awards Luncheon presentation for NCTE 2021.
 - (c) We are preparing for our poetry session at NCTE 2021, featuring the 2021 Outstanding Poet, Janet Wong.
 - (d) We are gathering and recommending poets for the 2023 Outstanding Poet Award.
 - (e) We wrote a profile of Janet Wong for *Language Arts* magazine.
 - (f) We completed a review of poetry and verse novels for *Language Arts* magazine.
3. What have you accomplished so far, and what is your timeline for future work?
- (a) We completed (e) and (f) above.
 We intend to complete (a) by mid-October.
 We intend to complete (b) above by second week of November. We intend to complete (c) above by mid-October.
 We intend to continue adding and developing our list of candidates by May, 2022, and select a recipient by September, 2022.
 - (b) We will write reviews of our 2022 notables for *School Library Journal* by beginning of February, 2022.
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 makes a major contribution to promoting books of poetry and verse novels for pre-school and elementary grades.
-

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?
I spoke with Maria Franquiz and to Sarah Miller in March, 2021, about changes that our committee requests, as follows:

(a) My committee is unanimously in favor of making our committee an awards committee for best poetry book for children and best verse novel for children. In addition, we would name five honorable mentions for poetry, and continue to have our notables lists for poetry and verse novels. Neither Maria nor I know the procedure for approval. If this is approved, my committee would then discuss a name/names for these awards, and seals that publishers can use.

We believe that this change would bring more prestige and recognition to the books that our committee evaluates.

(b) Currently, our range is 3 to 13, which tends to go into middle school. We would like to narrow our range to 3 to 12, so we generally end with 6th grade, and therefore give over the middle grades range to the middle school section.

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

(a) As noted above, we also would like a name change to our committee. If we have an award, as we prefer, then we would use the award name (similar to Charlotte Huck or Orbis Pictus). If this is not approved, then we suggest: "NCTE Poetry and Verse Novels for Children Committee."

(b) The NCTE website overall needs some revisions:

a. We suggest a dropdown menu for the tabs. Currently, a viewer has to guess what is contained under each tab, and scroll down the page to find out, which is cumbersome.

b. We suggest much easier access to our annual lists of notables for all books for children awards. Currently, a visitor to NCTE has to navigate several links before reaching the notables lists.

Prepared by: Ted Kesler, Chairperson, 9/15/21

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, 2020? (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, current chair (term ends November 2021)	SUNY Brockport	NY
Ileana Jiménez, incoming chair (term begins November 2021)	Teachers College	NY
Gabriel Acevedo Velázquez	Arizona State University	AZ
Danelle Adeniji	University of North Texas	TX
Ryan Burns	Smithfield High School	RI
Toni Rose Deanon	The Overlake School	WA
Darryn Diuguid	McKendree University	IL
Rick Joseph	Birmingham City School	MI
Vanessa Perez	Lawton Public Schools	OK
René M. Rodríguez-Astacio	Fresno State University	CA
Tadayuki Suzuki	SUNY Cortland	NY
LaMar Timmons-Long	New York City Department of Education	NY

2. What actions, projects, initiatives, or studies are “in progress” at this time?
 - Ileana Jiménez will begin her term as chair after the 2021 convention. Ileana will bring her intellect, experience, and passion to the committee for the work moving forward.
 - 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.
 - We will consider future #NCTEChats given the success of the 2021 chat.
 - We will consider online social meetings for LGBTQIA* NCTE members to network and build professional ties.
3. What have you accomplished so far, and what is your timeline for future work?

Category	Title and link	Date
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Published blogs	<u>Teaching LGBTQ History and Activism with Like a Love Story</u>	10/23/2020
	<u>Blog post, "Queer YA Inspired by TV and Movies"</u>	03/05/2021
Member gatherings	<u>Member Gathering with Abdi Nazemian</u>	12/01/2020
	<u>Member Gathering with LaMar Timmons-Long</u>	03/30/2021
#NCTEChat	<u>"Creating LGBTQ+-Affirming Classrooms and Schools"</u>	02/21/2021

- Members of the committee volunteered to review for session proposals submitted with the LGBTQ strand. Ileana Jiménez and Toni Rose Deanon attended the conference planning session in via Zoom 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 Ileana and Toni Rose were novice reviews. We fulfilled all of our allotted spots for the LGBTQ strand.
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
 - 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 in February, which was organized and hosted by LaMar Timmons-Long and Vanessa Perez, provided accessible professional learning for English teachers to create affirming ELA curriculum and pedagogy for LGBTQIA* youth, families, and communities
 - Member chats provide teachers a space to collaborate with other educators by connecting through the NCTE broadly and develop ideas around central ideas; the member chats associated with or adjacent to the committee this year provided ideas and insights into curriculum and text selection for teachers, including a Q&A with a young adult author
 - 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; 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
-

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

1. What significant changes or trends in our field point to action from the Council?
 - Continued attacks on LGBTQIA* students, families, communities, and educators from state, and local governments

- Despite growth in quantity of LGBTQIA*-centered texts, the texts are continually challenged and banned in schools; banning is even more prominent with proliferation of bills seeking to ban “critical race theory” and any classroom conversation and curriculum adjacent to diversity, equity, inclusion, and justice
 - 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; more advocacy and support for teachers living in states that are passing anti-trans and anti-CRT legislation
2. 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

Cody Miller, Chair

Orbis Pictus Book Award Committee

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

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

Sanjuana Rodriguez (Chair), Kennesaw State University, Georgia
Sophie Ladd (Assistant Chair), University of Nevada- Las Vegas, Nevada
Eliza Braden, University of South Carolina, South Carolina
Suzanne Costner, Blount County Schools, Tennessee
Julia LopezRobertson, University of South Carolina, South Carolina
Noelle Mapes, New York City Public Schools, New York
Jeanne Swafford, University of North Carolina- Wilmington, North Carolina

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

We are currently reviewing books that we have received. Our review of final books will look different this year as we will be making final book selections virtually. This year, we have also kept track of books that we have received digitally to ensure that we are reviewing all books- regardless of whether they are received a digital or physical copy (although we prefer a physical copy).

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

To this date (9/20/2021), we have received and reviewed a total 256 books. We expect to receive many more this month. We held monthly zoom meetings to review and discuss books. We will meet the weekend of November 13, 2021 and expect to determine winner by November 17. This year, we will deliberate and make our decision by meeting virtually. We have also had to adapt by reviewing digital copies of books.

2. 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 charge of the group is to promote children’s non-fiction books in the classroom. This group is charged with selected the best nonfiction and this provides access to books for teachers that they may not otherwise know about. We believe that the work that this committee does brings more visibility to NCTE, but also helps teachers know that the winners that are selected have been thoroughly vetted by a diverse group of literacy professionals. An NCTE book award seal indicates a standard of excellence that teachers can rely on when making book selections for their classroom.

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 need to consider submission dates. This change has been recommended to the executive committee. Our committee should also make a strong effort to seek submissions from underrepresented groups and authors.

2. What trends need to factor into medium to long-term NCTE planning?
 - Our committee believes that the book awards would be strengthened by better promotion by using social media. This would give the book awards more visibility.
 - Our committee believes that we need to continue to look for ways to include more books about and by underrepresented groups.

Sanjuana Rodriguez, Chair

Promising Young Writers Advisory Committee

Group Name: Promising Young Writers

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

Dawn Reed (chair), Okemos High School, Okemos, Michigan
Janelle Bence, New Tech at Coppell, Coppell, Texas
Jessyca Mathews, Carman-Ainsworth High School, Flint, Michigan
Samuel Reed III, U School, Philadelphia, Pennsylvania
Stephanie Robillard, Stanford Graduate School of Education, Pal Alto, California
Chris Sloan, Judge Memorial Catholic High School, Salt Lake City, Utah
Maria Whitley, Weatherly Area High School, Weatherly, Pennsylvania
Franki Sibberson, Executive Committee Liaison, Dublin City Schools, Columbus, Ohio
Sarah Miller, NCTE Staff

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

Writing award modality expansion: The committee discussed potential opportunities for additional modality options for submissions, such as graphics, multimedia, audio texts, videos, etc. We appreciate NCTE exploring options to expand modality and format of submissions and would like to see additional options as an opportunity if the website format for submissions allows for this possibility in the future. Additionally, modality options for writing support NCTE position statements focused on [Multimodal Literacies](#).

Access for student writers: The committee would like to continue to explore options for reducing barriers for students submissions including options to apply for the award without a teacher and continuing to keep the Promising Young Writers Program as a free opportunity supported through NCTE.

Student voice: The committee is interested in seeking feedback from students about their thoughts on the writing opportunity and award. Some specific questions include: How do students learn about the award? What interests them about the award? What compels students to participate? What role does the student’s teacher play in their work with the award? What do the certificate designations mean to students? What type of feedback would students want on their writing? How else can student writing contributions be recognized?

Review of participants: To further review promotion of the program, the committee is interested in how many students are from the same schools, and seeks clarifying information about the map of applicants in order to further consider where additional promotions may be needed.

Promotion: The committee would like to further see opportunities for student-promotion, so that students can further spread the news about this opportunity, such as through student facing social media or other means.

Award designations: The committee would like to explore ways to further support and showcase student work through publication. Also, the committee is interested in exploring award designations and possibilities for further highlighting student writing and literary gems.

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

Continual committee development: The Promising Young Writers Advisory Committee was formed in 2020 with an entire new group of educators. To support this committee, invitations for additional committee members to begin their service with this committee will begin in November 2021. Additional committee members support continual efforts for this committee to include educators with teachers from urban, suburban, and rural schools across the country, as well as teachers from various backgrounds. Additional committee members also allow for terms to be staggered in the committee for continuity purposes.

Writing prompt for 2022: The committee reviewed student writing from the 2020-2021 prompt. Based on review, the committee discussed the prompt and developed plans for 2021. The writing prompt for 2021 to 2022 was a collaborative writing project for the committee and submitted to NCTE at the beginning of August 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?

The Promising Young Writers Program charge includes stimulating and recognizing writing talents of eighth-grade students. This program affords students the opportunity to write for an authentic audience, engage with a relevant writing prompt, and publish student writing through submission. This program offers choice, relevancy, audience, and purpose for writing. The writing prompt is relevant to our current world landscape and provides opportunities for student writers to explore genre, consider research to inform thinking, or take a personal view in the written response.

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?

Multiliteracies: Consideration of opportunities that afford students to submit writing in multiple formats and modalities, supports writing in various forms.

Student voice: Seeking student feedback on the award process and award designations would help inform further work and promotion and seek student feedback in the work.

Student promotion: Students learn about a lot of awards through social media platforms. Would it be possible to have both a teacher and student facing platform for promotion?

Connecting with educational partners: Would it be possible to further promote the award with other educational partners, such as the National Writing Project, and others?

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

Management of different modalities for writing submission. Further promotions to reach more student populations.

Publication and celebration of writing: Explore possibilities to further highlight and celebrate student work, such as with award designation.

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, 2020? (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.

5. List names, affiliations, and geographic region for all committee members.
 - CHAIR, Michelle Devereaux
(Kennesaw State University, GA)
 - Allison Berryhill
(Atlantic High School, IA)
 - Austin Hall
(Dowling Catholic High School, IA)
 - Steve Maack
(Wichita High School East, KS)
 - John Ritchie
(Washburn Rural High School, Topeka, KS)
 - Missy Springsteen-Haupt
(Ames Middle School and Iowa State University, IA)
6. What actions, projects, initiatives, or studies are “in progress” at this time?
 - The committee will be preparing a proposal for NCTE 2022; the session intends to share how teachers may use the Orwell Award winner in their classroom to help students better understand clarity in public language.
 - We are still discussing possible rebranding names for the award, such as Language for Public Purposes. We will discuss this possibility more when we meet in October for our Annual Meeting.
 - The committee is considering a one-pager for future committee members and chairs that overviews the work of the committee, the typical commitments, and the timelines.
7. What have you accomplished so far, and what is your timeline for future work?
 - a. We successfully expanded the submission windows for both the Orwell Award and the Doublespeak Award, which we hope will encourage more submissions across a wider range of texts. Indeed, this year we received more Doublespeak nominations than we have in years past.
 - b. We updated the Charge to the Committee, focusing more on the promotion of and integration of public language in the classroom.
 - c. We created a statement for all NCTE state affiliates informing them of the Public Language Awards; this statement was sent out to solicit nominations for the award.
8. 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?
 - By expanding the submission dates, we hope we provide **access** to more diverse voices in the consideration of the Public Language Awards.
 - The Public Language Awards Committee seeks to clarify how public language works at a local, state, and national level, thereby engaging the community in questioning the **power** of language used in policy.

- By discussing public language in public spaces, the Public Language Awards Committee hopes to give NCTE members and their students **agency** in becoming critical thinkers, consumers, and creators.
- As the Public Language Awards Committee reaches out to state affiliates, we hope to strengthen and support NCTE’s goal of **affiliation** through cross-community connections.
- As the committee plans to put forth a proposal to NCTE 2022, our goal is to help teachers show students their potential **impact** through using and understanding language use in public spaces.

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?
 - Online education—hybridization of our classes; best practices for teaching online (what are they and how do we implement them?); how to consider online instruction that allows for creative creation rather than accessing materials online (i.e., SparkNotes)
 - How to help students with the social-emotional trauma of 2020—the committee would like to see a focus on “how do we learn through this experience” rather than “how do we move forward through this experience.”
2. What trends need to factor into medium to long-term NCTE planning?
 - A focus on the misuse of public language and the expectations of public language.
 - States passing divisive bills which silence critical topics (e.g., Critical Race Theory). The committee feels that we need more than statements from NCTE on this terrifying trend; teachers need real classroom ideas. How can they teach the things that matter when their districts and states are silencing them? What are real solutions, lessons, and ideas for this problem?
 - English is a colonial language and the colonizing of English affects how we see our jobs as teachers--it is also a focus on what we teach, meeting students where they are--Even the name “National Council of Teachers of English” doesn’t quite represent our role as literacy educators in a plurality of languages and backgrounds.
 - Digital literacy--how to help students find credible resources with all of the misinformation out there. Research has shown that checklists aren’t effective (see citations below)—how can we help students navigate the internet (as opposed to databases) to find safe and true information?
 - Breakstone, J., McGrew, S., Smith, M., Ortega, T., & Wineburg, S. (2018). Why we need a new approach to teaching digital literacy. *Phi Delta Kappan*, 99(18), 27-32. <https://doi.org/10.1177/0031721718762419>
 - Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & Saavedra, A. (2019). Students’ civic online reasoning: A national portrait. Stanford History Education Group & Gibson Consulting. <https://purl.stanford.edu/gf151tb4868>
 - Buckingham, D. (2016). Defining digital literacy: What do young people need to know about digital media? *Nordic Journal of Digital Literacy*, 3(12), n.p. https://www.idunn.no/dk/2015/Jubileumsnummer/defining_digital_literacy_-_what_do_young_people_need_to_kn

Michelle Devereaux, Chair

Committee Against Racism & 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, 2020? (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.

Lorena Germán, Chair- Tampa, FL, Multicultural Classroom
Keisha Rembert- National Louis University, Chicago, IL
Damián Baca- University of Arizona, Tucson, AZ
Dulce-Marie Flecha-
Richard Gorham- Lawrence High School, Andover, MA
Felicia Hamilton- Windsor High School, Windsor, CT
Patrick Harris- The Roeper School, Birmingham, MI
Dorian Harrison- The Ohio State University, Columbus, OH
Holly Spinelli- Monroe-Woodbury High School, Central Valley, NY
Jineyda Tapia- Andover Bread Loaf and Phillips Academy, Andover, MA
Kathleen Colantonio Yurko- The College at Brockport, Brockport, NY
Jazmen Moore- University of Washington, Seattle, WA

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

We are currently working on 3 initiatives:

- QRG: We are working on finalizing and launching a hands-on practical tool for teachers on how to implement anti bias and anti racism in their ELA teaching. We look forward to offering this tool at the annual convention.
- NCTE Membership: We want to learn more about NCTE membership and address specific needs they bring. This planning and project design is in its early stages and we are also working to build collaborations with other committees and groups within NCTE.
- Addressing the political climate: Our group is thinking about videos or other graphic tools to offer teachers support on how to proceed in the face of the current climate.

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

The QRG is done in terms of writing and editing. Next steps involve marketing and launching the tool. The timeline for future work is paced to meet the needs of our current teachers' schedules and demands now that teaching in this pandemic is very complex. We have deadlines leading up to June of 2022.

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

We believe that our committee's work has lead to important shifts & changes at NCTE in the following ways:

- the support for Valerie Kinloch as President and her vision for this year's convention
- support and space for sessions and events that promote anti racism in ELA
- nourishing a culture of anti racism at the convention through the placement of our posters & meters for the past several years
- an overall organizational push and belief in anti bias and anti racist work central to the organization's work
- new members feeling free and welcomed to share their ABAR perspectives and ideas

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?
There continues to be a need for practical ABAR teaching and learning needs around the country. Teachers need to be aware of what changes are developing nationally in this area and where to access the leaders/people making those changes. NCTE must consider how to leverage its access to educators to bring about necessary change for students & their communities. Specifically, there is work to do with local urban and often ignored schools & districts to bring them ABAR ELA/Literacy content knowledge. Our committee has ideas for this.
2. What trends need to factor into medium to long-term NCTE planning?
NCTE needs to pay attention to the fluctuation of the numbers of teachers of color in the profession. We need to be responsive to those needs and address the lows as well as the highs. This committee believes one avenue to meet this issue are the affiliates.

Lorena Germán, Chair

ANNUAL REPORT
2021 Fiscal Year Report
July 1, 2020-June 30, 2021

Group Name: REALM (Recognizing Excellence in Art and Literary Magazines)

Major activities: What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2020? (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.

Name: Jim Barnabee
Email: jbarnabee@d125.org
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School Address: 1 Stevenson Dr, Lincolnshire, IL 60069

Name: Becca Carson
Email: rncarson@mcpsmt.org
Institution/Affiliation: Big Sky High School (Aerie Literary Program)
School Address: 3100 S. Avenue West, Missoula, MT 59804

Name: Alexa Garvoille
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Institution/Affiliation: Durham School of the Arts
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Name: Laura Gellin
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Name: Bryan Jeffreys
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Name: Gillian Schneider
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Name: Amy Williams-Eddy

Email: AWEddy@smhall.org

Institution/Affiliation: Saint Mary's Hall

School Address: 9401 Starcrest Drive, San Antonio, Texas 78217

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

- Due to the pandemic, we did not meet in person last year. As a result, our magazines were rated outside of convention time, and Peter, Sarah, and several judges work on any issues with discrepancies or contested scores.
- Sarah Miller worked with Peter Elliot on issues with submissions and rating through AI Revolution.
- Our team adjusted our deadlines for rating literary magazines due to confusion with the new system.
- We are still working through rating issues, and Gillian Schneider will work with Sarah Miller to modify the current system with hopes of improvements by June of 2022.
- Our group talked about the redesign of our presence online, including ways to expand our online presence and increase submissions.
- We were expanding our committee but had setbacks in leadership and membership. We have reached out to several teachers across the country to try to increase membership generally and expand our judging panel. We hope to add 2 to 4 more judges after the “Louisville” virtual convention this year and expand the committee up to 12.
- We hope to increase diversity on the committee in several ways, as our members do not offer a full picture of the diversity of the schools and communities we seek to represent.
- We modified the rubrics for high school, and extended rubrics for middle school and elementary; however, we would like to review these in the next year for additional changes.
- Ben Lally updated our digital map for NCTE, as the graphics department works on an appropriate version for the website. He will continue this the next three years.

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

- Gillian Schneider was appointed as Chair after Peter Elliot stepped down as the in-house REALM Coordinator to manage special cases that arise through the submission process. We will meet virtually to further define this role.
- We transitioned to online submissions and rating through AI Evolution and will get feedback from sponsors and committee members at our convention meeting (12/2/21).
- Our team will rate magazines at the convention in December (12/2 this year).
- Our group hopes to discuss a redesign of our presence online at NCTE’s site. We had recorded videos on rating two years ago. We need to make the website user friendly for judges and sponsors.
- We will work on adding 2-4 more judges this year and 2-4 the following year. Peter stepped down as Chair 10/15.
- We plan to review rubrics over the next year to ensure fairness in judging.
- Ben Lally updated our digital map for NCTE, as the graphics department works on an appropriate version. Ben may continue to update this for the next couple of years until a final decision can be made on the best system.

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

- Our group is working with teachers to offer opportunities to publish student work, and we generally present at the annual convention in order to share best practices.
- We hope to inspire more schools to take advantage of technology to publish digitally (especially when funding prohibits publication of a physical magazine).

- We want to expand our base (of 209+ submitting sponsors) to inspire more teachers to offer outlets for creativity. As a result, we have expanded to include elementary school, middle school, and college literary magazines.
- We hope to remind teachers that writing can be fun and publishing a literary magazine can be rewarding. Our committee recognizes magazines on a national stage to inspire creativity and teamwork.
- Through creative writing and publication, our committee work helps “deepen every student’s consciousness of worth and widen possibilities for all students’ access, power, agency, affiliation, and impact, across a lifetime.”

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

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

The use of technology in the field of student publications has shifted and helped equalize the field. We hope to help sponsors balance the expense of publishing/printing vs. developing online magazines that may make a difference for many schools in the literary magazine realm. THANKS to NCTE for helping public schools submit digitally this year, as private schools often have an upperhand. This should help continue our work and grow our awards into the future.

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

SEL and mental health, climate change and its effect on teens and teaching, inclusion and equity in the profession and in the lit mag committee

Reports of the Publication Editors

NCTE Books Program

Total Books Program revenue for FY21 (including merchandise, other products, and permissions and royalty earnings) declined from FY20's total by 25%, largely as a result of the pandemic. Merchandise sales were down significantly (an effect, most likely, of not having a physical exhibit space at an in-person Annual Convention), but royalty earnings were up nearly 600% (due to some successful copublications).

The program received 22 new book proposals and 13 full manuscripts during the fiscal year.

Book Series

CCCC Studies in Writing & Rhetoric Series (SWR)

Steve Parks continued as series editor. Seven new proposals were submitted for consideration in FY21; one new book was published (*Writing Accomplices with Student Immigrant Rights Organizers* by Glenn Hutchinson). Sales of SWR books continued to be strong in FY21, increasing by 144% over FY20's total. Four books will be produced in FY22.

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. One new series title was produced by Routledge in FY21 (*Toward Culturally Sustaining Teaching: Early Childhood Educators Honor Children with Practices for Equity and Change*, edited by Kindel Turner Nash, Crystal Polite Glover, and Bilal Polson). Three to four books are anticipated for release in FY22.

Principles in Practice (PIP) imprint

Cathy Fleischer continued as special imprint editor, working closely with NCTE publications staff to develop and promote projects. One new title was released this year (*Already Readers and Writers: Honoring Students' Rights to Read and Write in the Middle Grade Classroom*, edited by Jennifer Ochoa and part of the Students' Rights to Read and Write strand). Manuscripts are in development for new strands on Children's and Young Adult Literature and on Technology. We anticipate releasing four new PIP books this fiscal year.

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 one QRG in FY21: *Teaching Poetry Experiences for Readers and Writers in the K–2 Classroom* by Maria Walther.

Two QRG projects are in development, including one in partnership with the Library of Congress.

Marketing and Promotional Efforts

Marketing and promotional efforts this year included targeted email promotions; two catalogs featuring new and bestselling titles, released in October 2020 and June 2021; 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. In early FY21, we finalized a distribution agreement with Eurospan, which markets actively throughout Europe, the Middle East, and south and southeast Asia.

The October 2020 catalog mailed to just over 59,000 people, including Canadian members and nonmember book buyers. The June 2021 catalog mailed to a smaller audience (just over 20,000).

The digital versions of the catalogs were regularly featured in INBOX, on the NCTE website, and in member and nonmember mailings.

Book and journal distributors continue to be included in monthly targeted email promotions. Regional book distributors also receive our catalogs. Amazon remains our largest distributor, with Barnes & Noble, Follett, and Yankee Book Peddler following.

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 3–6 times a month to lists of nonmember faculty in teacher education, academic libraries, and college-level composition and literature courses. They created three dozen email campaigns to inform these audiences of new and featured (topical, bestselling) NCTE books, journals, QRGs, and meetings.

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 2020–June 2021)

Empowering Students' Knowledge of Vocabulary: Learning How Language Works, Grades 3–5, Mary Jo Fresch and David L. Harrison

Engaging Grammar: Practical Advice for Real Classrooms, 2nd ed., Amy Benjamin

Nonfiction Writers Dig Deep: 50 Award-Winning Children's Book Authors Share the Secret of Engaging Writing, Melissa Stewart (ed.)

A Place to Write: Getting Your Students out of the Classroom and into the World, Rob Montgomery and Amanda Montgomery

Rethinking Reading in College: An Across-the-Curriculum Approach, Arlene Wilner

Teach Living Poets, Lindsay Illich and Melissa Alter Smith

What Works in Writing Instruction: Research and Practice, 2nd ed., Deborah Dean

Principles in Practice imprint

Already Readers and Writers: Honoring Students' Rights to Read and Write in the Middle Grade Classroom, Jennifer Ochoa (ed.)

CCCC Studies in Writing & Rhetoric (SWR) Series

Writing Accomplices with Student Immigrant Rights Organizers, Glenn Hutchinson

Copublications

Compose Our World: Project-Based Learning in Secondary English Language Arts, Alison G. Boardman, Antero Garcia, Bridget Dalton, and Joseph L. Polman [copublished with Teachers College Press and the National Writing Project]

Toward Culturally Sustaining Teaching: Early Childhood Educators Honor Children with Practices for Equity and Change, Kindel Turner Nash, Crystal Polite Glover, and Bilal Polson (eds.) [NCTE-Routledge Research Series]

—Kurt Austin, Senior Books Editor, NCTE

COLLEGE COMPOSITION & COMMUNICATION (CCC)

<https://cccc.ncte.org/cccc/ccc>

Overview

My first issue as editor of CCC was Volume 71, No. 3, February 2020. Much of my time spent as editor to date has been during the COVID pandemic, which has presented some special challenges; however, we've worked hard to keep the journal moving forward and to work on the goals of creating space for more consistently diverse and varied (across fields and areas of specialty) scholarship in the pages of CCC.

In 2020, we published 20 scholarly articles, a symposium on accessibility, 4 book reviews, a lively Interchange, and the usual additional pieces (the Forum section and remarks from the 2020 Exemplar Award winner). Our publication rate for 2020 was roughly 28% of new submissions.

In 2021, we will publish 19 scholarly articles, an NCTE cross-caucus symposium, 3-6 book reviews, an interchange, and the usual additional pieces (another Forum section, Exemplar Award winner remarks, and the 2020 and 2021 CCCC Chairs' remarks. Our publication rate for 2021 will be roughly 21% of new submissions.

We're fully booked with accepted pieces and a special issue coordinated across the NCTE caucuses through the September 2022 issue. I'm looking for a team of guest editors for a special 30th year anniversary of the Scholars for the Dream award in 2023.

Accomplishments

Increase in publication of diverse scholarship. One of my first actions when I was named editor was to reach out to the historical NCTE/CCCC caucuses of color as well as other CCCC standing groups (Queer Caucus, Working Class Caucus, etc.) and field-specific organizations like ATTW to solicit manuscripts from a broader range of scholars. We're definitely seeing these submissions show up and are trying to more regularly represent their breadth in what we publish.

Increase in representation of diverse scholars in the reviewer pool. One of my first actions when I was named editor was to reach out to the historical NCTE/CCCC caucuses of color as well as other CCCC standing groups (Queer Caucus, Working Class Caucus, etc.) and field-specific organizations like ATTW to solicit reviewers. Under the former editor, the reviewer pool had contracted to about 50-60 individuals who represented a fairly homogenous group of scholars. We've now expanded the active reviewer pool to nearly 300 individual scholars who represent a broader swather field areas across the discipline of writing & rhetoric.

New editorial policies:

More complicated and diverse tagging systems inside Editorial Manager. In our first efforts to send manuscripts to reviewers, we noticed that some field areas or specialties weren't represented in the tagging system inside Editorial Manager, so it was almost impossible to match reviewers & submissions in an efficient and effective way. For example, while "feminism" was a tag we could use, there wasn't a tag for "queer" or "lgbtq" or "trans"; so we created them. We added dozens of tags that can now be used by both reviewers and authors and the editorial

staff. This gets submissions into the hands of the scholars and teachers who are most qualified to review them.

Supporting more diverse and varied scholarship through revised submissions guidelines. Because the CCCC as an organization has changed dramatically, one of the promises I made during my interviews for this position was that I'd work to align the journal more closely with those changes. CCC is the flagship scholarly journal for CCCC. As such, it needs to reflect the full breadth of the discipline, situating different fields and specialties alongside one another in a way to create deeper understanding of that breadth as well as more opportunities to learn from our peers whose work is different than our own. Our revised submission guidelines are the first step in that alignment. (See "CCC Submission Guidelines" below.)

Supporting new scholarship via mentorship. While it shouldn't be "easy" to get a scholarly piece published in a flagship disciplinary journal, it also shouldn't present a hurdle so high that scholars whose work falls outside the homogenous "mainstream" never think of CCC as a potential home for their work. One or two times a year, I've seen a piece come through the review process that has a high potential to make substantial contributions to our shared conversations but that, for one reason or another, isn't quite ready for publication. In those extremely rare instances, instead of a "revise and resubmit," I make the decision to find a mentor for that scholar and to issue a long-term conditional acceptance. Mentors are chosen from the editorial board; I give both author and mentor detailed instructions; they set a schedule/timeline for their work together; and I read the revised piece. We published one piece that went through this process last year; we'll publish another this year; and a third piece is still in this process for next year. The decision to do this comes from two places. First, having been intimately involved with graduate curriculum, graduate admissions, and graduate education for two decades, it's clear to me that not all graduate students (or new faculty) have equal access to the support and resources necessary to support the vision of their scholarship. This is one small way that the journal sponsored by the professional organization that should be their home can help balance the scales. Second, having previously founded & created a journal that offers this kind of mentorship to all of its authors, I've seen first-hand how the quality of every piece can be improved in ways that allow others to engage with, and learn from, that work. I wish every R&R's author could be mentored in this way, but I know it's not feasible to add more uncompensated labor to my colleagues and there's no way that the printed pages of CCC could possibly contain all the excellent scholarship such an arrangement would produce.

Supporting realistic depictions of classrooms and classroom teaching practices. Many of us know the generic "student" and "teacher" represented in much pedagogical scholarship doesn't really exist. Our classrooms are highly diverse, the broad range of folks who teach in Writing & Rhetoric studies are highly diverse, and our teaching practices come from the specificities and particularities of that diversity. Because of this, we've developed a new policy about representing that diversity and specificity. We communicate this to authors and have asked that it be added to the CCC webpage as well.

Please be aware, we are no longer accepting pieces that generalize the diversity of student and faculty populations. Classrooms and universities are real spaces filled with diverse writers, teachers, scholars, and administrators. We expect all the pieces published in CCC to reflect that reality.

Challenges

COVID-related slowdowns and productivity interruptions. I won't belabor this, but the shifted workloads brought about by the pandemic, coupled with the genuine trauma, anxiety, and loss

experienced during this time have had an impact on how we do editorial business for the journal. Reviewers are harder to find, slower to respond, and sometimes simply drop out of the process. Authors take longer to revise but are also more anxious about the outcomes as their institutions shift expectations for publication under the feet. One of my editorial assistants was out for 8 weeks because her entire family had Covid early in the pandemic period. We've coped as best we can.

NCTE editorial staff turnover. Our long-time NCTE managing editor, Rona, retired in May 2020. As we transitioned with her replacement, our long-held production schedule began to fall away in pieces; though a new schedule was promised, that person abruptly left the position in December. We had several months of Kurt holding things together on his own before the new team – and new editorial staff structure at NCTE – was in place. We've kept moving issues into production during this time but the changes and rearrangements of what's been happening with the NCTE publications staff has put actual production of issues in 2021 behind. We are just ready to go live with the June 2021 issue. The good news is that we do have a new production schedule in place, a good relationship with our new managing production editor, Tom, and all of the 2021 issues have been handed off to NCTE. Hopefully the next year will bring us back into more timely alignments.

The CCC website is abysmal. When I took this position, Kurt and I talked specifically about a web re-design that would make it possible to create more spaces for members to interact with CCC content and to create a much more robust archive of book reviews. We're still waiting for that to happen. Meanwhile, I tried to revise content in ways that would clarify the scope of the journal's publications and make it easier for folks to submit. Much of that content, though, has never been updated to those revisions and it's still very difficult for folks to find the submission portal.

The Editorial Board needs updating. Initially, I tried to establish a more balanced Board (the same number of members moving on and off in the rotation of years for the position) but that has fallen by the wayside as we struggled with the other challenges presented by the pandemic. This year, I hope to re-align that balance and move forward with a more active role for board members in the regular life of the journal.

Sheer statistics

For me, as I said above, the sheer numbers generated by the Editorial Management system are not especially helpful. I present them here in the interest of transparency.

2021 (Jan 1 to date):

So far in 2021, we've received 71 new submissions and 49 revised submissions (32 first revisions, 14 second revisions, 3 third revisions; total turnaround time for author was between 90 and 160 days).

It took an average of 55 days to find reviewers for a piece, and 137 days to make an editorial decision on a submission (this includes time with reviewers and editors). 282 scholars were invited to review submissions but only 183 individual reviewers actually completed reviews as assigned.

Note: as you can see, we've been spending more time searching for reviewers and waiting for reviews to come back, but less time overall in coming to a decision during COVID. Additionally, our reviewer pool has shrunk substantially in terms of people who accept/decline to review.

Of the 191 reviews completed so far in 2021, 33 were rated as “accept,” 32 as “accept conditionally,” 61 as “revise and resubmit,” and 65 as “reject.”

2020 (Jan 1-Dec 23):

In 2020, we received 91 new submissions and 73 revised submissions (63 first revisions, 10 second revisions; total turnaround time for authors was between 90 and 140 days).

It took an average of 28 days to find reviewers for a piece, and 194 days to make an editorial decision on a submission (this includes time with reviewers and with editors). 470 scholars were invited to review submissions but only 286 individual reviewers actually completed reviews as assigned.

Of the 304 reviews completed in 2020, 41 were rated as “accept,” 47 as “accept conditionally,” 113 as “revise and resubmit,” and 103 as “reject.”

A lingering question -

One of the questions recently raised in many higher ed conversations, and by various writers/bloggers for *The Chronicle*, has been the impact of the pandemic on the productivity of women scholars in particular. The sense that gender disparities at home have been exacerbated by the demands of stay-at-home work & schooling, and that this has impacted scholarly submissions along gender lines, seems to be a rising concern among my colleagues in Writing & Rhetoric Studies. I plan to put my current editorial assistant to work trying to sift through Editorial Manager to see if this has been the case for CCC.

CCC Submission Guidelines

The editorial staff of *College Composition and Communication (CCC)* invites submission of research and scholarship in composition studies that supports college teachers in reflecting on and improving their practices in teaching writing. The field of composition studies draws on research and theories from a broad range of humanistic disciplines— English studies, linguistics, literacy studies, rhetoric, cultural studies, LGBT studies, gender studies, critical theory, education, technology studies, race studies, communication, philosophy of language, anthropology, sociology, and others—and within composition studies, a number of subfields have also developed, such as technical communication, computers and composition, writing across the curriculum, research practices, history of composition, assessment, and writing center work.

Articles for CCC may come out of the discussions within and among any of these fields, as long as the argument presented is clearly relevant to the work of college writing teachers and responsive to recent scholarship in composition studies. The usefulness of articles to writing teachers should be apparent in the discussion, but articles need not contain explicit sections detailing applications to teaching practices.

In writing for CCC, you should consider a diverse readership for your article, a readership that includes at least all teachers at college-level writing at diverse institutions and literacy centers, and may include administrators, undergraduate and graduate students, legislators, corporate employers, parents, and alumni. To address such an audience, you need not avoid difficult theories or complex discussions of research and issues or detailed discussions of pedagogy; rather you should consider the interests and perspectives of the variety of readers who are affected by your theories, pedagogies, and policies.

Genre, Format, Length, Documentation. You are encouraged to submit articles in whatever genre and format best fits your purposes, and to use alternate genres and formats if they best express your meanings; similarly, the use of endnotes and subheadings should align with your purposes and meanings. Most articles in CCC run between 4,000 and 7,000 words (or approximately 16–28 double-spaced pages), though articles may be shorter or longer in line with your purposes. Submissions should follow the current (8th) edition of the *MLA Handbook*. NCTE's *Statement on Gender and Language* can be found here: <http://www.ncte.org/positions/statements/genderfairuseoflang>.

Research Practices and Citing Unpublished Work. If your article reports the results of empirical or observational research, you need to be attentive to the ethics as well as the validity of your research methods. Before submitting your work for consideration, please be aware that, if you use, quote, or otherwise reproduce unpublished writing by students or teachers or others, you should either have clearance from your local IRB or permission in writing from the writers to do so, even if you use their writing anonymously. [Click HERE](#) to read/download a copy of the CCC permission form needed to include the work of others in your submission (especially student work).

Submission and Review of Articles. All manuscripts should be submitted electronically. Please register as an author at our Web-based manuscript submission and review system, **Editorial Manager** (<https://www.editorialmanager.com/cccj>). Once logged in to the system, follow the instructions to upload your submission. If you're submitting work for a special issue, be sure to indicate in the comments section the issue date for which you are submitting (e.g., June 2020 issue). Receipt of submissions will be acknowledged by email. Articles will be read blind by outside reviewers, so please make sure that your submission is sufficiently anonymized. Your name should not appear on the title page, or first page and you should not identify yourself in the text or in the list of works cited. Direct questions to editor Malea Powell at ccceditorialteam@gmail.com.

Interchanges. Responses to articles that raise important issues or different perspectives will be considered for publication in the Interchanges section. Please phrase any differences with the article you are responding to in a tone respectful to the writer and to the profession. Responses usually run between 500 and 2,000 words (approximately 2–8 double-spaced pages). Sets of short, related articles may also be submitted to or solicited by the editor for the Interchanges section.

Book Reviews. CCC is currently publishing both short-form (700-1500 words) reviews of individual books as well as book review essays (addressing a set of 3-5 books). All reviews and review essays are invited by the editor. If you are interested in writing a book review, or have an idea for a review essay, please contact the editor.

Submitted by Malea Powell, Michigan State University

English Education **NCTE Annual Report (2020-2021)**

English Education is the journal of English Language Arts Teacher Educators (ELATE), a constituent organization of the National Council of Teachers of English (NCTE). ELATE serves those who are engaged in the preparation, support, and continuing education of teachers of English language arts/literacy at all levels of instruction. Historically, the focus of the journal has been on the education and development of secondary ELA teachers. While this remains the principal focus, manuscripts may address a wide range of topics spanning all levels of instruction that address the connections and intersections of ELA, literacy, and teacher education. The journal is published four times a year (January, April, July, and October).

I am currently in my first year as editor of *English Education*. My editorship officially began July 2020, although I began working on administrative tasks in July 2019 and reviewing manuscripts in September 2019. Three different editorial assistants have supported this work: Megan Palmer, Ardyn Tennyson, and, currently, CJ Bevins.

Revisions to the journal

I have implemented three major revisions to the journal while maintaining *English Education's* expected focus and quality:

- a new section entitled *(Re)Active Praxis*, replacing the previous *Provocateur Pieces* section, that features reflective essays by ELA teacher educator on their efforts to maintain, enact, and advocate for their pedagogical praxis
- shorter manuscript lengths – 6,000 words for research articles, 2,000 words for *(Re)Active Praxis* essays, both exclusive of references – in order to publish more variety of authors and subject matter
- a new section entitled *(Re)Viewing the Field* that features reviews of recently published works relevant to ELA teacher education, published open-access on the journal's website (found here: <https://ncte.org/resources/journals/english-education/reviewing-the-field/>).

Journal manuscripts

During 2020-2021, 75 manuscripts were submitted to *English Education*; of those, 49 were research manuscripts and 25 were praxis manuscripts. Of that total, 36 were withdrawn as desk rejects, 4 were rejected after peer review, 10 were accepted, 11 are in revision following review, and 14 are currently under review. The journal maintains a 13% acceptance rate. While quantitative data never reveal the whole story, these numbers do evince my effort to maintain the quality of the journal and responsiveness to authors. Those who review manuscripts also support this effort, with a total of 97 people willing to review for the journal during this time period.

Book reviews

During 2020-2021, the new section of book reviews – *(Re)Viewing the Field* – was launched on the *English Education* website. The first two book reviews were published in September 2020, with additional reviews published in November, March, June, and August, for a total of eight reviews. Seven book reviews are awaiting publication, with an additional 14 reviews in progress. The books provided for review represent publications by NCTE, Routledge, Norton, Brill, and New South. Potential reviewers are solicited through an online interest form; to date, 57 individuals have indicated their willingness to write a review. Book reviews undergo editorial review rather than peer review, with CJ Bevins, the editorial assistant, serving as the lead editor.

Journal issues

As of this writing, three issues of Volume 53 have been published (October 2020, January 2021, April 2021); publication of the most recent issue (July 2021) has been delayed because of the typesetter's ongoing illness. Of the 16 articles published in these three issues, seven were research studies, four were praxis essays, two were pedagogical collections, and three were editorials. These publications are the work of 17 authors, four of whom are people of color. By rank, nine authors are assistant professors, five are associate professors, and three are doctoral students. By Carnegie classification, they represent 12 Research 1 universities, one Research 2 university, and four master's-granting institutions.

Guest edited issues

Two guest-edited issues of *English Education* are planned for Volume 54. The first, slated for 54.2 (January 2022), will present research and reflection on ELA teacher education in online spaces during the COVID-19 pandemic. The co-editors are Dr. Clarice M. Moran (Appalachian State University) and Dr. Rick Marlatt (New Mexico State University), representing the Digital Literacies in Teacher Education Commission. The second issue is slated for 54.3 (April 2022) and focuses on rural teacher education. The co-editors are Dr. Chea Parton (University of Texas – Austin) and Dr. Amy Azano (Virginia Tech University).

Looking forward

Unsurprisingly, *English Education* has been impacted by COVID-19's disruption to academic life. I know from direct correspondence that it has severely affected authors' ability to write and revise manuscripts and reviewers' ability to accept and complete reviews. I also recognize its impact through the reduction of the journal's published manuscripts: Issue 1 totaled 110 pages, Issue 2 was half that length at 55 pages, and Issue 3 increased slightly to 65 pages. I suspect disruption of the editorial pipeline will continue for the foreseeable future as we continue to navigate this pandemic. Despite this unexpected challenge, however, the journal continues to receive and review strong manuscripts and I look forward to my continued work with the journal.

Respectfully submitted,
Melanie Shoffner, PhD
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 in both print and digital formats.

Editorial Team

The editorial team includes coeditors Toby Emert and R. Joseph Rodríguez. During the Volume 110 period (September 2020 – July 2021), Toby served as a professor of theatre in the Department of Theatre and Dance 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, the journal's senior editorial associate, operated out of Fairbanks, Alaska. Lila Holland and Autumn Sidwell, undergraduate students at Agnes Scott College, assisted with fact-checking.

In addition, NCTE production editors Cynthia Gomez, Alayna Cohen, and Jim Sitar provided assistance to prepare the journal for final publication. Jim Sitar, the Journals Managing Editor for NCTE, is the current production editor for the journal. Finally, the Secondary Section Steering Committee members contributed theme-based introductory articles 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 the Editorial Manager (EM). Data from the EM indicated that there were 238 manuscript submissions to *English Journal* from January 1, 2020, through November 30, 2020 (the date range for submission deadlines for Volume 110).

From the submissions, 63 peer reviewed articles were selected for publication. Of the group, 53 authors/coauthors were college or university faculty, 37 authors/coauthors were either middle school or high school classroom teachers, and 12 authors/coauthors were undergraduate or graduate students. In addition, 6 contributors were authors of young adult literature (Lee Wind, Ernesto Cisneros, Lisa Bunker, Aisha Saeed, Laura Resau, and Joe Jiménez).

Those numbers do not include the columns (which are discussed in the next section). Given the number of submissions and the number of articles accepted for publication, Volume 110 of *EJ* had an acceptance rate of approximately 26 percent.

The coeditors invited 1285 reviews from the current pool of active journal reviewers. Of that number, 730 reviews were submitted for a manuscript under consideration. Of the 1285 invitations, the editors received 270 "decline to review" responses. The number of

reviewers who did not respond within the 7-day timeframe was 261. Alternate reviewers were invited when a reviewer did not respond to the invitation by the deadline. The coeditors typically invite three reviewers to provide an assessment of each manuscript submission.

As of August 1, 2021, *EJ* had 5,373 subscribers (3,663 print/nondigital; 1,690 digital).

Columns and Columnists

Volume 110 continued the *EJ* tradition of including columns under the following titles with the designated editors:

- **#DisruptTexts**, Tricia Ebarvia, Lorena Germán, Kimberly N. Parker, and Julia Torres
The column advocates for an inclusive and restorative curriculum that intentionally practices anti-oppressive, culturally relevant literacies.
- **Intersectional LGBTQ+ Identities**, Stephanie Anne Shelton
The column shares English educators' stories on how they learn about, recognize, and affirm intersectional LGBTQ+ identities.
- **Books in Review**, Michelle Zoss
The column offers reviews of books that have influenced teachers' beliefs about what might be possible in the classroom.
- **Journeys Inward**, Mary Ellen Dakin
The column crafts authentic nonfiction narratives by teachers on self-discovery, redirection, and renewal.
- **Teaching Creative Writing**, Wendy R. Williams
The column features creative writing pedagogies that engage students as writers, thinkers, and activists.
- **Teaching Shakespeare**, Marten Frazier
The column illustrates the study of Shakespeare texts to explore identity and performance in innovative and multimodal ways.

Five of the six issues that comprise Volume 110 had specific themes; the coeditors chose to devote one issue (July) to articles of general interest. The selected themes included the following:

- 110.1: Affirming LGBTQ+ Identities (guest coeditors: Brooke Eisenbach, Paula Greathouse, and Henry "Cody" Miller; consulting editor: Toby Emert)
- 110.2: Writing Bravely (editor: R. Joseph Rodríguez)
- 110.3: The Play's the Thing (editor: Toby Emert)
- 110.4: Sounds of Music and Language Arts (editor: R. Joseph Rodríguez)
- 110.5: Poetry: Muses and Musings (editor: Toby Emert)
- 110.6: General Interest (coeditors: Toby Emert and R. Joseph Rodríguez)

Each issue in Volume 110 included a From the Editors essay section, a High School Matters column essay (typically written by a member of the Secondary Section Steering Committee), and a Bookended essay by an author of young adult literature.

In all, Volume 110 consisted of

- 63 articles
- 27 poems
- 36 columns
- 6 High School Matters essays
- 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 the General Interest issue of the journal (110.6, July 2021). They rotated editorial responsibilities for the other issues (as outlined above).

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, Nimisha Patel, Larry Reiff, and Angela Moore. The winning article for Volume 110 was “‘I Got This!’ Visual Methods as Restorative Practice” by Deidre Faughey. “Teachers Who Stand Up” by Lorena Germán received an honorable mention.

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 Lisa Scherff, Josh Thompson, Keisha Green, and Valerie Mattessich. The winning article for Volume 110 was “#TeenPoetsMatter: Writing Critical Micropoems as Urban Social Critiques” by

Jevon Delexander Hunter and Gliset Colón. “Looking Inward and Outward: Fostering Introspective Argumentation” by Eileen Shanahan and Min-Young Kim received an honorable mention.

Toby Emert and R. Joseph Rodríguez, Coeditors
September 2021

The journal's digital resources earn positive feedback, with readers particularly noting the expansive nature of the links and materials provided.

Volume 43 (2019-20)

- No. 1 *August* *Pedagogy That Supports Equitable Practice in the Classroom*
This issue of *ELQ* considers the pedagogical demands and opportunities of curriculum that reaches and represents all learners. How does a teacher, department, or school rethink pedagogy to reach and represent all learners and the world(s) in which they live? What specific approaches and practices can help support this work in the classroom? What resources are needed to support this change? How do digital learning tools factor into this work? What are some short- and long-term effects of this shift in pedagogical design on the student? On the teacher? On education?
- No. 2 *October* *Leading in a Time of Crisis*
The October edition of *ELQ* explores timely questions around leading during difficult times: What lessons in leadership are you learning from this unprecedented time? What principles guide you in a time of crisis? How do you work to sustain yourself, your colleagues, your students, your work? What strategies do you consider when a change in direction becomes necessary? How do you evaluate next steps? How do you support learning during this process—and beyond?
- No. 3 *February* *Personalized Learning*
In this issue of *ELQ* focusing on personalized learning, the authors engage with a variety of approaches to incorporating more personalized approaches to instruction, including emphasizing

student choice and reflection through the use of choice boards and digital reading identity notebooks, converting a traditionally designed high school English elective to one designed around game concepts, and incorporating YA graphic novels within the reading and writing curriculum.

- No. 4

April *Teacher Leaders*

In this issue of *ELQ*, authors consider what it means to be a teacherleader, discussing topics such as grief, vulnerability, professional networking, and the importance of reflection.

Volume 44, to be published during the 2021-2 period, will consider such concerns as professional learning that is transformative, reaching digital natives in the classroom and beyond, leveraging disciplinary literacy, and learning and leading with/through change.

Volume 45, to be published during the 2022-23 period will be administered by Dr. Henry “Cody” Miller, the incoming editor of *ELQ*.

2020-21 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

Prepared by Elaine Simos, Editor

Language Arts

A Journal of the Elementary Section of the National Council of Teachers of English (NCTE)

Wanda Brooks, College of Education, Temple University
Jonda C. McNair, College of Education and Human Ecology, The Ohio State University
Kelly Wissman, School of Education, University at Albany, State University of New York

***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	10%
Multiple Identities, Intersectionality, & Literacy	Jan. 2021	5	4	1	1	20%
Equity and the Language Arts	Mar. 2021	17	16	1	2	6%
The Promise of Picturebooks	May 2021	19	17	2	0	11%
Viewpoints and Visions	July 2021	30	28	2	1	7%
TOTALS		100	92	8	9	8%

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), Alexandra 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**

Research in the Teaching of English (RTE)

Gerald Campano, Amy Stornaiuolo, and Ebony Elizabeth Thomas, Editors
Ruth Li, Naitnaphit Limlamai, Bethany Monea, Jennifer Phuong, Christopher Rogers,
Michelle Sprouse, and Ankhi Thakurta, Editorial Assistants
University of Pennsylvania, University of Michigan, Swarthmore College

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

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

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.

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' 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. Ikpepze (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.

Volume 55

- 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.
- 55.2 (November 2020, in print) - **Drawing Out the A in English Language Arts**
 - This issue included an innovative and multimodal editorial introduction that was presented in comic form, highlighting the art in the English language arts curriculum.
 - Peer reviewed studies published: Jennifer D. Turner, Autumn A. Griffin, Haeny S. Yoon, Kathy A. Mills and Bessie G. Stone
 - In Dialogue authors invited: benjamin lee hicks, Damaris Dunn and Bettina L. Love, Latitha Vasudevan, and Logan Manning and Christopher A. Costello
- 55.3 (February 2021, in print) - **“You Can Still Fight”: The Black Radical Tradition, Healing, and Literacies**
 - This issue focused on the Black Radical Tradition and literacy, focusing on the importance of healing for literacy education.
 - Peer reviewed studies published: Grace Player, Grace MyHyun Kim and Lindy L. Johnson, Cassie J. Brownell, Calley Marotta
 - In Dialogue authors invited: Gwendolyn Baxley and Yolanda Sealey-Ruiz
- 55.4 (May 2021, in print) – **Emerging Solidarities in Literacy Research**
 - This issue featured a guest-written editorial introduction with Danny C. Martinez, engaging with cross/inter/intra-racial and ethnic solidarities and the importance of solidarity in literacy.
 - Peer reviewed studies published: Wan Shun Eva Lam, Natalia Smirnov, Amy A. Chang, Matthew W. Easterday, Enid M. Rosario Ramos, and Jack C. Doppelt, Fares J. Karam, Diane Barone, and Amanda K. Kibler, Susan S. Fields and Katherine K. Frankel, Eibhlín Ryan and Heather Hurst
 - In Dialogue authors invited: Danny C. Martinez, April Baker-Bell, Alayna Eagle Shield, and Clifford H. Lee

Issue 56

- 56.1 (August 2021, in print) – **Childhoods across Borders**
 - This issue featured an exploration of transnational childhoods in a variety of contexts to reimagine the ways that childhood is addressed in literacy.

- Peer reviewed studies published: Idalia Nuñez, Angela M. Kohnen, Gillian E. Mertens, Kara Dawson, John Hampton, and Danling Fu, Rosalyn Harvey-Torres and Enrique David Degollado, S. R. Toliver
- In Dialogue authors invited: Marilisa Jiménez García, Fikile Nxumalo, and Leilani Sabzalian
- 56.2 (November 2021, in progress) – **American Imperialism and Literacy**
 - This issue will feature a guest writer for the editorial introduction, Carmen Liliana Medina, and will address the role of colonialism in literacy, particularly in Puerto Rican and Filipino contexts.
 - Peer reviewed studies published: Carmen Liliana Medina, Rick Fisher, Min-Young Kim and David Bloome, Shirin Vossoughi, Kalonji Nzinga, Allena Berry, Faith Irvine, Christopher Mayorga, and Mari Gashaw
 - In Dialogue authors invited: Noreen Rodríguez, Grace Enriquez, Astrid Sambolin-Morales, and Andrew Torres

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 4-year impact factor of 1.976. Although our overall citations have decreased from 135 in 2018 to 110 in 2019, Although our International Collaboration rating decreased to 5.26% in 2020, our overall citations increased from 101 (2019) to 116 (2020). .

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, including an innovative and creative editorial introduction that was presented in comic form (55.2).
- 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, 2020 and September 1, 2021.

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
9/2/20 – 9/1/21	130	41	40

Journal Turnaround Time

Table 3: Submission to First and Final Decisions, September 2020 - August 2021

Submission to First Decision Average number of days between the date the manuscript was received and the first decision.	125.5
Time to Final 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

Reviewer Statistics

Table 4: Total Reviewers Invited to Review, September 2, 2020 – September 1, 2021

Number of Manuscripts Sent Out for Review	47
Total Reviewers Invited	180
Reviewers who Completed Reviews	109
Declined to Review	37

Reviewer Recommendation Summary

Table 5: Reviewer Recommendation Summary

Reviewer Recommendation	Reviews Completed	Frequency of Recommendation
Accept with minor editing	23	18.5

Conditional Accept with Specified Revisions	27	21.8%
Reject	10	8.1%
Reject and Resubmit (as new submission)	14	11.3%%
Revise and resubmit	50	40.3%
Total Reviews completed	124	---

Editor Decision Recommendation Summary

The following table 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	26	19	13	8	0	1
Accept (includes conditionals, etc.)	5	14	11	8	0	1
Reject (not include desk rejects)	4	1	0	0	0	0
Reject and Resubmit (as new submission)	4	0	1	0	0	0
Revise and resubmit	13	4	1	0	0	0

* Decisions made between 9/2/2020 and 9/1/2021 – includes manuscripts submitted prior to this timeframe.

Talking Points Annual Report: July 1, 2020 through June 30, 2021

Talking Points (<http://www2.ncte.org/resources/journals/talking-points/>) is published by Literacies and Language For All (LLA), 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, 2020 and ending June 30, 2021. The October 2020 issue was “Pedagogies of Involvement,” and the May 2021 issue was “Perspectives on Meaning Centered Reading.” For both issues it has been the goal of the co-editors to work closely with the LLA executive board to continue the focus on an expanded identity for the organization and its beliefs. We successfully engaged in outreach to presenters at the 2021 Virtual LLA conference to elicit manuscripts. Editors also participated in the Speakers' Panel of Journal Editors for the NCTE Early Career Educator of Color (EC-EOC) Leadership Award Virtual Summer Institute, National Council of Teachers of English, July 24, 2021, .

Talking Points received 24 submissions between July 1, 2020 and June 30, 2021. Of these, 9 were sent out for full review and 3 were reviewed by the editors for the Classroom Voices column (n=12). Of these, 9 were accepted and 3 were rejected after review. We also desk rejected 12 submissions because they were not a full fit for the intentions of the upcoming issue's themes or a fit with LLA beliefs.

24 total	9 accepts	3 rejections after review	12 desk rejects	37.5 % Accepted
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In the October 2020 issue, the editors organized an interview with two WLU/LLA long time participants and activists, Bess Altwerger and Erika Chavarria. This mother and daughter engage in public activism with and for teachers. The interview provided historical and current connections between the WLU beliefs in social justice and resources for educators who are interested in current venues that support equitable instruction anti-racist teaching. For the May 2021 issue, the column featured an interview with Paul Thomas, an author and blogger, who provided a compelling perspective on the latest iteration of the “reading wars.” Thomas provided commentary on the reciprocal impact of social media and the current political climate related to reading education.

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 are excited to be working with our new NCTE contact Tom Tiller, who is supporting publication of the upcoming October 2021 issue. Production delays have been an issue and we welcome the added support of Jim Sitar to the editorial team. We are working to update our production schedule in consultation with them.

Sincerely,

Patricia Paugh and Sherry Sanden, Co-Editors

Teaching English in the Two-Year College

Darin Jensen

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

- TETYC has a new editorial board. The board has been reconstituted with a new description of duties and a new configuration (see attachment 1). The new board will appear on the Sept 2021 masthead.
- Cheryl Hogue Smith has written a remembrance of Mike Rose which will appear in our Sept 2021
- Beginning in Sept 2021, the journal will have a new cover design (see attachment 2)
- Justin Jory, Salt Lake City Community College has won the 2021 Mark Reynolds Award for best feature article in TETYC (see attachment 3)
- Joanne Baird Giordano and Cheryl Hogue Smith will co-edit a special issue on reading in 2023. The CFP will be published in TETYC in Sept 2021 (see attachment 4). The CFP has been distributed online and will also appear in CCC.
- Charissa Che has completed her year as editorial fellow and will continue to work with TETYC in the role of book review editor.
- The special issue on disability is almost complete and will appear in the March 2023 issue.
- Future special issues for the 50th anniversary of the journal, race in two-year college teaching, and grading in two-year colleges are under discussion
- The editor and the editorial board have undertaken the task of finding copies of the first twenty-two volumes of the journal so that they can be scanned and uploaded onto the TETYC website. We hope to complete this work by the beginning of our 50th volume year in Sept 2022.

Overview of journal issues:

- **December 2020**—The December 2020 issue contains three feature articles, an instructional note, Mark Reynolds' remembrance of Nell Ann Pickett, and three book reviews.
- **March 2021**—The March 2021 issue contains three feature articles, FORUM, two instructional notes, and one book review
- **May 2021**—The May 2021 issue contains two feature articles, an instructional note, a what works for me, and a book review
- **Sept 2021**—This issue includes three feature articles, three what works for me features—one of which includes Bernice Olivas' discussion of her teaching practice—she won the inaugural CCCC emergent teacher award, and Cheryl Hogue Smith's remembrance of Mike Rose

Journal Accountability Report:

Submission Statistics

New Manuscripts Received (by First Receipt Date) <i>Bona Fide manuscripts submitted by Authors during the specified time period. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	37
New Manuscripts Received (by current Initial Date Submitted) <i>Manuscripts submitted by Authors during the specified time period. This number may change if a submission is returned to the Author and resubmitted by the Author at a later date. In this case, the resubmission date is stored as the Initial Date Submitted, overwriting the original Initial Date Submitted. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	37
Submissions Removed by the Journal Office <i>Editorial staff may remove submissions from the system before an Editor is assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
Submissions Transferred <i>Manuscripts that were transferred to another publication before an Editor was invited or assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
Manuscripts Submitted but not yet Assigned to an Editor <i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author for approval. This category includes any submissions being worked on, before any Editors have been assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
Manuscripts Returned to the Author and Removed by the Author <i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author. The Author can edit the submission, or approve the submission, or remove the submission. This category includes any submissions that the Author has removed (deleted), which means they cannot be resubmitted. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
Revisions Requested <i>Journal rendered a Revise decision during the specified time period.</i>	31
Revised Manuscripts Received	33

Submission Statistics

Author submitted a revision during the specified time period. This figure is independent of the date the original manuscript was submitted, or when the revision was requested.

Total Revisions Received

This section includes revisions that were received by the journal office during the specified time period. This is not a subset of Revisions Requested in the Submission Statistics. The revision may have been requested at any time, but the counts below reflect revised submissions by the Author during the time period.

	Rev 1	Rev 2	Rev 3
Revisions Submitted by Author	20	11	2
Revisions Declined by Author	0	1	0
Average Turnaround Time for Author (days)	43.2	31.5	14

Journal Turnaround Time

This section includes submissions received by the journal office during the specified time period. The statistics are an indication of how long key activities are taking in the process.

Submission to Editor Assignment <i>Average number of days between the date the manuscript was received and the first Editor was assigned.</i>	11.5
Submission to Reviewer Invitation <i>Average number of days between the date the manuscript was received and the first Reviewer was invited.</i>	22.1
Submission to First Decision <i>Average number of days between the date the manuscript was received and the first decision.</i>	71.8

Reviewer Invitation Statistics

This section provides the breakdown of Total Reviewers Invited to Review during the time period, and the status of each invitation as of the report date.

Total Reviewers Invited <i>Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.</i>	201
Agreed to Review <i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i>	5
Reviewers who Completed Reviews <i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i>	114
Declined to Review <i>Number of Reviewers invited during the time period who declined to review.</i>	25
Have not Responded to Review Invitation <i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i>	0
Uninvited Reviewers <i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i>	52
Terminated Reviewers <i>Number of Reviewers invited during the time period whose roles were subsequently terminated by an Editor who chose to make a decision without waiting for the review to be completed.</i>	5

Reviewer Performance Averages

This section includes some key statistics about the peer review process. Unless otherwise specified, all calculations are based on reviews completed during the time period.

Days to Respond to Invitation <i>Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.</i>	1.1
Days to Complete Review (from Date Invited) <i>Average days between date Reviewer was invited to review and the date the review was completed.</i>	21.3

Reviewer Performance Averages

Days to Complete Review (from Date Agreed to Review) <i>Average days between date Reviewer agreed to the review invitation and the date the review was completed.</i>	20.3
Number of Reviews per Reviewer <i>Average number of reviews completed by each Reviewer during the time period.</i>	1.9
Number of Late Reviews <i>Total number of reviews completed after the due date.</i>	21
Average Days Late <i>For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.</i>	6.5
Number of Early Reviews <i>Total number of reviews completed on or before the due date.</i>	95
Average Days Early <i>For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.</i>	9.7

Reviewer Recommendation Summary

This section shows the total number of Recommendation Terms submitted during the specified time period. The column of percentages is simply an indicator of the frequency with which each Term is used.

Reviewer Recommendation Term	Reviews Completed	Frequency of Recommendation
Accept	24	20.7%
Accept Conditionally	15	12.9%
Decline to Publish	26	22.4%
Revise and Resubmit	51	44%
Total Reviews Completed	116	100%

Decision Summary

A separate table is displayed for each Revision Number. Total Decisions is the number of decisions made by the Editor with final decision-making authority for each submission during the specified time

Decision Summary

period. The Average Time to Decision is the number of days between the date the manuscript was received by the journal office, and the date the final decision was made. For a Revision, the Average Time to Decision is the average number of days between the date the Revision was submitted to the journal office and the date the final decision was made.

Accepted On Submission	Total Submissions
During Submission By Editor	0
After Submission to Publication	0

Original Submission

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	2	5.6%	179
Accept Conditionally	3	8.3%	90.7
Do Not Accept	17	47.2%	72.8
Revise and Resubmit	14	38.9%	85.1
Total Editor Decisions	36	100%	85

Revision 1

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	9	39.1%	78.1
Accept Conditionally	8	34.8%	115.6
Do Not Accept	2	8.7%	43
Revise and Resubmit	4	17.4%	147.8
Total Editor Decisions	23	100%	100.2

Revision 2

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	7	77.8%	12.1
Accept Conditionally	1	11.1%	58
Revise and Resubmit	1	11.1%	166
Total Editor Decisions	9	100%	34.3

***Teaching English in the Two-Year College* Editorial Board**

Teaching English in the Two-Year College (TETYC) is the journal of the Two-Year College English Association (TYCA) and is a peer-reviewed journal published by the National Council of Teachers of English (NCTE). *TETYC* publishes four issues per year (September, December, March, and May). The journal publishes a range of theoretical and practical articles across the range of English studies, including writing studies, basic writing and developmental education, English language learners, transitions into first-year writing, including dual and concurrent enrollment, literacy education, technical and business communication, the teaching of literature and creative writing, transfer, as well as professional issues affecting the field.

TETYC will have an editorial board of at least ten members, one from each of the seven TYCA regions, with the rest of the board being selected as at-large members. Via email or video conference, the editor may seek guidance on special issues, seek reviews, or other forms of collaboration from the board members. The board shall be selected by the editor in consultation with the TYCA Executive Committee.

Qualifications

Board members will be familiar with two-year college English studies and scholarship, including writing studies, basic writing and developmental education, English language learners, transitions into first-year writing, including dual and concurrent enrollment, literacy education, technical and business communication, the teaching of literature and creative writing, transfer, as well as professional issues affecting the field. Board members may be established or new scholars.

Selection Process

- TYCA regions who have an editorial board member rolling off the board will forward one applicant to the TYCA chair and *TETYC* editor by February. Board rotations are as follows:
 - Pacific Northwest and Southeast
 - Midwest and Northeast
 - Pacific Coast, Southeast, and West
- TYCA will advertise available at-large board positions in January and February
 - Nomination (by self or others) will be due by end of February
 - *TETYC* editor will bring suggestions to the TYCA Executive Committee (EC) meeting at the CCCC conference

- New Board members start in September

Meetings

The board, along with reviewers, will meet annually at the Conference on College Composition and Communication (CCCC) annual convention. The meeting will be chaired and organized by the *TETYC* editor.

Term

Board members may serve a three-year rotating term. Board members will help advise the new editor when she begins her term. Terms will begin with a volume year (September) and will end with a volume year (May).

Duties

Editorial board members will :

- Contribute to the creation/revision of submission guidelines as initiated by the editor
- Contribute to the peer review guidelines as initiated by the editor
- Participate in the updating/creation of policies and procedures
- Review of submissions
- Participate or review special projects or issues as needed
- Promote the journal to two- and four-year colleges, administrators, other disciplines, and policy makers
- Serve on TYCA committees as appropriate

Voices From the Middle (VM)

Voices from the Middle (<http://www2.ncte.org/resources/journals/voices-from-the-middle/>) publishes original contributions by middle level teachers, students, teacher educators, and researchers in response to specific themes that focus on our discipline, our teaching, and our students. *Voices* offers middle level teachers innovative and practical ideas for classroom use that are rooted in current research; this is a journal for teachers by teachers. (Published September, December, March, and May.)

FIRST VOLUME YEAR IN PROGRESS

Volume 29 that we have titled “Middle by Design” is well underway. Our first issue on *Empathy* was released in September and featured a short graphic novel on the fold-out, full-color cover by graphic novelist Sophie Escabasse. We continue to be inspired by the overwhelming number of submissions we have received for our first volume of calls for manuscripts. As we work with our dedicated reviewers and amazing contributors to complete Volume 29, we have announced the calls for manuscripts for Volume 30 “Genius by Design.”

FUTURE ISSUES

Embracing Identities

September 2022

At the foundation of Culturally and Historically Responsive Literacy is the pursuit of identity. Students cannot celebrate the joys of the world, nor battle its injustices without first recognizing their excellence. They must also have opportunities to learn about the excellence of those other than themselves. And the reality of schooling is often more about the content we teach rather than the students we are teaching. How can we, as educators, push back against mandates and practices that don't make space for our students' lived experiences? In this issue, we invite you to share approaches to privileging student identity in the ELA classroom. How do you design lessons that allow students to connect to and see themselves in the concepts they are learning? How do you help middle level students, who are on a journey of self-discovery, make those discoveries about themselves? How do you leverage the practices of ELA to help students celebrate their strengths and combat their self-doubt? How do you examine your own biases in order to create an environment where all students, but particularly Black and Brown children, thrive? In what ways do you cultivate your own genius? How do you use literature and writing to help students uncover the genius of others? **Submission deadline: December 15, 2021**

Reimagining Skills

December 2022

In many ways, skills are the bedrock of ELA instruction. Skills are what are being mandated in standards, what are being assessed in standardized tests, and what are often the primary focus in the ELA classroom. And skills *are* important. Cultivating the skills of the six language arts—reading, writing, speaking, listening, thinking, viewing, and representing—are how Black literary societies worked toward liberation. Yet, we wonder if the skills being taught in our classrooms are the skills needed for our underrepresented students to thrive. What are skills in service of? We also wonder if the foci skills have kept pace with the changing texts and technologies that permeate today's world. We invite you to take part in our musings. How can we cultivate skills

within our students without forcing them to sacrifice their cultural and historical traditions? What skills are necessary for our students to reimagine our world and how do we best help them develop those skills? How do we engage with colleagues in other disciplines to develop a robust set of skills that are responsive to varying contexts and situations? In what ways do we use mentor texts to teach skills? How do we pair skill development with identity development? What skills do we need to teach today that weren't necessary or imagined in ELA classrooms of the past? How do we find fissures in mandated curricula to teach the skills not named, but necessary for our discipline? **Submission deadline: March 15, 2022**

Leveraging Intellect

March 2023

In recent years, intellect has been under attack and neglected in the push toward test prep. Without intellect, we are unable to understand abstract concepts, shift our paradigms, or critique the decisions or actions around us. Thus, it is through intellect that our students can leverage ideas to enact social change in the world. As ELA teachers, we have the opportunity to expand our students' mental capacities, but to do so we must stop focusing primarily on test scores. Historically, Gholdy points out that Black communities did not view intellectual education as exceptional education (p. 105). Today, neither must we. So, in this issue, we invite you to consider how to engage students in intellectual exercises. How do we use ELA to help students ponder their futures? How do we tend to social and emotional needs through our instruction? How do we use intellectualism to combat false narratives around Black and Brown students? In what ways do you promote an intellectual culture? How do you help students recognize the impact of the past on the present? What opportunities do you provide for critique? How do you connect students' experiences to the human condition? to the social problems we currently face? When do you encourage students to act on their learning? **Submission deadline: June 15, 2022**

Transforming through Criticality

May 2023

Through criticality, Gholdy reminds us, we humanize our instruction, creating a more compassionate learning space. Teaching through criticality, we prompt students to ask questions, to consider the context a text was created within, to recognize power relations, to develop anti-oppression mindsets, and to seek out equity. And yet, we recognize that we live in a world that is pushing back at criticality, so how can we as educators stand firm in our work and empower students to transform the world? How do you help students understand power and power dynamics? In what ways do you explore what it means to be Black and Brown in our world? How do you help students deconstruct the notion of failure and the factors that contribute to it? How do you help students find texts that represent who they are? When do you provide opportunities for students to create texts that push back at others' ideas? How do you equip students to examine media with a critical eye? How are we teaching youth to name, question, critique and disrupt racism and other oppression through literacy instruction? **Submission deadline: August 15, 2022**

SHANETIA CLARK, ROBYN SEGLEM & MATT SKILLEN, CO-EDITORS

Reports of the Assemblies

Assembly for Advisers of Student Publications/Journalism Education Association (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 2021, JEA voting membership stands at 2,491. Memberships in the upper northeast and international memberships show the greatest gains.

Total membership is down 3% comparing fall to fall, and now stands at 2,692. At least one voting member resides in each of the 50 states, plus Washington, D.C. First-time members total 536. 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 fall and 2021 spring [JEA/NSPA National High School Journalism Convention](#) were offered in all-virtual models. The fall convention comprised a hybrid event with synchronous live and video sessions offered Nov. 19-21 but also extended access to the video sessions through Jan. 15, 2021. The spring convention shifted to a learning management system platform with all breakout sessions offered on-demand from March 15 to May 15.

JEA members and their students adapted to virtual and hybrid classrooms while showing 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 producing news stories and serving their communities.

JEA remains committed to [scholastic press rights](#), advocating and educating against censorship and prior review. This spring, JEA's Scholastic Press Rights Committee and the Student Press Law Center responded to several issues of censorship regarding mask mandates, election coverage and other national issues. The strong coverage by students working remotely is a remarkable example of what scholastic journalism is all about.

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.

In an effort to update and expand membership data, JEA conducted a Membership Roll Call. More than 50% of members responded to the personalized profile form to update their addresses but also share information about their teaching course load, teaching licensure area, school's Title IX funding and school demographics. The next phase will be to continue to collect additional data through new memberships and renewals when members complete or review their profile.

JEA continues its mission "to foster an atmosphere which encompasses diversity yet builds unity." JEA has developed a monthly series of articles in an effort to provide [antiracist teaching resources](#) to educators.

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 sixth 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 2021-22 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.

Assembly for Research (NCTEAR)

The Assembly for Research ([NCTEAR.org](https://www.nctear.org)) provides a venue for research-oriented NCTE members to share ideas and on-going work at NCTEAR's annual conference and through the research strand at NCTE's annual convention. The assembly also supports early career researchers and doctoral students in their development.

Achievements:

- Piloted a new Early Career Cohort program
- Hosted virtual workshops for doctoral students

Action Items:

- Develop an electronic system to link membership and conference registration
- Recruit members to run for co-chair
- Work on re-design of website
- Collaborate with the Standing Committee for Research and the Research Foundation

Detra Price-Dennis, Chair

Assembly for the Teaching of English Grammar (ATEG)

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 a virtual ATEG Conference in July of 2021. The Conference Theme was Inclusivity and noted scholar Dr. April Baker-Bell was the keynote speaker.
- 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.
- Appointed a new *ATEG Journal* editor.
- Used our social media platforms and website to advocate for inclusive, anti-racist language and grammar instruction.

Goals for the next year

- To offer opportunities for our members to gather and discuss grammar instruction in a virtual setting.
- To hold an in-person conference in the summer of 2021.
- To conduct an engaging session on inclusivity in grammar instruction at the 2021 NCTE Conventions.
- 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 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 values 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:

- We agreed to remove the annual dues.
- We recruited four new, active members.
- Our journal is our major accomplishment each year and we want to continue to welcome new voices to submit articles.
- We invited new, some are doctoral students, scholars of color to present and one to keynote at our business meeting.

KaaVonia Hinton, Chair

Assembly on Computers in English

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, 2020?

The NCTE Assembly for Computers in English (ACE) was prepared to offer a workshop during the 2020 Annual Convention in Denver, CO. In line with the conference theme, “¡Confluencia! Songs of Ourselves,” this one-day conference technology workshop sponsored by Assembly on Computers in English (ACE) invited participants to explore Splice and Story JS and social media, such as SnapChat and TikTok can support the interconnectedness of students’ literacies and help to develop strategies for producing, analyzing, and interpreting digital media.

Unfortunately, NCTE cancelled our workshop and did not make it a part of the virtual conference. We were also told our assembly would be contacted to present separately via webinar; however, this didn’t occur.

Typically, in addition to the annual ACE workshop, we’ve established an initiative that allows consultants and presenters to be more active with participants and NCTE, in general. To this end, consultants are usually 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.

Due to our cancelled participation in the NCTE convention, we did not write blogs this past year.

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

ACE members planned a workshop for the 2021 Annual Conference. Our workshop was accepted, but later cancelled due to the cancellation of the face-to-face convention.

ACE consultants for the 2021 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>.

Elections and Leadership Changes (as of November 2020)

- Sarah Ressler Wright, President
- Ricki Ginsberg, Past-President
- Danielle King, President-Elect
- Mark Letcher, Executive Director (assumed office January 2021)
- Shalonda Foster, Board of Directors member
- Keisha Rembert, Board of Directors member
- Julia Torres, Board of Directors member

Actions and/or projects completed (November 2020 – October 2021)

- In November 2020, ALAN presented its first fully virtual workshop, with over 600 attendees, and 600 book boxes shipped throughout the U.S. and Canada. Keynotes at the Saturday breakfast, as well as at the Monday-Tuesday workshop, included Angie Thomas, Eric Gansworth, and Samira Ahmed.
- In addition to the online workshop, ALAN developed and successfully ran a virtual ALAN reception, with the enormous assistance of publishers and authors. Activities included Kahoot trivia competitions (with authors asking the questions!), booktalks, and e-galley giveaways from publishers. Despite not being together for the reception, turnout and engagement were extremely high for this event, and we hope to replicate many of the positive elements for the 2021 reception.
- A new feature of the 2020 workshop (in addition to the virtual setup) was the inclusion of an Anti-Racist breakout session, which was delivered during the breakout session time slots. The Board voted to support this session in future years, and provide a \$500 honorarium to the presenters selected.
- Sarah Chan was selected as ALAN's new Webmaster, in March 2021. The redesigned website (www.alan-ya.org) launched in September 2021. We find that the redesign is much more user-friendly, with dead links and outdated pages eliminated. Membership response has been very positive.
- At the recommendation of an ad hoc committee, ALAN selected and adopted a new membership management system (Wild Apricot), in August 2021, which has already streamlined our members' renewal and subscription services, as well as increased our elections participation. Our

old system, run mostly through Excel and other outdated software, was proving too cumbersome and slow for our purposes, and it is our hope that WA can provide more responsive service to our members, as well as strong customer support.

- Annual ALAN elections began in October 2021, with an incredibly diverse and qualified slate of candidates, thanks to Sybil Durand, Elections Chair, and her committee.
- The ALAN Executive Committee selected Sherrye Tillman as the new ALAN Membership Chair, in August 2021. In this role, Sherrye's charge will be to direct the ALAN state representative volunteers, work with the ALAN booth committee, create announcements and programming to promote ALAN, and overall work to boost membership. This position carries a 3-year term.
- ALAN Picks has been a long-standing feature on the ALAN website, offering YA book reviews, as well as short articles written by teacher-scholars. In the past year, there has been turnover in the editors' seats, and we have welcomed Richetta Tooley as the new ALAN Picks editor. She has exciting ideas for revisioning the column, and will reintroduce ALAN Picks to membership at the November 2021 workshop.
- Continuing a trend from the past several year, we continue to operate with the ALAN budget in the black, under the supervision of ALAN Treasurer, Daria Plumb. Our financial situation is solid and our bottom line is improving each year. 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.
- Under the direction of ALAN President Sarah Ressler Wright, the ALAN Censorship Committee has been reformed, with a new charge. Our hope is that this committee can begin providing helpful resources, rationales, and support for classroom teachers who face book challenges, in this increasingly hostile political environment. ALAN Executive Director Mark Letcher is a member of the NCTE Standing Committee Against Censorship (SCAC), and it is our hope that ALAN and SCAC can work together on common projects and goals.
- The ALAN Board of Directors voted to increase individual and institutional membership dues slightly in 2021 (the first increase in many years), to better support ALAN grants and awards. Student membership rates remained unchanged.
- Directed by Sarah Mulhern Gross as committee chair, the 2021 Amelia Elizabeth Walden Award finalists were announced:
 - ***Clap When You Land* by Elizabeth Acevedo (HarperCollins/Quill Tree Books) –winning title**
 - *Slay* by Brittney Morris (Simon & Schuster/Simon & Schuster Books for Young Readers) - **finalist**
 - *The Black Kids* by Christina Hammonds Reed (Simon & Schuster/Simon & Schuster Books for Young Readers) - **finalist**
 - *Kent State* by Deborah Wiles (Scholastic/Scholastic Press) - **finalist**
- The 2020 Konigsberg Award was awarded to Stacey Barnes, at the 2020 ALAN breakfast.

- The 2020 ALAN Award was awarded to Nikki Grimes, at the 2020 ALAN breakfast.
- The 2020 Ted Hipple Service Award was awarded to Wendy Glenn, at the 2020 ALAN breakfast.
- The 2020 Nilsen-Donelson Award, given for the best article in the past year's edition of The ALAN Review, was awarded to Mark A. Sulzer, for "Border Crossing from Literature to Young Adult Literature: A Critical Comparative Content Analysis of Enrique's Journey (original version) and Enrique's Journey (adapted for youth)"
- The ALAN Foundation awarded a research grant to Sarah Fleming, for her study, "(Still) Challenging the Canon: Using Young Adult Literature in English 10H to Diversify, Disrupt, and Decolonize the Curriculum."
- After years of staffing the ALAN exhibit hall booth with volunteers, ALAN formalized a Booth Committee, which will oversee the physical booth during in-person conventions, and develop ALAN merchandise. In 2020, this committee created a virtual ALAN booth, which was visited by hundreds of visitors during the conference, to learn about ALAN membership, awards, and the workshop lineup.
- An ad hoc committee, under the leadership of Dan Moore, focused on ethics and accountability, was formed, to make recommendations to the larger Board of Directors. Those recommendations have been voted on, and will begin to be implemented more formally in the next year; these recommendations include blind review for all grant and award consideration, as well as preventing ALAN officers from consideration for such awards.
- ALAN's journal on adolescent literature scholarship, *The ALAN Review*, continues to be a highly regarded, selective, peer-reviewed journal. The journal publishes three times a year, and has continued under the leadership of Senior Editor Susan Groenke, from the University of Tennessee Center for Children's and Young Adult Literature. This past year, the editorial team opened a call for a new Assistant Editor, and selected Dr. Rosa Nam, who replaced Mary Cate LeBeouf.
- The ALAN online newsletter continued its regular service to members, under the direction of T. Hunter Strickland. The newsletter is sent out monthly, and occasionally more frequently, as news necessitates. It carries articles and news that are too timely to appear in *TAR*, such as election instructions and results, workshop updates, and award winner notification.

Projects and initiatives in progress, or planned, for the coming year

- Increase diversity in all aspects of our operation, including both leadership and membership.
- Expand our membership, both in diversity and overall numbers. We hope that with new a membership chair in place, we can revisit our plan for state representative programs, with outreach to university and high school student ALAN chapters.
- Revise our Policies and Procedures document. The document has not been revised in almost a decade, and needs to better reflect our current visions and policies
- Revisit and revise the ALAN Constitution. As with our P&P, the Constitution has not been revised in some time. Items changed in this document will be subject to votes of approval from our Board and wider membership.
- Continue to explore and pursue wise investment of our funds.
- Continue expanding ALAN's online events, including Twitter chats, and hosted author visits.

Submitted by Mark Letcher, ALAN Executive Director (October 2021)

Children's Literature Assembly (CLA)

<http://www.childrensliteratureassembly.org>.

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, 2020- June 30, 2021

- The "CLA Blog" created in March 2020, has continued to make a positive impact on our CLA members. 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 is published once a week throughout the academic year. 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>
- The newly established "Student Travel Grant" Award, given yearly to support the travel of CLA undergraduate and graduate student members to the Annual NCTE Convention and the CLA Breakfast is doing well.

The three winners of the award for the 2020 NCTE conference were Clara Reynolds Mikita of the Ohio State University, Margaret Osgood Opatz of University of Utah, and Eun Young Yeom of University of Georgia.

- Awarded two 2020 Bonnie Campbell Hill National Literacy Leader Awards to Melissa L. Antinoff from Bobby's Run School, Lumberton NJ, and Dr. Katie Schrodt from Middle Tennessee State University. Each recipient received \$2500 plus \$150 in professional books from Heinemann.
- Awarded the 2020 CLA Research Award to Dr. Caitlyn L. Ryan from the University of North Carolina-Wilmington. Dr. Ryan's research agenda centers on the relationships among literacy learning, multicultural children's literature, methods of reading instruction, and educational equity, especially at the elementary school level
- Maintained our monthly newsletter, delivered electronically on the 20th of each month. Also continued our Facebook and Twitter presence.

- Presented the 2020 Notable Children’s Books in the Language Arts booklist at the 2020 NCTE Convention’s in an asynchronous session. The winning authors prerecorded presentations of their books for the NCTE Convention audience.
- Selected the 2021 Notable Children’s Books in the Language Arts Award Books and published the list on the CLA website.
- Sponsored the annual Master Class in Children’s Literature at the 2020 NCTE Convention, entitled “Using children’s literature to engage in difficult conversations in classrooms.” This master class focused on using children’s literature to engage in difficult conversations in classrooms.
- Sponsored our annual CLA Breakfast at the 2020 NCTE Annual Convention featuring author and illustrator Jason Reynolds who shared his work to a large virtual audience.
- Published two issues of the *Journal of Children’s Literature* (JCL), The journal is now a fully online-only journal. The issues are accessed by member-only access on the CLA website. The journal is still virtually accessible to libraries through the EBSCO platform.
- Held two Voting Board meetings during this time (11/20, 5/21)

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 and graduate students in literacy.
2. Continuing to encourage our members to take on active roles in the assembly.
3. Supporting our graduate student group in their online webinar gatherings/presentations.
4. Working with NCTE for our annual events at the second virtual Annual Convention, including special sessions for the 2021 Notables presentation, the 2021 CLA Master Class, and a virtual booth for the conference.
5. Working with NCTE for our annual breakfast. The 2021 CLA Breakfast will take a different approach this year, featuring a panel of award-winning Native book creators and storytellers: Cynthia Leitich Smith, Michaela Goade, Carole Lindstrom, Kevin Maillard, and Traci Sorrell.

Ruth McKoy Lowery, President (2021-2022)

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 (twelve-years), 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 now in its twelfth 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 continued funding of the PDCRT project that has now moved under the Elementary Section Steering Committee.

Actions and/or projects completed

1. The ECEA created and widely distributed a position statement, on April 10th, 2021 to express our solidarity and support of our Asian, Asian American, and Pacific Islander colleagues and community today and always. We demand justice for these communities and support the movement to #StopAsianHate (<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 and held a virtual Day of Early Childhood that included 12 sessions with almost 200 attendees that day.
7. We decided on and created a new logo for the Early Childhood Education Assembly.
8. The ECEA continues to advocate for and ensure stronger representation for our events and organization in the conference program, advertisements, and social media platforms.
9. We published a volume of the journal, Perspectives and Provocations.
10. We elected new board officers.
11. We held virtual monthly committee meetings to make joint decisions.
12. We used our listserv to communicate with assembly members.
13. We held Twitter chats. One co-sponsored with the Elementary Section Steering Committee on African American language in October 2020. Then one on Literacies, Language & Literation: AAPI Identities in Early Childhood in April 2021 and Teaching with Heart: Liberation During Trying Times through Healing, Community and Activism in June 2021.
14. We maintained our Facebook page.

Actions and/or projects forthcoming

1. We are currently working on holding our 2021 Day of Early Childhood conference virtually on Nov 20th, 2021.
2. We are working on revising our ECEA website to be more user friendly.
3. We are currently working on a launch campaign for our new logo.

Sandra L. Osorio, Chair

Jennifer Frazier, Assistant Chair



GSEA Officer Roster

NCTE Affiliate, Assembly, and Two-Year College Regional Publications

GSEA Leadership:

- Summer Pennell, Chair
- Dana Stachowiak, Vice Chair
- Lisa Hazlett, Treasurer
- Adam Crawley, Secretary
- Nicole Sieben, Past Chair

A handwritten signature in black ink that reads 'Lisa A. Hazlett'.

Lisa A. Hazlett
Treasurer/Membership Secretary
University of South Dakota
September 30, 2021

DIVISION OF CURRICULUM AND INSTRUCTION

414 East Clark Street • Vermillion, SD 57069 • 605-677-5210 • 605-677-3102 fax • www.usd.edu/ci



NCTE Officer Verification

NCTE Affiliate, Assembly, and Two-Year College Regional Publications

The Genders and Sexualities Equality Alliance (GSEA) officers are members of NCTE.

A handwritten signature in black ink that reads 'Lisa A. Hazlett'.

Lisa A. Hazlett
Treasurer/Membership Secretary
University of South Dakota
September 30, 2021

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GSEA Meeting Minutes/Publications

NCTE Affiliate, Assembly, and Two-Year College Regional Publications

The Genders and Sexualities Equality Alliance (GSEA) did not meet as a group last year due to COVID-19, and we have no publications.

A handwritten signature in black ink that reads 'Lisa A. Hazlett'.

Lisa A. Hazlett
Treasurer/Membership Secretary
University of South Dakota
September 30, 2021



NCTE Information Exchange Agreement

NCTE Affiliate, Assembly, and Two-Year College Regional Publications

The Genders and Sexualities Equality Alliance (GSEA) currently has no publications.

A handwritten signature in black ink that reads 'Lisa A. Hazlett'.

Lisa A. Hazlett
Treasurer/Membership Secretary
University of South Dakota
September 30, 2021

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GSEA Policy on Involvement of People of Color

NCTE Affiliate, Assembly, and Two-Year College Regional Publications

The Genders and Sexualities Equality Alliance (GSEA) has the above policy, although I do not have the latest copy. The information below contains a portion of our policy.

The purpose of this Assembly is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, trans, and queer (LGBTQ) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction. The Assembly is committed to the inclusion of LGBTQ voices, topics, issues, and texts in English studies and English language arts classrooms, fostering research and scholarship, addressing heterosexism and homophobia in academic and school settings, supporting lesbian, gay, bisexual, trans, and queer students and teachers, and broadening cultural diversity through more inclusive understandings of difference. The Assembly disseminates information to its members and sponsors sessions at the NCTE Annual Convention each year. An email list-serve, our Facebook page (<https://www.facebook.com/groups/1452385141717420/>), and Twitter account (@GSEA_NCTE) facilitate communication between conventions.

A handwritten signature in black ink that reads 'Lisa A. Hazlett'.

Lisa A. Hazlett
Treasurer/Membership Secretary
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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, 2021)

Jennifer M. Cunningham was elected as an At-Large Member of the Executive Board

Meghalee Das was elected as an At-Large Member of the Executive Board

Barbara D'Angelo was appointed as an At-Large Member of the Executive Board

GSOLE Webinars

- “Racial Justice in Virtual Tutoring: Considerations for Antiracist Online Writing Center Praxis” (August 31, 2020). Webinar Leader: Zandra Jordan
- “Teaching Writing Online: Translingual and Antiracist Pedagogies” (October 9, 2020). Webinar Leader: Cristina Sanchez Martin
- “Intersectionality in FYC: Pedagogical Frameworks and Practices” (November 2, 2020). Webinar Leader: Iris Ruiz
- “Writing in Black: Methods for Teaching African American Students to incorporate Black Language in Composition” (February 23, 2021). Webinar Leader: Wonderful Faison
- “Developing Critical Digital Literacies that Sustain Cultural Sovereignty in Online Writing Courses” (April 14, 2021). Webinar leader: Les Hutchinson

GSOLE's Online Conference

GSOLE held its fourth annual online conference on January 29th, 2021 with the theme of “Visions and Sites of Online Literacy Education.” Asynchronous opportunities for engagement began January 19th. Our CFP garnered 45 submissions (compared to 29 last year), including 27 Individual Paper proposals, 7 Praxis Post(er) proposals, 7 Site Share Panel proposals, and 4 Ignite Talks, a 64% increase from last year's proposal numbers. We provided additional support

in presentation development with a participant guide devoted specifically to accessible and inclusive practices.

The 2021 conference included two plenaries, five Site Share panels, six individual paper panels, and one praxis poster Q&A panel. The two plenary speakers were Scott Warnock and Lou Maraj. Scott Warnock, the immediate Past President of GSOLE, is Associate Dean of Undergraduate Education and Professor of English in the College of Arts and Sciences at Drexel University, and has published numerous books and articles on online literacy education, including *Writing Together: Ten Weeks Teaching and Studenting in an Online Writing Course* and *Teaching Writing Online: How and Why*. Lou Maraj is Assistant Professor of English at the University of Pittsburgh, where he specializes in rhetorical theory, digital media, and Black studies. His book *Black or Right: Anti/Racist Campus Rhetorics* earned honorable mention for the 2021 Rhetoric Society of America Book Award.

In addition to the two featured speakers, we had 12 praxis posters in our hall. Whereas the 2020 program included 10 panels with 44 different presenters, this year, we added a third presentation room and had 12 panels. There were a total of 162 paid registrants for 2021, compared with 79 registrants in 2020.

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 supervising team projects in online writing courses, accessibility checkers for Learning Management Systems, and introducing students to writing on the web. 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

Tony Ricks was appointed chair of the Research Committee, replacing Barry Maid. The committee began working to expand the research grants program as a Research Fellowship program with the potential for larger awards.

GSOLE's Meetings at CCC and the International Writing Center Association (IWCA)

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

GSOLE's International Presence

GSOLE continues to maintain and enhance its international presence. The 2021 conference included speakers and attendees from multiple countries. OLOR provides a global perspective of online literacy education including representation of OLI practices from America, Japan, and Ireland. Third, our affiliations have a global presence thanks to the affiliation with the International Rhetoric Workshop.

Affiliates

GSOLE affiliate agreements with the Rhetoric Society of America (RSA), International Writing Center Association (IWCA), the Council of Writing Program Administrators (CWPA), the Council for Programs in Technical and Scientific Communication (CPTSC), the International Rhetoric Workshop (IRW), the Association for Writing across the Curriculum (AWAC), and the Online Writing Center Community (OWCC) in addition to the National Council for Teachers of English (NCTE). To support these affiliates, we have established formal memoranda of understanding with affiliate organizations and continue to host cross-organizational events. In addition, we have coordinated cross-organization opportunities with AWAC, with GSOLE members able to attend one AWAC webinar and AWAC members able to attend one GSOLE webinar per year.

GSOLE's Membership

GSOLE currently has 528 active members. Our current membership has representation from Denmark, Norway, New Zealand, Greece, and Ireland. We have nine institutional members, with six institutional members joining in the past year. We have two membership-related goals in the coming year: to continue to diversify our membership with regard to race, ethnicity, and nationality, and to focus on retaining existing members by expanding and more clearly defining membership benefits.

GSOLE's Website

GSOLE's website now includes workspaces for committees to increase transparency and offer members additional opportunities for engagement with committee work, in addition to our ongoing efforts to increase accessibility and usability. <https://www.gsole.org/>

Submitted by Meghan Velez, Executive Board Member-at-Large/Affiliates Liaison

In Memoriam

In Memoriam

Most teachers pass away as they have lived, quietly, but with deep effect upon those to whom they are closest. *They are mourned and celebrated by their families and students, privately, often without public announcement of their loss. The profession and the world feel the loss of every individual who has spent so much of a life's energy giving, to students, to the future, whether or not we can list them by name. A few such losses from the past year—those for whom we had knowledge—are listed below. We will miss them.*

John H. "Jack" Bushman
James E. Davis
Lisa Ede
Kermeen "Punky" Fristrom
Mark Anthony Krabbe
Linda Leonard Lamme

Ray Lawson
Teri Lesesne
Wanda Porter
Mike Rose
M. Jerry Weiss
Vivian Yenika-Agbaw