



National Council of  
Teachers of English®  
ANNUAL REPORTS 2022



## **NCTE Annual Reports**

**2022**

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 and TYCA](#)  
[Standing Committees](#)  
[Committees](#)  
[Publication Editors](#)  
[Assemblies](#)  
[In Memoriam](#)

[2021 Annual Business Meeting Minutes](#)

## **No Reports Submitted**

*NCTE's volunteer and staff leadership work diligently to provide the annual reports included in this document; annual reports are required of NCTE's constituted bodies. We acknowledge the constraints and challenges that may preclude some reports from being submitted on time. Staff will add reports to this compilation promptly upon receipt.*

**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:** all reports submitted

**Publication Editors:** College English

**Assemblies:** all reports submitted

## **Results of the 2022 NCTE Elections**

The following are the results of the Spring 2022 elections, which closed June 1. With the exception of members of the Nominating Committees and the Vice President, who took office September 1, 2022, and August 28, 2022, respectively, all those named below will take office at the close of the 2022 NCTE Annual Convention in November.

### **NCTE General Elections**

#### **NCTE**

Vice President

Tonya B. Perry, Miles College, Fairfield, AL

Secondary Representative-at-Large

Darius B. Wimby, DeKalb County School District, GA

Trustee of the Research Foundation

Yolanda Sealey-Ruiz, Teachers College, Columbia University, NY

NCTE Nominating Committee

CHAIR: Qianqian Zhang-Wu, Northeastern University, Boston, MA

Linda Christensen, Oregon Writing Project, Lewis & Clark College, Portland, OR

Tricia Ebarvia, Greene Street Friends School, PA

Paula Lamina, Arlington Community High School, VA

Carmela A. Valdez, Kindergarten dual language teacher, Austin, TX

Tiffany Rehbein, Laramie County School District, Cheyenne, WY (appointed)\*

Franki Sibberson, SproutFive, Columbus, OH (appointed)\*

### **Elementary Section**

Steering Committee

Laura Ascenzi-Moreno, Brooklyn College, Brooklyn, NY

Joanna Wong, California State University, Monterey Bay

Nominating Committee

CHAIR: Francisco L. Torres, Kent State University, OH

Dorian Harrison, Ohio State University at Newark

Stella Villalba, Dublin City Schools, OH

### **Middle Section**

Steering Committee

Alethea Maldonado, Middle school ESL teacher, Lockhart, TX

Vanèe Smith-Matsalia, San Bernardino City Unified School District, CA

Nominating Committee

CHAIR: Anna Osborn, Jefferson Middle School, MO

Amy Bouch, Eighth-grade English teacher, Western Pennsylvania

Sierra Gilbertson, Seventh, eighth, and twelfth-grade English teacher, Fosston, MN

## **Secondary Section**

### Steering Committee

Jacquay Durant, San Bernardino City Unified School District, CA  
Rex Ovalle, Cristo Rey Jesuit High School, Chicago, IL

### Nominating Committee

CHAIR: Anthony Celaya, Western Washington University  
Janelle Quintans Bence, English teacher, TX  
Summer Melody Pennell, University of Vermont

## **College Section**

### Steering Committee

Jonathan Bush, Western Michigan University, Kalamazoo

### Nominating Committee

CHAIR: Sweta Baniya, Virginia Tech, Blacksburg, VA  
Naitnaphit Limlamai, University of Michigan, Ann Arbor  
Ah-Young Song, Vassar College, Poughkeepsie, NY

## **ELATE**

### Executive Committee

Keisha L. Green, University of Massachusetts, Amherst  
Davena Jackson, Boston University, MA  
Joanne E. Marciano, Michigan State University, East Lansing

### Nominating Committee

CHAIR: Joaquin Muñoz, University of British Columbia  
Wintre Foxworth Johnson, University of Virginia, Charlottesville  
Hui-Ling S. Malone, Michigan State University, East Lansing  
Teaira McMurtry, University of Alabama at Birmingham  
Dywanna E. Smith, Claflin University, Orangeburg, SC

## **LLA**

### President-Elect

Yang Wang, University of South Carolina, Columbia, SC

### Executive Board

Mukkaramah M. Smith, Early Childhood Educator, Columbia, SC  
Grace Kang, Illinois State University, Normal, IL

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

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



NCTE  
Executive Committee  
2021-2022

## **2021–2022 Executive Committee Members**

### **President:**

Valerie Kinloch, University of Pittsburgh, Pennsylvania, PA

### **President-Elect:**

María E. Fránquiz, University of Texas at Austin, Austin, TX

### **Vice President:**

Rochelle (Shelley) Rodrigo, University of Arizona, Tucson, AZ

### **Past President:**

Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, NM

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

Janice R. Baines, Bradley Elementary School, Columbia, SC (Elementary)

Lakisha Odum, State University of New York, New Paltz, NY (Middle)

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

### **Elementary Section Chair:**

Tracey T. Flores, University of Texas at Austin, Austin, TX

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

Michael Domínguez, San Diego State University, San Diego, CA

### **Secondary Section Chair:**

Lisa Scherff, Community School of Naples, Naples, FL

### **College Section Chair:**

Renee Moreno, California State University, Northridge, Northridge, CA

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

Holly Hassel, North Dakota State University, Fargo, ND

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

Staci M. Perryman-Clark, Western Michigan University, Kalamazoo, MI

### **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, AL

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

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

### **Literacies and Languages for All President:**

Michele Myers, Wake Forest University, Winston-Salem, NC

### **Parliamentarian:**

Victor Del Hierro, University of Florida, Gainesville, FL





NCTE  
Staff

## NCTE STAFF

### **Executive Director's Office**

Emily Kirkpatrick, Executive Director

Lisa Avetisian, Senior Liaison

### **Affiliated Groups**

Kristen Ritchie, Director of Affiliated Groups

Malyah Grant, Governance Assistant

Ashley Sisk, Special Projects Coordinator

Michaela White, Administrative Liaison

### **Finance**

Jon Coffman, Chief Financial Officer

Haley Wright, Controller

Clarice Nance, Senior Accountant

Miriam Goewey, Accounts Payable Specialist

### **Marketing and Communications**

Jack Holmes, Marketing & Communications Senior Leader

Geno Church, Creative Director

Helen Peirce, Digital Marketing Manager

Aarika Guerrero, Communications Manager

Marvin Young, Visual and Member Communications Coordinator

### **Operations**

Dyan Urquhart, Director of Operations

Victor Adams, Director of IT

Lisa Fink, Professional Learning & Member Engagement

Jon Reigelman, *Council Chronicle* Magazine

Mary Anne Rice, Customer Service Project Manager

Yetta Gardner, Customer Service Professional

Christine Gammie, Customer Service Professional

### **Policy and Network Advancement**

Josh McIntyre, Director of Policy and Network Advancement

Sarah Miller, Senior Coordinator, Intellectual Freedom Center

### **Events**

Matt Burrell, Director of Events

Lori Bianchini, Program Manager

Alejandra Villegas, Manager of Sponsorships and Events

Kaitlin Schmitt, Coordinator of Event Technology

### **Publications**

Colin Murcay, Director of Publications

Cynthia Gomez, Senior Editor, Digital Publishing

Kurt Austin, Senior Books Editor

Jim Sitar, Journals Managing Editor

Kimberly Morse, Editor

Tom Tiller, Editor



Minutes of the  
Annual Business Meeting

**Minutes of the NCTE Annual Business Meeting**  
**for the Board of Directors and Other Members of the Council**  
**November 3, 2021**  
**Virtual, via Zoom**

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 Alfredo Celedón Luján at 6:30 p.m., November 3, 2021.

President Alfredo Celedón Luján acknowledged the unprecedented online format of the 2021 Annual Business Meeting and disclosed that the meeting was being recorded.

President Alfredo Celedón Luján introduced member leaders present, who traditionally would be seated with him during an in-person meeting: NCTE Past President, Franki Sibberson; NCTE Vice President, María E. Fránquiz; NCTE President-Elect, Valerie Kinloch; Executive Director, Emily Kirkpatrick; NCTE Parliamentarian, Victor Del Hierro; and Members of the 2021 Resolutions Committee, Susie Long (Chair), Katrina Bartow Jacobs (Associate Chair), Lynsey Burkins, Becky Sipe, and Renée Wilmot.

President Alfredo Celedón Luján called for a motion to adopt the rules for the Annual Business Meeting. Erika Lindemann, NC, moved to adopt the rules; seconded by Doug Hesse, CO. The motion CARRIED.

President Alfredo Celedón Luján called for a motion to adopt the agenda for the Annual Business Meeting. Chris Bronke, IL, moved to adopt the agenda; seconded by Jessie Moore, NC. The motion CARRIED.

President Alfredo Celedón Luján invited a motion to dispense with the roll call of directors. Kim Jasper, MO, moved to dispense with the roll call of directors; seconded by Kathleen Yancey, FL. The motion CARRIED.

Doug Hesse, CO, moved to dispense with a formal reading of the 2019 Minutes of the NCTE Annual Business Meeting; seconded by Justina Plemon, WI. The motion CARRIED.

Kathleen Yancey moved to accept the posted 2021 Annual Reports; seconded by Chris Judson, IN. Doug Hesse, CO, spoke to acknowledge that a few reports were missing. The motion CARRIED.

President Alfredo Celedón Luján called Past President Franki Sibberson to introduce the NCTE past presidents and executive directors in attendance: Kylene Beers, Jocelyn A. Chadwick, Beverly Chin, Anne Ruggles Gere, Sandy Hayes, Doug Hesse, Carol Jago, Kathy G. Short, Yvonne Siu-Runyan, Kathleen Yancey, and Leah Zuidema.

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

President Alfredo Celedón Luján introduced Diane Waff, Chair of the NCTE Nominating Committee. Waff solicited nominations for the 2022 ballots.

President Alfredo Celedón Luján called Joe Pizzo, NCTE Historian, to the podium to read “A Moment in NCTE History”:

*Our National Council of Teachers of English represents over 25,000 members each day. At the first convention organized by James Fleming Hosis in 1911, 65 delegates from 12 states began the journey that has lasted 110 years and has grown to represent all 50 states and 20 countries. The primary goal hasn't changed. NCTE seeks to improve greatly the conditions of all English teachers providing literacy education at all levels.*

*NCTE represents not only those who are excelling and breaking new ground in the teaching of English, but also those who are disenfranchised and disrespected for their backgrounds, curricular choices, cultures, lifestyles, and genders. To combat this, NCTE works daily to raise awareness of those experiencing discrimination. Our NCTE English Journal, website, committees, assemblies, and various publications contain articles, statements, and resolutions dealing with research, classroom practices, high-stakes testing, book banning, challenges for English Language Learners, support for ideas and curricula considered to be too radical, reading and writing in all classrooms, and more. We promote dignity, respect, and inclusion for all women's rights, LGBTQ+ rights, freedom of speech, cultural acceptance, freedom to read books as literary and social vehicles, and so much more. We defend with synergistic efforts the sense of dignity and pride that defines our profession.*

*Aristotle once said, “Those that can, do. Those that understand, teach.” NCTE, Aristotle would be quite proud of our founder James Fleming Hosis, presidents including Albert H. Markwardt, Alan Purves, Janet Emig, Leila Christenbury, Kylene Beers, Carol Jago, Jocelyn Chadwick, and Alfredo Lujan, Executive Directors including Kent Williamson and Emily Kirkpatrick, and so many more. Our efforts as one NCTE family represent our commitment: we are “reading the past” while “writing the future.”*

*Here's a poem I've written that is inspired by our commitment to English education. Here is “A Perspective with Pride.”*

*Challenges*

*Issues*

*Lifestyle preferences*

*LGBTQ*

*Plus, plus*

*Choices*

*Confusion*

*Equity*

*Tell me, Tell me*

*What are your pronouns?*

*Do you know?*

*Do you know?*

*Juneteenth*

*Black Lives Matter*

*CRT*

*Protests*

*You can't intimidate me*

*For free choice and liberty*

*I demand equality*

*Nightmare in Minnesota*

*Say his name - Eric Garner*

*Nightmare in Atlanta, Georgia*

*Say his name - Daunte Wright*  
*Nightmare in New York City*  
*Say her name - Breonna Taylor*  
*Stop hate*  
*All hate*  
*Black*  
*Asian*  
*Left*  
*Right*  
*January 6*  
*Insurrection*  
*Civil unrest*  
*Defund police*  
*Ban books*  
*Ammunition for aggression*  
*Challenges to free speech*  
*Jingoism*  
*Where's jurisprudence?*  
*Media, media*  
*Is it fake? Is it fake?*  
*COVID-19*  
*Social Distancing*  
*Hybrid*  
*Virtual*  
*In-person teaching*  
*Can we mask*  
*The hate, hate*  
*NCTE, NCTE*  
*Confluence of history*  
*Louisville, Kentucky*  
*In our dreams*  
*Just a dream*  
*All virtual*  
*No reality*  
*The first time in our history*  
*Learning loss*  
*Testing*  
*Teacher Tired*  
*Student distractions*  
*Personal freedom (STOP)*  
*We need no more*  
*Dixie in the Chicks*  
*Lady A - No Antebellum*  
*Washington Pigskin*  
*Not a red skin*

*Anger*  
*Mistrust*  
*Opposition*  
*Hate, hate*  
*Red States*

*Blue States*  
*Socialism*  
*Demand - Debate*  
*Learning Challenged*  
*Testing boosted*  
*S.E.L.*  
*E.Q.*  
*Socialization*  
*Observation*  
*Realization*  
*Plea, plea*  
*Barry McGuire*  
*1960's*  
*For perspective*  
*For invective*  
*Civil rights still an elective*  
*"I can't twist the truth it knows no regulation*  
*Handful of senators don't pass legislation*  
*And marches alone can't bring integration*  
*When human respect is disintegratin'*  
*This whole crazy world is just too frustratin'"*  
*Dr. King, we need a dream*  
*President Lincoln, we need emancipation*  
*Amanda Gorman,*  
*We all need to keep:*  
*"striving to form a union that is perfect.*  
*We are striving to forge a union with purpose,*  
*to compose a country committed to all cultures, colors, characters,*  
*And conditions of man.*  
*And so we lift our gazes not to what stands between us*  
*but what stands before us.*  
*We close the divide because we know, to put our future first,*  
*we must first put our differences aside.*  
*We lay down our arms*  
*so we can reach out our arms*  
*to one another.*  
*We seek harm to none and harmony for all."*  
*Hearken, hearken, Langston Hughes:*  
*"Hold fast to dreams,*  
*For if dreams die*  
*Life is a broken-winged bird,*  
*That cannot fly."*  
*Celebrate NCTE vision*  
*Celebrate compositions*  
*Celebrate advocate positions*  
*Raise up acceptance*  
*Pride, pride*  
*Raise up difference*  
*Pride, pride*  
*Wake up,*  
*Have we woke up?*

Say it with me NCTE  
Pride, pride  
Say it with me NCTE  
Pride, pride  
Say it with me NCTE  
Pride, pride

Liberty  
Equality  
Integrity

Where do we stand  
On pride, pride?

Where could we stand  
On pride, pride?

Where will we stand  
On pride, pride?

President Alfredo Celedón Luján gave his presidential report:

*My presidential year plus a couple of months took place in five minutes; it passed so quickly. In part, the swift year was a result of the pandemic. Here I must invoke the wisdom of many former coaches who taught the overcoming of adversity on the field and on the court. Life happens. This year's EC members must have had similar coaching. Overcoming adversity through an optimistic lens has resulted in big decisions in the best interests of NCTE. NCTE was able to thrive in those dark days when we taught and met in coat-and-tie-with-pj-bottoms and slippers . . . those stay-at-home, Zoom, masked, social-distanced, to-vaccinate-or-not-to-vaccinate times. We must, therefore, thank the half-full glass of the Executive Committee (yes, I am awkwardly stretching the half-full glass metaphor to illustrate the optimism and positivity of these EC members). Much appreciation goes to the Executive Committee members who will remain—Christopher Bronke, Michael Domínguez, Tracey Flores, Holly Hassel, Latrise Johnson, Sarah Johnson, Lisa Scherff, and LaMar Timmons-Long . . . and a huge shout-out to those who are rolling off: Yolanda Gonzales, Julie Lindquist, Deborah MacPhee, Bradley Bleck, Ann Marie Corgill, and Franki Sibberson. To Franki, a special thanks for staying on for a “Bonus Year” as Past President. She had officially rolled off last year, but after an invitation by us and discussion with her family, a decision for the good of the Council was made—she stayed on the Presidential Team. Her knowledge, wisdom, and institutional memory have been invaluable to the EC. A big thanks also to the other Presidential Team members—each had to step up to her elected position early after last year's resignation. Valerie and Maria, you are wise and wicked smart. Mil gracias also to Victor Del Hierro, our parliamentarian, for guiding us through all meetings, including this one.*

*I/we cannot thank the NCTE staff enough. None of the work of the Council is done without the expertise and professionalism of the staff. I can't name them all because there are so many who are diligently working in the fore- and the background. NCTE's work ethic is ubiquitous. I have to say, the work of the EC cannot be done without the foresight, planning, and intelligence of Lisa Avetisian; she is, as we say in northern New Mexico and other parts, “lightning on grease.” And last year's first online Convention could not have moved forward*



*without the in-the-trenches work of Lori Bianchini, with whom I spent a grueling weekend and more on Zoom, having to change face-to-face programming to a virtual platform. I cannot even begin to say how much work she put into the transition. The artistic direction of Marvin Young in collaboration with the NIMBUS group made the design for the “Confluencia: Songs of Ourselves” Convention fluid and the design for “Equity, Justice, and Antiracist Teaching” powerfully diverse. The NCTE staff is simply amazing. One cannot hope for a more professional group of colleagues.*

*And finally, there’s NCTE’s Executive Director, Emily Kirkpatrick. In my life’s experience, the term code-switching has been the toggling of languages—the bilingual shifting from English to Spanish and back . . . from the formal to the colloquial and back. Emily code-switches from English to math, from convention planning to meal planning, from family to business, from formal to informal, from handbook to constitution, from budgeting to accounting, from serious to humorous. Emily is for the good of the Council. Her graceful leadership and guidance have been “to infinity and beyond” (Buzz Lightyear, Toy Story).*

*I opened this report with thanks because none of what has been accomplished over the last year could have been done without the commitment from the Executive Committee and the NCTE staff.*

*So what’s been accomplished?*

- *Above all, NCTE’s continued advocacy for literacy and the teaching of English language arts*
- *The 2020 Convention, “Confluencia: Songs of Ourselves,” was awarded the best Virtual and Hybrid Association Event by the Virtual Events Institute.*
- *Member Gatherings on diverse topics, led by Antero Garcia and Detra Price-Dennis*
- *NCTE’s advocacy for First Amendment rights for students*
- *NCTE’s Inaugural Juneteenth Event*
- *CNV’s 20th anniversary*
- *NCTE’s squeaky clean audit*
- *Committee work*
- *Early Career Educator of Color work*
- *Caucus work*
- *Affiliate work*
- *Assembly work*
- *ALAN work*
- *Conference work*
- *LLA work*
- *ELATE work*
- *CEL work*
- *Association work*
- *TYCA work*
- *CCCC’s work*
- *Work, Work, Work*
- *And pleasure . . . all of the above is directly or indirectly tied to this year’s Convention theme: “Equity, Justice, and Antiracist Teaching”*

*In the past year, I have also been involved in the following activities:*

- *Bi-monthly Presidential Team meetings*
- *Operations Subcommittee meetings*
- *Executive Committee meetings*
- *Awards Ceremony x 2*
- *Annual Convention Chair*
- *The honor and privilege of Introducing Trevor Noah, Andrea Davis Pinkney, Brian Pinkney, and current US Poet Joy Harjo, at the 2020 Convention*
- *Member Gathering on the safe return to school, “Handle With Care,” with Dr. Cheryl Glenn*
- *Member Gathering on “Children’s Day/Book Day with Pat Mora and students*
- *Member Gathering in Conversation with Frederick Joseph*
- *Webinar on Censorship*
- *Library of Congress webinars on poetry with former US Poet Laureate Juan Felipe Herrera; “Poetry 180” with former US Poet Laureate Billy Collins; and “Teaching With Primary Sources”—transcribing Walt Whitman’s notebooks and diaries*
- *Three Member Gatherings with Detra and Antero*
- *NCTE representative in webinars—conversation with Elizabeth Acevedo at Kid Lit Latinx Convention, “A Conversation on Censorship,” and in conversation with Luis Alberto Urrea with the Literacy Volunteers of Santa Fe*
- *And writing the President’s blurb for The Council Chronicle each quarter*

*In this Presidential year I have hoped to perpetuate what I have learned as a teacher and as a member of NCTE: that diversity is plural, not limited to race and color, that literacy is plural—it’s not just reading, writing, speaking, and listening anymore; that code-switching is plural—there are many codes to switch to and from; that gender identity is plural; that we each have a song of ourself and of ourselves. I have hoped to amplify the Indigenous and rural America voices and will continue in those efforts. NCTE is our professional home and a confluencia of identities. It’s been a rewarding year.*

President Alfredo Celedón Luján introduced Emily Kirkpatrick, NCTE Executive Director:

*NCTE’s leadership continues to accelerate during the protracted global pandemic. While other organizations have pledged to “weather the times” or “hold on for better times,” NCTE is on a very different path. We are growing our support for literacy educators, augmenting our innovations, and raising our leadership voice. We are in a place to do this because of our strong financial stewardship and consistent choices made for the organization’s long-term viability.*

*Before moving into details of the report, I want to first recognize the incredible team at NCTE working day in and day out on behalf of our mission and our people. Our staff team continues to evolve and the depth of our team’s expertise deepens each month. What remains constant is our team’s focus, drive, and commitment to new opportunities that serve the cause of literacy education.*

*The challenging, though not surprising, news is that our earned income has suffered during the pandemic. Investment income has been unusually, even abnormally high, which has been a salve, though not a sustaining one. NCTE had begun to see the 20 consistent years of membership loss begin to level in the two years predating COVID-19; implications from the virus precipitated a tumble that has now lasted 21 months and counting. Membership is beginning a*

*slow climb back and yet we look into the field and see so many leaving the profession. External partners are supporting NCTE monetarily— for example, the Library of Congress—and with other meaningful contributions, such as the donated time of the keynote speakers and their staffs we have recruited for Convention. Members are making donations at an increasing rate. We are looking for multiple ways to sustain and grow our organization.*

*NCTE is focused, careful, and deliberate. I'm pleased to report that our Fiscal Year 2021 financial audit received a clean and unqualified opinion from our external auditors. This is a significant independent validation of the care we apply to our financials throughout the year.*

*We've focused on innovation and building our next steps in ways that are future-ready, if not future-proof, with mission and business sensibilities in balance. The next section of this report shares a representative sample of our staff-driven leadership this year.*

*NCTE's 2020 Annual Convention, chaired by current president Alfredo Celedón Luján, won the prized international award, the Virtual Events Institute's 2021 Event Award, among all associations. The Convention attracted the participation of literacy educators familiar and unfamiliar with NCTE. Our strategy was recognized for intentionally humanizing what many accepted as a sterile online platform, and for investing in notable avenues to build community in remote contexts. The result was an oasis for teachers thirsting for community, desiring support, and greatly in search of inspiration while teaching during the pandemic. The international award recognizes NCTE's innovative efforts that excelled above and beyond the imagination of others in the education space and among far wider interest areas and sectors, including the medical field. The credibility NCTE has built, including the award itself, continues to pay dividends for the organization in far-reaching ways.*

*The NCTE staff team continues to build on this success while producing complex online events throughout this year. Among NCTE's conferences and association, the Conference on College Composition and Communication, Literacies and Languages for All, the Conference on English Leadership, the Two-Year College English Teaching Association—all experienced successful convenings this past year, aided by the same staff ingenuity that served the NCTE Annual Convention.*

*NCTE's leadership and intellectual voice commanded impressive attention and initiated progress on issues for which the Council is most committed during our 2021 Advocacy and Leadership Summit. Three new policy briefs—on Critical Media Literacy, Racial Literacy, and Translanguaging—were created by NCTE's James R. Squire Center on Policy Research and released during the Summit. Four hundred and twenty-three members registered for the Summit, which was held, of course, online. Seventeen NCTE member leader voices were featured, drawing from their respective areas of expertise. We also recruited the participation of esteemed external organizations, including iCivics, the Center for Applied Linguistics, Educating for American Democracy, the Center for Antiracist Education, and the National Association for Media Literacy Education. Plans are already underway for the 2022 Summit.*

*In so many ways, our work this year has directly stemmed from NCTE's Definition of Literacy in a Digital Age, which places emphasis on working with language in new ways—remixing, curating, and creating.*

*NCTE took the bold stance of issuing an amicus brief in the Supreme Court case of Mahanoy v. BL. We worked with the highest levels of the ACLU nationally, called on our experts in a variety of matters, and engaged a pro-bono legal firm to issue a novel take on the case involving a*

*student's right to communicate off campus. It's notable that NCTE led this charge. Our brief was received and was considered to present original and worthy points. The US Supreme Court declared 8-1 in favor of the student and on NCTE's side on the case.*

*NCTE can't do everything, of course. What we take on, we do with depth and determination.*

*Extending our reach, I leveraged my collegial relationships to interview Supreme Court Associate Justice Sonia Sotomayor for NCTE's magazine, focusing on Sotomayor's writing and commitment to understanding complex stories. This was a timely opportunity that strategically feeds into our commitments around civic discourse and engagement.*

*With member leaders, including Carol D. Lee, Ernest Morrell, Jamila Lyiscott, Antero Garcia, Nicole Mirra, Renee Hobbs, Tom Liam Lynch, Detra Price-Dennis, and many others, NCTE has continued to strategically lean into the work of civics and media literacy. NCTE is an active member of the National Media Literacy Alliance and we were invited to present NCTE's comprehensive strategy in an online event for a national audience this summer. The response from the audience included questions like, "How is it that NCTE can build such a unified approach?" With new connections in the film community, we also hosted our first-ever virtual film screening soon thereafter. The film focused on misinformation in media and included discussion hosted by our president Alfredo Celedón Luján. We look forward to this work continuing to grow in the years to come.*

*We've also engaged as a Champion of the Educating for American Democracy Project funded by the National Endowment for the Humanities, which has led to a number of national engagements and an upcoming publication. Tying this work to literature, we've also recruited and hosted timely conversations with authors, such as the online event this September with Khaled Housseini, author of Kite Runner, in the wake of the latest tragedies in Afghanistan.*

*NCTE's relationship with the American Council of Learned Societies has grown this year in harmony with NCTE's values and needs. An example is the new Intention Foundry designed to support diverse early career faculty in the humanities. Stephanie Toliver, BernNadette Best-Green, and I were NCTE's representatives for work this summer, alongside other ACLS organizations. Further, the Constitution we will review tonight has received guidance from an ACLS appointed attorney with deep knowledge of society governance. His insight about NCTE undoubtably matches what many in the audience tonight know very well: NCTE is a very complex organization. In fact, he shared that NCTE may be the most complex, structurally, among ACLS's 75+ member organizations representing the breadth of the humanities.*

*Sadly, the polarization in this country is at such a pitch that classrooms and teachers bear the heavy brunt of our steep division. Anticipating this, NCTE created new services to fight classroom censorship and increased our partnership with the National Coalition Against Censorship. We now offer a modern-day hotline to report classroom censorship matters, and we created a sustained workshop series this year, proactively working against anticipated censorship on matters of race, gender/sexuality, and other anticipated situations. The depth of challenges has led us into new intersections for NCTE with the American Library Association and its state affiliates, PEN America, and more.*

*With the depths of NCTE's work, we could talk for hours about the last year of the Council and what's on the horizon. NCTE is constantly finding dynamic ways to support and grow the field of literacy education and lean in with hefty force.*

*On a more personal note, as your Executive Director, I pleased to say that work currently underway at the Council is what I came here to contribute—building relationships that strengthen the organization and create valuable opportunities to the discipline and our members, and initiating efforts that far exceed expectations drawn by budget parameters. It has been refreshing to work with such a focused team of elected leaders that includes every member of the current presidential team and every member of this year's Executive Committee.*

*When much of the world is unstable and unseemly, NCTE is a place filled with discernment and continuity balanced with innovation.*

President Alfredo Celedón Luján called on María E. Fránquiz, NCTE Vice President, to announce upcoming meetings and locations for the Council and its Conferences and Associations: NCTE Annual Convention: November 17–20th, 2022 in Anaheim, CA; CCCC Convention: March 9–12, 2022 in Chicago, IL; TYCA Conference: March 9, 2022 in Chicago, IL; CEL Convention: November 20–23, 2022 in Anaheim, CA. The dates and location for the 2022 NCTE Homecoming will be announced in December 2021 or January 2022.

President Alfredo Celedón Luján moved to new business:

*Proposed updates to the NCTE Constitution were shared with members on October 1 and again on October 22, accompanied by a rationale and letter from me and Executive Director Emily Kirkpatrick, which noted the importance of updating this foundational NCTE document. The letter noted the significant input of member leaders and groups on these changes, as well as the time the Operations Subcommittee of the NCTE Executive Committee, the Executive Committee, and staff have invested in the study of the Constitution and proposed changes over the last two years. The Executive Committee fully supports and is confident in these changes and language used. Please rest assured that these changes, if approved, will receive another meticulous review for grammar and punctuation by an internal editor before being published. If you have any nonsubstantive changes, or grammar and punctuation changes, please email those to [NCTECommittees@ncte.org](mailto:NCTECommittees@ncte.org).*

Erika Lindemann, NC, moved to adopt the revisions to the NCTE Constitution; seconded by Jessie Moore, NC. Doug Hesse, CO, commented in support of the updates to the NCTE Constitution. Cheryl Hogue Smith, NY, spoke on behalf of TYCA for putting the association into the governing documents. The motion CARRIED.

President Alfredo Celedón Luján called on Susi Long, Chair of the Resolutions Committee, to present this year's resolutions.

### **Resolution on Supporting Educators' Right and Responsibilities to Engage in Antiracist Teaching**

Be it resolved that the National Council of Teachers of English actively follow recommendations put forth by the Committee Against Racism and Bias in the Teaching of English and the 2007/2018 NCTE *Statement on Anti-Racism to Support Teaching and Learning* to inform and support accurate public discourse around antiracist education in ways that include the following:

- a) Issue a statement recommitting to support for educators' rights and responsibilities to create and sustain educational contexts that engage in antiracist

teaching to include the teaching of complex histories, systemic racism, contemporary racial realities, and strategies for growing as informed citizens who can contribute to building an equitable society;

b) Cultivate systems of mentorship and professional development within NCTE and in partnership with other professional organizations to provide support for educators at all levels, administrators, students, families, and communities to deepen understandings of antiracist education with regard to the Committee Against Racism and Bias recommendations and the 2007/2018 position statement as well as

- The importance of antiracist education in an actively democratic society;
- Why teaching racial and ethnic histories and antiracist education does not constitute anti-Americanism but is one element in an education that supports the development of informed citizens who can work toward a more equitable society;
- Antiracist education as the antithesis of teaching that one race is superior to another or that anyone should feel guilty for the past actions of members of their race; and that “educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement” (American Historical Association, 2021);
- Antiracist education as the antithesis of teaching that one race is superior to another or that anyone should feel guilty for the past actions of members of their race.
- Antiracist education holds that “educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement” (American Historical Association, 2021)
- Research demonstrating how children receive racialized messages in the first years of life, necessitating that antiracist education begin with our youngest children and continue to our adolescents and adult learners;
- Strategies for countering rhetoric of fear and reactions to it that would prohibit antiracist teaching at any level (legislation, book bans, curricular bans, withdrawal of funding, etc.);
- Clarification that critical race theory is one of many research-based theoretical frameworks (such as behaviorist, sociocultural, constructivist, critical disabilities, and feminist theories, to name a few) originating in legal studies in the 1970s “as a framework for understanding . . . racial inequity within our social, economic, political, legal, and educational systems . . . even absent of individual racist intent . . . among other exclusionary systems [sexism, classism, homophobia, etc.]” (American Association of Law Schools, 2021).

R Joseph Rodriguez, TX, suggested amending the second bullet of the resolution “Why teaching racial histories and . . .” to read as “Why teaching racial and ethnic histories and . . .”

The friendly amendment was accepted by the Committee.

R Joseph Rodriguez, TX, proposed an amendment to the bullet “Research demonstrating how children receive racialized messages in the first years of life necessitating that antiracist education begin with our youngest children” to read as “begin with our youngest children and continues to our adolescents and adult learners.” The friendly amendment was accepted by the Committee.

Nicole Mirra, NY, proposed an amendment that the 3rd bullet be separated into two, reading as “Third bullet: Antiracist education as the antithesis of teaching that one race is superior to another or that anyone should feel guilty for the past actions of members of their race.” And “Fourth bullet: Antiracist education holds that ‘educators must provide an accurate view of the past in order to better prepare students for community participation and robust civic engagement’ (American Historical Association, 2021)” The friendly amendment was accepted.

Heidi Branch, VA, spoke to ask why Critical Race Theory was included in the last bullet. Caroline Clark, OH, proposed an amendment to insert a clause after the last bullet for clarification that critical theory is a legal body of scholarship that has been falsely identified as widespread. In short, “CRT” has become shorthand for all antiracist pedagogy and has become an easy, misapplied way to vilify it. The Resolutions Committee rejected the proposed amendment. Caroline Clark, OH, moved the amendment forward. Christian Goering, Arkansas seconded the amendment. The amendment was brought to vote and did not pass.

President Alfredo Celedón Luján called for a motion to extend the meeting by 30 minutes. Christian Goering, Arkansas moved to extend the meeting; seconded by Carrie Barbosa, ME. The motion CARRIED.

The Resolution on Supporting Educators' Right and Responsibilities to Engage in Antiracist Teaching was brought to a vote. The motion carried and the resolution was adopted.

Katrina Bartow Jacobs presented the second resolution:

### **Resolution on Size-Inclusive Language and Literacy**

Be it resolved that the National Council of Teachers of English will

- Support the practice of honoring and learning about size diversity by encouraging, developing, and promoting professional development opportunities, resources, and curriculum so that educational professionals can learn about size diversity and address the impact of weight stigma and fat violence on academic, social, and emotional development;
- Advocate for students' robust access to narratives in which weight and size are celebrated and visible in classroom text selections. Teachers should consider a variety of perspectives that celebrate a person's “here-and-now body” so that they can model body respect and dignity for all;

- Recommend that English language arts teachers engage students in critical dialogue around the current canon of literature, in which size diversity is not represented and in which many representations are built on stereotypic archetypes of higher-weight people, often intersecting with issues of race (e.g., mammy, jezebel).
- Aim to eliminate the harm of weight stigma, diet culture, and thin ideals in our teaching practices, the language we use to discuss weight, size, and body image, the texts we select in our classrooms, and the ways in which fat and higher-weight people are historically represented or connoted in our classrooms and consciousness;
- Advocate for the practice of inclusion of higher-weight students in our classrooms, including in the act of making spaces more accessible to them physically and emotionally;
- Promote the development and implementation of systems to continually interrogate weight-biased language (problematic words such as overweight and obese) and shift toward phrasing like higher-weight and larger-bodied, ending the use of fat as a pejorative term and understanding that fat is a neutral word that expresses nonpejorative identification in our membership, in the classroom, and in the teaching profession and community;
- Acknowledge and support scholarship that neutralizes the term fat and supports the idea that health status, size, and ability are rich points of diversity in our world;
- Support and promote building knowledge about the impact of weight stigma and fat violence in hiring and retention practices and supporting utilizing that knowledge to address such practices.

The motion on the Resolution on Size-Inclusive Language and Literacy CARRIED.

President Alfredo Celedón Luján announced that no sense-of-the-house motions had been submitted.

President Alfredo Celedón Luján asked if anyone had declarations to make.

Seeing no declarations, President Alfredo Celedón Luján called for a motion to adjourn the meeting. Cheryl Hogue Smith, NY, moved to adjourn the meeting; seconded by Rebecca Chatham-Vazquez. The motion CARRIED and the meeting was adjourned at 8:20 pm.





Reports of the  
Presidential team and  
Research Foundation

**President  
Valerie Kinloch**

Below, I provide a brief overview of work in which I have engaged during my term as President and during my ongoing involvement on the NCTE Presidential Team. At the end of the NCTE 2021 convention that I chaired, I transitioned into the role of NCTE President, committing to continuing with the forward movement of ideas, initiatives, and events that were already happening as a result of a strong Presidential Team, Executive Director, and NCTE Liaison. During this transition and as NCTE President, I experienced continued and increased collaboration with the Presidential Team and Executive Committee Members. We worked together to problem-pose and problem-solve important matters related to our professional organization. I regularly shared my priorities with both groups throughout the year, and I continued my long-term practice of listening and learning, thinking and wondering, planning and strategizing in ways I thought effective for NCTE to productively move forward.

In so doing, I have assisted in increasing our partnerships (e.g., among the Pitt School of Education, Medgar Evers College/Center for Black Literature, and NCTE), expanding our reach (e.g., the results from the 2021 Annual Convention that I chaired include groups of people who willingly formed reading/study groups on equity, justice, and antiracist teaching, etc.), and being immersed in conversations about governance, organizational structure, bylaws, curricular efforts, and about further cultivating a diverse and engaged membership.

Similar to the beginning of my service on the Presidential Team, I continued to pursue 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. Additionally, I will add in a fifth goal, and that is (5) to pursue collaborations with other people, professional organizations, and institutions of higher education committed to intellectual freedom, engaged teaching-learning-leading, and critical uptakes of diversity, equity, and justice. I believe I have accomplished these goals as NCTE President and as a believer in NCTE as my main professional organization.

During the year, I served as liaison for multiple NCTE committees as well as chaired, co-chaired, and/or attended various meetings. Some of the meetings I chaired include, among others:

- The NCTE Presidential Team meetings
- NCTE Operations Subcommittee
- NCTE's Executive Committee
- NCTE's Fall 2022 Awards Ceremony
- New journal editorial teams
- NCTE's inaugural Homecoming event, in person in Louisville (co-chaired with Alfredo)
- Various other meetings, gatherings, and virtual sessions

I remain pleased with last year's successful efforts to continue to support Professional Dyads and Culturally Relevant Teaching (PDCRT) as an official NCTE program and to endow resources to continue to elevate Cultivating New Voices Among Scholars of Color (CNV) within NCTE. I remain that the important work that is still ahead for NCTE will be accomplished in productive, engaging, and collaborative ways, with and for our members.

In last year's report, I stated the following, which I believe is appropriate to restate here: 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). The year also saw the release of the book *Where Is the Justice? Engaged Pedagogies in Schools and Communities*, which I 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 essay, pursue research and leadership efforts, and remain active within NCTE and other professional organizations.

Indeed, it has been a challenging and productive year.

**President-Elect and Program Chair**  
**María E. Fránquiz**

This report describes my transition from Vice President to President-Elect and Program Chair. The biggest and most endearing responsibilities this year relate to planning the Annual Convention for 2022 in Anaheim, California. During my role as VP I selected the theme, sought feedback, and worked with the NCTE design team. I introduced the theme at our virtual Annual Convention in 2021, ¡Sueños! Pursuing the Light! The image of a lighthouse became a symbol of shining a light within ourselves and for each other after the darkness of a pandemic.

There were two main collaborations in my vision for the 2022 NCTE Annual Convention. First, was to collaborate with the Corita Art Center (CAC) in Los Angeles. I envisioned plork, a term coined by Corita Kent to inspire NCTE members in melding *play and work* (plork) as they shift from the darkness of a pandemic to the pursuit of light and love. Secondly, I envisioned Yuyi Morales among many other artists to be featured at the conference because she and they embody plork in their books for little, and not-so-little, children. The perceptions of writers and illustrators such as Yuyi bring light to issues such as seeing the spark of light in every plant, every animal, every child, every human being.

In the darkness of school shootings, systemic racism, criminalization of youth of color, abuse and detentions at borders, censorship, and the targeting of marginalized people such as LGBTQIA+ communities, teachers are held accountable. From darkness, many turn to them as lighthouses. I am grateful to and work with NCTE leadership and staff to elevate the hard work of teachers. At the conference, teachers will come from diverse geographic locations and walk hand-in-hand with researchers, authors, artists, and others to shed light on the many social injustices that impact present and future generations. I envision the theme as providing a time and place for intensifying personal and collective illumination.

In my role on the Presidential Team (PT), I have attended biweekly PT meetings, Operations Subcommittee meetings, Executive Committee meetings, and the PT retreat. These meetings are responsive to the mission and vision of the organization and all its constituent groups. The feedback the PT discusses and provides for member position statements have expanded my understanding of the expertise NCTE provides to the profession. Areas where I provide my expertise were in leading the selection committee of the NCTE Distinguished Service Award.

In my role as PT liaison, I reviewed and offered feedback for changes to the guidelines for the Charlotte Huck, Orbis Pictus, and Children's Poetry awards. I also met with the members of the Build Your Stack committee and participated in the Latinx Caucus's Mentoring sessions, Creating Dialogue Across Generations of Scholars. Most recently I participated in an insightful NCTE membership meeting for Hispanic Heritage Month.

In my role as Program Chair for the 2022 Annual Convention, my responsibilities included but were not limited to:

- Nov. 2021 – announcing the theme and launching the call for proposals
- Jan. – Feb. 2022 – stage 1 proposal review
- March 2022 – stage 2 proposal review
- May 2022 – proposal notifications sent
- May 2022 – site visit and tour of Anaheim Convention for session and space planning
- Sept 2022 – welcome letter for Convention Program

The program for the 2022 NCTE Annual Convention will be face-to-face and online. The theme of pursuing the light of our individual and collective sueños has been expanded beyond my

original vision. I think this is due to the NCTE staff members and the many session keynote speakers and presenters who commit to being a beacon of light for the greater good of students, their families, their teachers, their communities, our society, and our world.

**Vice President  
Shelley Rodrigo**

I was elected Vice President of NCTE in late spring 2021. Beginning September 2021, I began attending virtual Presidential Team (PT) meetings, Operations Subcommittee meetings, Executive Committee meetings, and the annual PT virtual retreat. I officially began my term in November 2021. 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. During this first year I focused on listening and learning from NCTE staff and elected leadership so that I might better serve over the next four years. With my professional expertise in online learning, I especially focused in on and engaged with discussions about how NCTE will emerge in the post-pandemic new normal. In this first year, I feel I have successfully balanced listening and learning with jumping in to get the work done.

As for specific activities, this year I served as the PT liaison to the following committees:

1. Achievement Awards in Writing Advisory Committee
2. Public Language Award Committee
3. Recognizing Excellence in Art and Literary Magazines Committee (shared with Valerie)
4. Children's Poetry Awards Committee (shared with María)
5. Standing Committee on Affiliates
6. Standing Committee on Global Citizenship
7. Standing Committee on Literacy Assessment

I have especially appreciated working closely with both the Public Language Award Committee and the Standing Committee on Literacy Assessment in rethinking the work they do for the organization, their standing charges, and the membership of their committees. I have also appreciated working with other conferences and the PT about how to productively design and implement surveys to collect information from various constituencies.

Through work with the Executive Director and the larger Executive Committee I have expanded my knowledge about and participated in discussions on our standing committee structures, our award structures, and the development and distribution of our journals. I was thrilled to attend and participate in NCTE's first in-person event since February 2020, the NCTE Homecoming. At Homecoming I both participated as a PT member, especially listening and learning from the affiliate leadership, as well as presented my own research in one session and helped facilitate Past President Alfredo Luján's Red Bicycle Moment reflection session. I greatly valued my role in connecting the affiliates with the PT. I learned about the moves different affiliates made over the past two years to support and grow membership as well as listened to the concerns they have in continuing to serve local teachers in a time when many feel they are not supported by their local communities. Participating in various events throughout Homecoming provided numerous opportunities to listen to members and their current needs from NCTE.

As the official representative from NCTE, I attended and presented at the Arizona English Teacher Association's (AETA; the NCTE affiliate for Arizona) annual conference in September 2022. I also attended the annual meeting of the [American Council of Learned Societies \(ACLS\)](#) and was elected to serve on ACLS's Executive Committee of the Delegates. I will continue to

represent NCTE through those channels. In June, I attended the annual conference of the [International Society for Technology in Education \(ISTE\)](#). I went with the specific goals of listening to how literacy education is being framed within circles that emphasize the use of educational technologies. I also explored the exhibit hall with intent of identifying companies and organizations we might invite to attend and exhibit at our Annual Convention.

In my responsibilities as a faculty member at the University of Arizona, I have continued to research and publish, including submitting a book manuscript to NCTE, revising and resubmitting an article to *College Composition and Communication*, and having an article accepted for the journal of AETA. I also collaborated on a number of other publications, most of which involved studies of the impact of various digital technologies on literacy learning.

I conclude with the reminder that throughout the year I have thought and dreamed and collaborated with the NCTE Executive Director, staff, and Executive Committee members to develop a theme for the 2023 convention. I hope this theme will continue to motivate and engage NCTE members in the work of supporting literacy learning and teaching, focusing on being together, and collaborating, both in-person and online.

Rochelle (Shelley) Rodrigo, Vice President

## **Past President Alfredo Celedón Luján**

Following Franki Sibberson's lead as past president, I participated and engaged in the Presidential Team and Operations Subcommittee meetings to support the current President's vision and agenda. When I was President, Franki often called after a meeting or event to offer support. My goal was to do the same for Dr. Valerie Kinloch (AKA Dr. Good Vibe), though Prez Valerie was in no need of a confidence boost. She is a born leader. In her presidential year, she has delivered a timely agenda/theme. As Past President, I was a member of her support team.

The highlight of the Past Presidential year was the inaugural NCTE Homecoming, which I cochaired with Valerie and the guidance of NCTE Executive Director Emily Kirkpatrick. The Homecoming was our first in-person gathering in two years, and I felt it was a great success in the coming-back-to-my-professional-home sense. The Presidential Team meets regularly. We enjoy each other's company and appreciate the diversity of perspectives. Referring to them here by surnames feels awkward considering the depth of collaboration. Everybody knows who Valerie, María [Fránquiz], Shelley [Rodrigo], Emily, and Lisa [Avetisian] are. (Last names are not needed, but I include them in an attempt to be clear and accurate in my report.).

This Past President's year I have participated or will participate in the following:

- Attended bimonthly Presidential Team Meetings
- Attended NCTE Executive Committee Meetings
- Attended NCTE Operations Subcommittee Meetings
- Participated in "Handle with Care," an NCTE Member Gathering on the safe return to school with students and Prof. Cheryl Glenn, PSU
- Attended the virtual 2021 NCTE Convention from Louisville
- Chaired 2021 NCTE Annual Business Meeting
- Delivered the 2021 NCTE Presidential Address in Louisville
- Cochaired, attended, and presented at the NCTE Homecoming
- Chaired the NCTE Fund Teachers for the Dream Affiliate Award Committee
- Was a member of the James R. Squire Selection Committee
- Was Presidential Team Liaison to the author group for the NCTE Position Statement on Storytelling
- Received the 2021 Richard W. Halle Award
- Will co-present "Redefining the Writer's Workshop" at the Latinx Kidlit Book Festival
- Will present at the NCTE Latinx Heritage Month Event
- Emily Kirkpatrick and I traveled together to Washington, D.C. for an important meeting with Senator Ben Ray Luján regarding NCTE's quest to support literacy educators and in support of potential future legislation.

As I roll off as Past President, I want to express how fortunate I have been over my years on the Presidential Team – I give thanks to the NCTE staff, parliamentarian Victor Del Hierro, the PT's, and the EC's. In my four-year cycle (which seems like four



minutes) I have viewed, participated, and/or have been a guest in Membership Gatherings with Detra Price-Dennis and Antero Garcia. I have introduced, interviewed, or have had public conversations with Tommy Orange, Trevor Noah, Juan Felipe Herrera, Joy Harjo, Billy Collins, Luis Alberto Urrea, U.S. Representative (now senator) Ben Ray Luján, Pat Mora, Frederick Joseph, Andrea Davis Pinkney, Brian Pinkney, Matt Mendez, Lisa Stringfellow, and Celeste Ng. Talk about the confluence of diversity! I have been blessed and am grateful to NCTE, my professional home.

Alfredo Celedón Luján, 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, 2021? (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
Betina Hsieh, Chair	California State U, Long Beach	West
Tonya B. Perry, CNV Director	U of Alabama, Birmingham (emerita)	Southeast
Korina Jocson	U of Massachusetts, Amherst	Northeast
Alicia Arce Boardman	Northern Parkway Elementary School	Northeast
Lamar L. Johnson	Michigan State University	Midwest
Sonja Lanehart	U of Arizona, Tucson	Southwest
Justin Grinage	University of Minnesota	Midwest
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:** Following discussion and review of financial implications, the board is the process of considering revising the RF guidelines regarding compensation for the CNV Director and mentors. This revision of the guidelines will help us to provide more adequate compensation for the incredible mentoring work and guidance of the RF director in supporting new CNV feels to promote the goals of the NCTE mission and vision statement, particularly as we build nationally recognized instruction, research and assessment practices to support diverse learners
- **2021 Teacher Research Grant:** Trustees reviewed 6 applications for the 2021 Teacher Researcher grant and funded two projects which will be presented on at the 2022 NCTE National Convention:
  - Chris Hass, “Student Activism as a Vehicle for Literacy Learning in the Elementary Classroom” (\$3000)
  - Scott Storm “Literacy Scholars for Justice: Youth Transforming Literary Studies” (\$3000)

Both funded proposals align with the NCTE mission and vision, particularly in spotlighting the expertise and advocacy from NCTE members. While we are excited to be able to award these grants, the board engaged in discussion that mentoring may be helpful for teacher researchers. We noted the disparity between research grant applications (30) and teacher research grant applications (6) and the difference in scope and quality of the studies. We are hoping to pursue either a special funding call for teacher-researcher/ university-researcher partner grants, perhaps around key topics of interest or concern for the field or to consider how we revise the process to provide support for 2023 teacher-researcher call.

- **2022-24 CNV Cohort:** The Trustees discussed the 48 applications at length and selected the following 14 recipients: Tasha Austin, Jordan Bell, Theresa Burruel Stone, José Luis Cano Jr., Autumn Griffin, Sharim Hannegan-Martinez, Alicia K. Hatcher, Ileana

Jiménez, Lauren Elizabeth Reine Johnson, Naitnaphit Limlamai, Pratigya Marhatta, Tamara Moten, Renée Wilmot, Alexis Young, and 3 alternates for the new cohort which will meet at the 2022 annual convention. The Cultivating New Voices among Scholars of Color remains a critical way for NCTE to build future leaders in literacy and language research.

- **Selecting a new CNV Director:** Because of Dr. Tonya Perry's election to the NCTE Executive Council as Vice President, the RF board undertook a search for a new CNV director for Cohort 12. We hope to have this process completed by late September with the new Director's tenure beginning at the end of the Annual Meeting when Dr. Perry officially assumes her new role.

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

- **New Trustees:** Alicia Arce Boardman was appointed for a 3-year RF trustee position. Ms. Boardman is a teacher at Northern Parkway Elementary School in New York City. Dr. Justin Grinage was elected to a 3-year RF trustee position. Both joined the RF trustee board following the 2021 Annual Convention.
- **Research Foundation Guidelines Revisions:** The RF board approved the following major revisions to the Research Foundation Guidelines in December 2021:
  - Removed gendered language throughout the document changing "he/she" references to "they/their."
  - Added item A.2 Source of and Limitation of Funds to reference the newly created restricted fund for CNV.
  - Added a reference to the CNV Director appointment in item B.7 Selection and Duties of Trustees and added the subsequent selection process information in the first item under item D.2.
  - Updated item C.4 Meetings to remove an in-person meeting for the Board of Trustees in the spring. Retained funding for the Chair of the Board of Trustees to attend the CNV Spring Institute annually to represent the Research Foundation.
  - Revised the research grant deadlines in D.1 Grants as a few of the dates were in conflict with each other or were incorrect.
  - Revised item D.2, CNV Cohorts, Application Review to provide a more generous window of time for application review given the, now, large number of applicants to this program. Subsequently, the timeline in the Notifying Applicants section was updated as well to reflect this shift.
  - Revised item D.2, CNV Cohorts, Assigning Mentors to make the language more succinct and provide flexibility for the CNV Director and NCTE staff liaison to collaborate on the assignment process.

As noted above, we are currently in the process of discussing and revising the RF guidelines again and this would be completed by September 30, 2022.

- **2020-22 CNV Cohort Meetings & Events:** Outgoing CNV Director Dr. Tonya Perry established a newsletter to highlight the many accomplishments including articles and books from CNV fellows. Several CNV Cohort 11 events were held virtually in 2021-22 including the virtual Fall CNV roundtable on November 18, 2021 and Conference Coffee time on November 21, 2021, a gathering of CNV mentors & mentees via Zoom on January 6, 2022 and a Virtual Family reunion on February 3, 2022. Dr. Perry also welcomed the CNV fellows to Homecoming which will be detailed in the 2023 Annual Report.

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?

This year, Executive Director Kirkpatrick and former President Luján announced to the RF board a restricted fund of \$1 million to support the Cultivating New Voices among Scholars of Color program. These funds express a commitment from the organization to funding the program well into the foreseeable future. In addition to long-term funding for CNV, this will also allow the Research Foundation to expand its research grant offerings via the two current research programs as well as future possibilities. We believe that this investment in the organization reflects the contributions of the Research Foundation to the work of NCTE as continue to provide grant programs that empower classroom teachers and teacher researchers to conduct research and better understand high impact practices in the English language arts. This year, we also hope to build in partnerships that honor teacher expertise with university researcher expertise to better support teacher-teacher educator research partnerships. As noted in previous reports, the Cultivating New Voices among Scholars of Color (CNV) initiative provides substantial, humanizing, academic and professional mentoring and support for early career ELA teacher-scholars and over the last twenty years and 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, on NCTE conference programs, in NCTE sponsored anthologies and the NCTE/Routledge series, and serve in a number of important leadership roles in the organization.

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

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

Last year, as a board we expressed the following concern:

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.**

These conditions continue to persist and have only been exacerbated over the last year as we've seen attacks on gender identity, and women's reproductive health, as well as extreme

bans on book purchases, donations and even book fairs in places like Sarasota, Florida. **As a council, if NCTE can use their voice, membership and influence to impact these policy decisions and discourses in more visible ways, this could make a potentially great impact for members.**

Further, **inflation and the teacher retention crisis** are both real concerns we have seen across member groups. Teacher Twitter is abuzz with concerns about costs of professional learning (including NCTE's annual convention), lack of respect that teachers are facing from all sides, and a lack of sustainable working conditions as teacher professionalism is being questioned and undermined on all sides. The research foundation has begun to explore the possibility of **teacher-researcher/university-researcher partnership grants** to support teacher expertise and partnership that brings strong practice into light, but everyone (including RF board members) feel the pressures of three years of pandemic life and unsustainable expectations on educators.

Betina Hsieh, Chair



Reports of the Section  
Steering Committees

## Elementary Section Steering Committee

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

—ESSC, January 2017

I would like to give special recognition and thanks to our current section leaders for their commitment to our children, youth, families, and communities:

Tracey T. Flores, The University of Texas at Austin (2020-2022 Chair)  
Valenté Gibson, Richland School District  
Wanda Jagers, JB Atkinson Academy  
Aeriale Johnson, San José Unified School District  
Brian Kisell, Vanderbilt University  
Erin Miller, University of North Carolina, Charlotte  
Yoo Kyung Sung, University of New Mexico  
Nancy Valdez-Gainer, Texas State University

I am so grateful for your leadership and service to NCTE and our field.

Several members will be transitioning off the committee this year. Thank you to:

Brian Kisell, Vanderbilt University  
Erin Miller, University of North Carolina, Charlotte

We look forward to welcoming our new committee members at the 2022 convention:

Laura Ascenzi-Moreno, City University of New York (CUNY)  
Joanna Wong, California State University, Monterey Bay

This year, I will be transitioning off the Executive Committee as the Section Chair. We are excited to welcome our new Chair at the 2022 Convention:

Nancy Valdez-Gainer, Texas State University

For the 2022 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. Detra Price-Dennis**

**Dr. Detra Price-Dennis** is an associate professor of education in the Communication, Media, and Learning Technologies Design Program, codirector of the Reimagining Education Online Advanced Certificate Program, and the founding director of #JustLit—a media-based project that seeks to provide multimodal resources about literature, media, and social change in education at Teachers College, Columbia University. Her award-winning scholarship draws on ethnographic and sociocultural lenses to examine the intersections of critical literacy education, technology, and equity-based curriculum development in K–8 classrooms. Price-Dennis is the coauthor of *Advancing Racial Literacies in Teachers Education: Activism for Equity in the Digital Age*, editor of *Racial Literacy: Implications for Curriculum, Pedagogy, and Policy, Volume 1*, and coeditor of *Black Girls' Literacies: Transforming Lives and Literacy Practices*. Her research also appears in academic journals, media outlets, and books. Price-Dennis is the 2021 recipient of the Distinguished Scholar Mid-Career Award presented by the National Council of Research on Language and Literacy, the 2020 Divergent Award for Excellence in 21st Century Literacies Research presented by the Initiative for 21st Century Literacies Research, the 2017 Division K Early Career Award presented by the American Education Research Association, and the 2017 NCTE Janet Emig Award. She brings expertise in literacy research, having been a member of the board of directors for the Literacy Research Association, trustee for NCTE's Research Foundation, member of the Elementary Section Steering Committee, chair of the National Council of Teachers of English Assembly for Research, elementary school teacher, administrator of a graduate teacher education program, and assistant professor of literacy studies.

The 2022 Donald H. Graves Award for Excellence in the Teaching of Writing and the 2022 Language Arts Distinguished Article Award Winner will be announced later, and prior to the convention.

We organized two sponsored sessions for NCTE 2022:

### **Powerful Community Partnerships: Soñando A Lado de Families and Communities**

This session brings together teachers, parent advocates, researchers, and teacher educators with strong personal commitments to working alongside youth, families, and communities. Through our collaborations, we work toward the creation of partnerships that are humanizing and built on the cultural, linguistic and familial strengths of communities.

### **Bilingual Identities and Text as a Gateway to Equity in Bilingual Literacy Education**

The papers in this panel collectively shine a light on the possibilities for emergent bilinguals to connect and expand their identities when engaging with texts. By decentering monolingualism and creating literacy learning spaces that build upon emergent bilinguals' multifaceted identities and resources, we offer an expansive view of literacy(ies) instruction that disrupts traditional norms.

Additionally, we collaborated with Language and Literacies for All (LLA) to co-sponsor the following special memorial session for Dr. Ken Goodman:

### **Celebrating the Legacy of Dr. Ken Goodman**

Ken Goodman had a tremendous impact on literacy education for decades. His influences include understanding reading as a sociolinguistic process, miscue analysis research and application, and whole language. He advocated in the defense of good teaching and was an ally for teachers as professionals.



As a section, we stay committed to supporting our membership beyond the convention. We see the convention as a convening – to join in community, network, and plan for the year ahead. In this vein, we continue to seek new ways to build our membership by offering ways to connect and in engage in conversations with the most pressing issues impacting their communities. Additionally, we are brainstorming ways to support pre-service teachers in attending the NCTE convention and joining the community before they enter their first years in the classroom.

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**

For 2021-2022, 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
- Censorship
- Ethnic Studies

**Racial Justice:** Given the nature of racial identity development, this issues has always been relevant to middle school, though not always acknowledged as such. Since well before the surge of interest in 2020, we have been working with the NCTE caucuses to ensure that issues of racial justice remain a part of our annual programming, and feel positive about the progress we have made in building these relationships and ensuring that the Middle Level Section's offerings are clear on our commitments.

**Socioemotional Learning:** Similarly, we have been working on this issue for several years now, given its import to middle school youth, and the pandemic feel positive about the progress we have made in building relationships with SEL experts, solidifying the theme as part of our annual program, and ensuring that the Middle Level Section's offerings are clear on our commitments to SEL issues.

**Censorship:** Though always a lingering concern, this issue has certainly come to the fore for our section this semester as we know it has across the board for NCTE's membership. We are designing convention programming to address pressures our membership may be feeling, and will focus on Middle Level Meet Up on this pressing issue. Our request from NCTE executive leadership is to not neglect the specificity of the Middle Level Section as these issues play out - we expect most attention to be at the Secondary level around Censorship complaints, but we worry that though regularly occurring, Middle level issues and censorship issues may be left out, with the discussion of 'controversial' topics being seen as mostly a 'high school' thing.

**Ethnic Studies:** the emergence of legislation around ethnic studies in many states' K-12 classrooms is an important trend for NCTE to pay attention to, given its rapid ascendance, and the lack of training resources for educators that exist. We have noted that as interest in the topic surges among our membership, understanding and

comprehension of what ethnic studies ELA actually involves is low, and in too many cases, educators and teacher-educators without expertise in this unique field are simply “making it up as they go” to the detriment of the discipline and student learning. To this end, we have planned a key #WMM session focused on this topic, in partnership with the caucuses, Ethnic Studies departments, and high profile Ethnic Studies educators for the 2022 convention. We feel that NCTE would do well to pay attention to this developing issue, as there are serious considerations for our members, and for the fidelity of ethnic studies. Considering how to address this topic with intention and thoughtfulness, so that membership are able to learn about it in meaningful professional contexts, and not filtered through the ways it has been too often covered in media, seems a vital task as ethnic studies requirements in school districts and states likely spread beyond California.

### **Communication and Community with Membership**

Given the unprecedented challenges and pressures of the past two years, 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, the new external pressures and worries in this charged political climate, 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 have developed a series of events to build communication and community. This included a spring 2022 flash-fiction event, and upcoming Build Your Stack event to celebrate Latinx Heritage Month. Beyond these, we have continued (albeit slowly) our Middle Level Blog in the spring, entitled “*Between Us...*” that will hopefully operate as a more regularly updated series of middle-level specific blogs curated by the MLSSC, and written by our leadership and guests.

Moving forward, connection and communication with membership remains a central priority, and a challenge we intend to continue addressing with further mid-year events and activities.

### **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.

This year, our past Voices from the Middle editorial team of Sara Kjader and Shelbie Witte were selected as joint winners of the 2022 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 2022, we enacted a new process to solicit more nominations for our Outstanding Educator Award, and to diminish the way in which self-nomination (which we believe feels both awkward and uninviting) seemed to be the primary mode of nomination. Our new systems encourages the low stakes nomination of outstanding educators by peers, administrators, students, or families/community, and a second round process to collect more comprehensive information on nominees praxis. We were pleased with the larger, strong pool of nominees we had.

Ultimately, the committee selected Alison Criss as our Outstanding Middle Level Educator. Ms. Criss' 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 have 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 has not yet been selected, but will be identified prior to the annual convention.

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 begun their tenure with a strong year of work, Robyn Seglem, Shanetia Clark, and Matt Skillen.

### **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 again 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. We are eager to see continued, concerted efforts from NCTE so that last year's conference theme of "Equity, Justice, and Anti-racist Teaching" does not feel like a 'one-off' that members can move on from going forward.

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, representation, 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 nominations and elections in the future. Related to this, the MLSSC was interested in seeing more variance among the speakers included for NCTE marquee events.

Finally, as noted above as well, we feel that the emergence of legislation around ethnic studies as a coming trend in many states' K-12 classrooms, NCTE would do well to consider how to address this topic with intention and thoughtfulness, so that membership are able to learn about it in meaningful professional contexts, and not filtered through the ways it has been too often covered in media.

## **MLSSC Leadership**

Michael Dominguez, Chair  
Brooke Eisenbach  
Carla España  
Sarah Bonner  
Sonam Shahani  
Alex Corbitt  
Haley Shaffer

We further wish to thank the MLSSC leader who rotated off the Steering Committee this past year—Robyn Seglem—for her service to NCTE, the MLSSC, and literacy education.

## **Secondary Section Steering Committee**

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

### **2021-2022 Secondary Section Committee Members**

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

### **New & Noteworthy**

Lisa Scherff (outgoing chair) and Josh Thompson (incoming chair) will be leading an online event this fall with Cassie Holmes, PhD, professor at UCLA, who wrote the book *Happier Hour: How to Beat Distraction, Expand Your Time, and Focus on What Matters Most*.

### **Wednesday Night Event**

In consultation with Emily Kirkpatrick, we will not offer a Wednesday night event. Many teachers may not be able to take an extra day off school, and the extra day/night may be cost prohibitive.

### **2022 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 consists of Larry Reiff, Josh Thompson, Bogum Yoon, and Tiffany Rehbein. The award presentation will be held during the Secondary Section Luncheon. The award will be decided the week of September 6-9.

### **2022 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 consists of Diane Horban, Luke Rodesiler, Lisa Scherff, and Angela Moore. The award presentation will be held during the Secondary Section Luncheon. The award will be decided the week of September 6-9.

### **2022 Secondary Section Get Together**

The format for the Secondary Section Get Together is a “self-care session.” Given the isolation, time away from face-to-face meetings, and the fact that this is the first on-site convention since 2019, the committee decided to forgo a keynote speaker. Instead, we will provide thank you cards, inspirational notes and stickers, food, beverages, etc. The time will be for reconnecting, planning, talking, and supporting each other. If possible, we will reach out to a local school to provide music.

## **2022 High School Matters**

The Secondary Section Steering Committee is delighted to announce this year’s HSM keynote speakers: Melissa Smith (#teachlivingpoets), Susan Barber (#APLitchat and #muchadoaboutteaching), Scott Bayer, Joel Garza, and Matthew Kay (#bookchat). These individuals lit the way during the pandemic by offering free online professional development for thousands of ELA teachers. We want to bring everyone together to learn from each other. Following tradition, Carol Jago will open the session with a short book talk. The keynote speaker is TBD.

## **2022 Secondary Section Luncheon**

This year’s Secondary Luncheon speaker is tentatively Ruth Ozeki, a novelist, film maker, creative writing teacher, and Buddhist priest. She won the Women’s Prize for Fiction for her new book, *The Book of Form and Emptiness*.

Ruth’s books have garnered international acclaim for their ability to integrate issues of science, technology, religion, environmental politics, and global pop culture into unique, hybrid, narrative forms. She often begins her talks with a moment of silence, bringing the audience into her practice. She is described as a gifted speaker.

Her novel *A Tale for the Time Being* (2013) won the LA Times Book Prize, was shortlisted for the Man Booker Prize and the National Book Critics Circle Award, and has been published in over thirty countries.

Ruth’s documentary and dramatic independent films, including *Halving the Bones*, have been shown on PBS, at the Sundance Film Festival, and at colleges and universities across the country. A longtime Buddhist practitioner, Ruth was ordained in 2010 and is affiliated with the Brooklyn Zen Center and the Everyday Zen Foundation. She currently teaches creative writing at Smith College, where she is the Grace Jarcho Ross 1933 Professor of Humanities in the Department of English Language and Literature.

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**

Angela Clark-Oates Traci Gardner  
Sarah Johnson (ex-officio, Chair TYCA)  
LaVie T. Leasure  
Kelly Medina Lopez  
Renee Moreno (Chair)  
Siskanna Nayhaha  
Reshma Ramkellawan- Arteaga

Frankie Condon (ex-officio, Chair CCCC)  
Lori Ostergaard (ex-officio, Editor *College English*, MLA liaison)  
Sarah Z Johnson (ex-officio, Chair TYCA)  
Darin Jensen (ex-officio, Editor *TETYC*)

Kristen Ritchie (NCTE Liaison)

#### **Leadership and Committee Changes**

Renee Moreno assumed the role of CSSC Chair at the magic hour, as former-chair Bradley Bleck served out his four-year commitment on the CSSC. Incoming members Jessie Moore, Siskanna Nayhaha, and Reshma Ramkellawan-Arteaga began their tenure in November 2022. Traci Gardner and Sarah Johnson will serve out their terms at the end of convention 2022. Jonathan Bush will serve on the NCTE College Section Steering Committee at the magic hour.

#### ***College English* assistant editors search**

The incoming editors of *College English* put a call in May 2022 seeking three advanced PhD students to serve as assistant editors for a one-year term to beginning August 2022. Although unpaid, the assistant editor position provides three advanced graduate students with editorial experience, networking opportunities, and understanding of the publication process and decision-making of a top-tier journal in the field.

#### **Convention Planning and Convention Presentations/Workshops**

Members of the CSSC participated in round one of 2022 convention planning, and CSSC Chair Renee Moreno participated in round 2 convention planning.

The College Section has several panels at convention, which will be our first face-to-face meetings since Atlanta 2019. The College Section **Get-Together** event will take place on Thursday night and include the presentation of the Ohmann award.

The College Section will also sponsor a **Workshop/Discussion, entitled "Supporting Teachers in Turbulent Times: Holding a Light to Critical Pedagogical Practices,"** on Saturday, November 19th from 2:45 PM to 5:30 PM PST (Room: 264-BC).

This workshop follows up on April Baker-Bell's presentation at last year's virtual convention and a heart-felt conversation the CSSC had with Dale Allender about supporting K-12 teachers. Our discussion will focus on how college-level faculty work with K-12 teachers during turbulent times—when teachers are often called to account or under scrutiny for everyday practices in classrooms. Presenters will include Dale Allender, California State University, Sacramento, and Tracey Flores, The University of Texas at Austin, with members of the College Section acting as



discussion facilitators. Speakers will discuss their own pedagogies that focus on holding a light to critical pedagogical practices that might yield real literacy outcomes for students.

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

Award for 2022: This year the committee was comprised of the following members: Siskanna Naynaha, Keisha Green, Josh Thompson, and Kelly Medina Lopez. We evaluated the proposals on a four-point scale using the criteria from the award.

The committee reviewed the two proposals—Haidy G. Diaz’s “Teaching and Learning Values: An Exploratory Study Examining Identity of Cultural Values in an Ethnocentric Setting” and Erin McNeill’s “Culturally Responsive Listening in English Language Arts Classroom Language: Building Curriculum for Cultural Engagement”—and, using the rubric’s criteria, deemed Erin McNeill’s proposal, to be strong. The committee enthusiastically awards Erin McNeill with this year’s Berry award for her project.

The committee’s feedback on the merits of McNeill’s proposal cited that her project was “well-articulated,” with “clear, relevant and eminently achievable research goals.” One committee member commented that McNeill has a “well-written proposal with relevant literature review, methodological detail, and clear goals,” although there was not a clear “discussion of potential challenges or limitations” for the research.

We would like to get more awards for the following cycle by advertising and identifying people who might apply.

### **Ohmann Award Selection**

Angela Clark-Oates again served as chair of the Ohmann Award committee for best article in College English. The Richard Ohmann Award for Outstanding Article in *College English* will be presented to Tom Hong Do for his article, “Knowing with Our Bodies: An Embodied and Racialized Approach to Translingualism” (May 2022 *College English*). Complimentary copies of College English will be provided to session attendees. This event will take place at the CSSC **Get-Together** on Thursday evening.

### **Upcoming CSSC Meetings**

The CSSC last met face-to-face in November 2019 at the annual convention. Our first face-to-face meeting since then will be on Thursday, November 17th from 12:30 PM to 2:00 PM (PDT). We held a workshop for the committee via Zoom and will schedule regular meetings on the second Tuesday of each month at 4:00 PM (Pacific Time), 7:00 PM (Eastern). These meetings will occur via Zoom.

### **Moving Forward**

For the upcoming meetings in October and November, the committee will work on identifying issues affecting teaching in college level language arts classrooms. We have identified several issues so far, including teaching first year composition and dual enrollment; teaching reading and writing with the COVID lag among students; supporting k-12 teachers in turbulent times, among other issues. The College Section provides us with many opportunities to influence policy and create change, given the direction NCTE is taking the council.



Reports of the  
Conferences and TYCA

## Conference on English Leadership (CEL)

[The Conference on English Leadership](#) offers a collaborative, dynamic, discussion-based community for literacy leaders. CEL has served as a home for developing and sustaining the leadership capacity of literacy educators since 1970.



### **CEL 53rd Annual Convention**

In conjunction with the annual NCTE convention, CEL hosted its 53rd Annual Convention virtually November 21-22, 2021. CEL program chair, Natalie Croney (KY), created the program around the theme “Leading with Balance: Achieving Harmony with an Ever-Changing World.” to motivate literacy leaders to come together to grow as leaders and surround themselves with visionaries to create and channel vision into reality. Keynotes for the conference were Liz Prather, NyRee Clayton-Taylor, and Mirko Chardin.

Despite a back-and-forth with the format and a delay in accepting proposals, Natalie put together a great program, and that was reflected in registration numbers. The final number was 132 people who registered for the event.

### **CEL 54th Annual Convention**

The upcoming 2022 convention will be held November 20-22. Former CEL Member-at-Large, Nicholas Emmanuele (PA) is the chair for this convention has created a theme of “Leading Literacy Coalitions: from Classrooms to Communities.”

We received ninety-eight submissions for CEL22. Fifteen CEL members reviewed proposals and five members met to make final decisions on the [program](#). Forty-one sessions were accepted and themed into five categories/strands: Connecting Communities, Coaching Teachers, Supporting Leaders, Mobilizing Teams, and Creating Possibilities. We have four Keynote Speakers:

- Sheldon L. Eakins ([Leading Equity Center and Leading Equity Podcast](#))
- Lee Ann Jung ([Lead Inclusion](#))
- Isaac Huang ([California Association of Asian and Pacific Leaders in Education, CAAPLE](#))
- Sarah Rafael García ([LibroMobile Arts Co-operative & Bookstore](#))

### **Winter/Spring 2022 Content Offerings from CEL for Members and Non-Members**

**Virtual Social Hours:** Throughout the first semester, CEL continued to offer a once-a-month virtual social hour for both members and non-members. These events were hosted by Nicholas Emmanuele (PA), Janice Schwarze (IL), and Emily Meixner (NJ), and we began the transition of oversight of these events over to new Members at Large, Shervette Miller-Payton (GA) and Cathline Tanis (NJ). These continue to be valuable 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.

## **On Leadership**

This continues to be a great value-add to our membership, and the winter/spring lineup was a great collection of guests. The lineup can be seen below. While we feel very strongly about this series, we did see a steady decline in our ratio of sign-up to show-up as the semester went on. We do believe that this was common for most organizations offering evening programming; however, we do not think that this is cause to cancel this series, and work is currently underway to plan a fall lineup. We will see how the fall sign-up to show-up ratio plays out and go from there with this event.

- January 19 - **On Leadership** featuring [Emily Kirkpatrick](#), NCTE Executive Director (open to all NCTE members, too)
- February 16 - **On Leading Dual Enrollment** featuring Sarah Johnson, Chair of English at Madison College and Chair of Two-Year College English Association (TYCA)
- March 16 - **On Leading BIG Changes and Shifts** featuring Dr. John Burkey, Executive Director of [LUDA](#) (Large Unit District Association) and former Superintendent
- April 13 - **On Leading for Institutional Equity** featuring Dr. Valerie Kinloch, NCTE President and Dean of Education of the University of Pittsburgh School of Education
- May 11 - **On Leading Social Justice Work** featuring [Val Brown](#), Principal Academic Officer at [stand.org](#)

The fall of 2022 will feature Dr. Steven Weber discussing “On Leading for the Whole Child” and Dr. Katie Novak with Mirko Chardin sharing “On Leading Equity Work in Schools.”

## **Book Club**

CEL hosted its first Zoom book discussion on January 26. Fourteen CEL members registered for the event; seven people actually came to the 90-minute discussion of *Homegoing* by Yaa Gyasi. It was a robust discussion, and everyone agreed that we should schedule a discussion on another book. Associate Chair Emily Meixner (NJ) and Past Chair Janice Schwarze (IL) hosted this event and are planning the next discussion.

## **ELQ Writing Workshop**

Two workshops were facilitated by then-incoming *ELQ* editor, Cody Miller during the 2021-2022 academic year. The workshops addressed what *ELQ* articles intend to accomplish and how to develop and nurture ideas for potential articles. Additionally, the workshops provided some time to field any questions with the incoming editor. The fall semester workshop took place Monday, September 20, and the spring semester workshop took place on Tuesday, April 5. The fall semester had thirty-one applicants while the spring semester had sixteen. These events were open for CEL members and non-members.

This fall will feature another event in this series sometime in November.

### **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.

Nominations for the 2022 awards were solicited online (via the organization's website, Facebook, and Twitter) and the deadline was extended until March 25, 2022. This spring the Awards committee (five non-EC CEL members) vetted the nominations and, in collaboration with the CEL chairs (past, present, future) selected the 2022 recipients who will be notified later this month. Awards will be formally presented in Anaheim at the 2022 Convention. The 2022 Award recipients are:

Kent Williamson: Cathy Fleischer  
Innovative Leader: Janelle Williams  
Teacher Leader: Amy Salamone

The EC met in July to discuss and then vote on proposed revisions of the Teacher-Leader award as well as clarification in how we publicize the Kent Williamson Award. These changes will be in place for the call for 2023 award nominations.

### **English Leadership Quarterly**

In her last year, editor Elaine Simos (IL) continued to explore various issues in the digital publication:

- 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

Henry "Cody" Miller began his editorship in summer 2022, and here are his plans for the 2022-23 volume year:

- Volume 45
  - August 2022: Designing and Leading Equity and Social Justice-Oriented Professional Development and Learning
  - October 2022: Leading for Text Selection in Contested and Turbulent Times
  - February 2023: Leading to Support and Learn with New Teachers
  - April 2023: TBA

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

### **Emerging Leaders Program**

Member at Large Susan Ritter, with the help of CEL Secretary, Ann Marie Quinlan, oversees the Emerging Leaders Fellowship Program. Three strong applicants expressed interest in Cohort 12. Typically, we run three cohorts comprising three-five members, so interest has

waned temporarily. After the July EC meeting, a second call was put out with great success, and the ELF committee is currently in the process of reviewing these new applications, but we will have a full program of three cohorts again this fall.

### **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, and the challenges of COVID-19 and the focus on offering more member activities throughout the year have paused discussion about the future of the state liaison program. We expect this to be a conversation at the summer Executive Committee meeting.

### **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 November, CEL members elected Shervette Miller-Payton and Cathline Tannis as the new Members-at-Large.

This upcoming election will consist of two Members-at-Large as well as Associate Chair. Current CEL Convention Chair, Nicholas Emmanuele (PA) is running uncontested for the Associate Chair position. Running for MAL are:

Elizabeth Lietz (MI)

Kia Jane Richmond (MI)

Julie Pantano (FL)

### **Equity Workshops**

With the increased stress and chaos of the school year(s) due to the pandemic, CEL decreased the number of meetings required of its EC; however, we are committed to returning to hosting equity workshops as part of our regular work. We will be getting back to these workshops as part of our fall EC meeting since we will be back to having a full-day, in-person meeting during the NCTE/CEL conventions.

### **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 - Aug 22, 2022.*

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

The CCCC held its annual convention virtually in 2022. It was helmed by program chair Staci Perryman-Clark (Western Michigan University). Having used the virtual conference platform for the National Council of Teachers of English's 2020 and 2021 Conventions, as well as CCCC 2021, members had some level of familiarity and confidence with the interface and the processes. Dr. Perryman-Clark's theme, "The Promises and Perils of Higher Education: Our Discipline's Commitment to Diversity, Equity, and Linguistic Justice," allowed for timely discussion of research and classroom practice to support equity. The conference's theme was reinforced during a powerful keynote by Professor Anita Hill, whose new book *Believing: Our Thirty-Year Journey to End Gender Violence* complemented the panels, sessions, and workshops that emphasized justice.

For 2023, Dr. Frankie Condon (University of Waterloo) is working to build from the foundation of knowledge we have developed—how to 'conference' in a virtual space—while simultaneously (we think and hope—to echo Dr. Condon's theme, "Doing Hope in Desperate Times") preparing to reconvene in person in Chicago in February. The CCCC officers will be meeting later in July and one agenda item is the possibilities for remote participation and engagement.

### **Governance Restructuring Proposal**

In November 2020, the CCCC Executive Committee held its annual retreat where working group subcommittees of the Executive Committee (EC) were established by CCCC Chair Julie Lindquist. The CCCC EC Structures and Processes Working Group subcommittee (SPWG), co-chaired by David Green and me, set about the task of developing a restructuring proposal that would make substantive changes to the governance of the organization, drawing from significant prior data collection, reports, and feedback from members and member groups in the last five years (see the supporting documents links on the proposal website). The revised governance structure reimagines the composition of the EC (including how nominations, elections, and representation happen), creates new structures for organizing the governance labor of the organization, and builds in greater levels of transparency in decision making at the elected governance levels of CCCC.

Over the course of 2021, SPWG met regularly with the Committee for Change leadership (a group established in the spring of 2019), held listening sessions and individual meetings with various constituent groups, gathered feedback from member groups including Standing Groups and Caucuses, and presented its governance restructuring proposal to the Executive Committee in April, September, and November, with unanimous endorsement from the EC at its November meeting (see the 2021–2022 feedback timeline available on the website). Following a review and discussion at the Annual Business Meeting (held virtually in the spring of 2022), the governance proposal was sent to members for a vote following the procedures outlined in the governing documents of the organization. The membership is invited to vote on the proposal by electronic ballot before August 1, 2022.

### **Ongoing Task Force and Position Statement Revisions**

In 2022, two different groups of task forces have been assembled: the first group is focused on revising and updating a number of the CCCC position statements which set professional

standards for the field, and the second focused on exploring pressing issues within the organization.

### *Position Statements*

The following statements are currently undergoing revision. Most of the task forces plan to prepare their work for review by the CCCC Executive Committee when it convenes in November 2022, though the process for each of these groups' activities is likely to be a recursive one between the task forces and the CCCC EC or officers to finalize documents.

- Representatives from the Committee on Computers in Composition and Communication are updating the "Principles and Practices in Electronic Portfolios" and the "Promotion and Tenure Guidelines for Work with Technology." The group is chaired by Naomi Silver and Wendi Sierra.
- The Language Policy Committee is updating the "National Language Policy" statement with new scholarship, language, and exigencies that have emerged since it was last revised and affirmed. The group is led by Elaine Richardson (Ohio State University) and Kim Lovejoy (Indiana University–Purdue University Indianapolis), with Denise Troutman (Michigan State University) the incoming co-chair.
- A Task Force co-chaired by Soha Youssef and Ana Milena Ribero is developing a statement to replace the "Statement on Language, Power, and Action" (which was quite brief and attached to a specific moment on time). The new statement will focus on similar topics with an updated emphasis on media literacy, hate speech, and our teaching and learning spaces.
- The CCCC Standing Group on "Writing with Current, Former, and Future Members of the Military Standing Group is updating the resources listed in the "Student Veterans in the College Composition Classroom: Realizing their Strengths and Assessing Their Needs" to reflect new research and scholarship on the topic since the statement was last updated. Co-chaired by Corrine Hinton (Texas A&M University-Texarkana) and Mariana Grohowski. The update will enhance the statement with scholarship that represents the intersection between veteran studies and other fields such as disability studies, LGBTQ+ and women's studies; and postsecondary education).
- A group assembled from the open call solicited annually from the organization and representatives from the Executive Committee, TYCA, and the Labor Caucus is revising and reframing the "Statement of Professional Guidance for New Faculty Members." Chaired by Kimberly Bain (Florida Atlantic University), the group intends to revamp the statement to provide focused recommendations for new faculty in a range of positions and institutions.
- A position statement working group co-chaired by Axel Gonzalez (Cal State East Bay), Al Harahap (University of Oklahoma), and Paulette Stevenson (Mesa Community College) is updating the "Working Conditions for Non-Tenure Track Writing Faculty" and "[Statement of Best Practices in Faculty Hiring for Tenure-Track and Non-Tenure-Track Positions in Rhetoric and Composition/Writing Studies](#)." In addition to updating the statements with new research, the group intends to frame "NTT issues as part of broader social and economic justice movements, better representing the field of rhetoric and composition in terms of how jobs are structured and labor rights with shifting state-wide legislation," along with providing a more complex understanding of the varying types of tenure-track and non-tenure track jobs and expanding discussions of



employment equity beyond compensation to include scheduling, shared governance representation, academic freedom, and other dimensions of the material conditions of teaching writing.

- Members of the Coalition for Community Writing are updating the "Statement on Community-Engaged Projects in Rhetoric and Composition" and plan to share their draft with the Coalition for Community writing board member sand community partners for feedback, as well as maintain archived versions of the statement to demonstrate the evolution of work in this area.
- A similarly assembled group is hard at work at revising the CCCC flagship statement "Principles for the Postsecondary Teaching of Writing" to reflect new scholarly directions and evolving material and labor conditions. The group's thinking is motivated by the vision that "This is not a statement that regurgitates a one-way model for the teaching of writing instruction. Instead it is an opportunity to reimagine and consider the relationality of writing instruction, and how we may cultivate mindful research-based writing practices." Co-chaired by Sara Alvarez (Queens College) and Austin Jackson (Brown University), the group intends to hold a session at CCCC 2023 in Chicago to share their progress on the revision and to gather feedback from members to inform their work.

I want also to thank the working group that undertook a complete revision of another of CCCC's flagship statements: "Writing Assessment: A Position Statement" which had not been previously updated since 2014. Co-chaired by Anna Hensley (University of Cincinnati-Blue Ash College) and Joyce Inman (University of Southern Mississippi), the group (members included Melvin Beavers, Raquel Corona, Bump Halbritter, Leigh Jonaitis, Liz Tinoco, and Rachel Wineinger) reorganized the statement around Foundational Principles of Writing Assessment, framing the statement around "considerations" for the various aspects of writing assessment, including designing writing assessments, particularly in areas of inclusion and language diversity, teaching and learning, and labor. Addressing assessment at multiple levels (admissions, placement, classroom assessment, program assessment, et cetera), the revised statement will be an important touchstone that professionals can turn to as they engage in assessment practices in their local contexts.

It should also be noted that the CCCC position statements have been reorganized on the website to better communicate the order and focus of the CCCC position statements:

- **Statements on Teaching and Learning in Postsecondary Language and Literacy Classrooms**
- **Statements on Social and Linguistic Justice and Antiracist Pedagogies**
- **Professional Standards and Resources: Research**
- **Professional Standards and Resources: Teaching and Learning**
- **Professional Standards and Resources: Working Conditions**
- **Statements on Current Issues**

### *Charged Task Forces*

Continuing Task Forces from last year include the Task Force on Assessing Whiteness for Equity, Understanding, and Change within CCCC/NCTE (December 2022). while the following new groups have been assembled and charged:

- *CCCC Task Force to Develop a "Position Statement: Principles for Equitable and Ethical Scholarship in Writing, Rhetoric, and Composition Studies"* (November 2022).

This group was charged with developing a resource document that can spell out CCCC commitment to ethical and equitable scholarly practices. Co-chaired by Sheila Carter-Tod (University of Denver) and Jennifer Sano-Franchini (West Virginia University), the group is beginning its work by focusing on several dimensions of scholarly engagement: politics and practices of mentorship, citational practice, fair and equitable evaluation of the less-visible aspects of scholarly labor and editorial activities, among other topics. The group will be reaching out broadly to learn more about the experiences of teacher-scholars that can inform the work of developing the document.

- *Task Force on Engaging TYC Faculty in CCCC* (November 2022): Because two-year college faculty make up (depending on the data source) approximately half of writing instructors/faculty in the country (but only a small percentage of CCCC members), the officers charged this task force to investigate and make recommendations about whether and in what ways CCCC is meeting the needs of two-year college faculty. The group is investigating multiple dimensions of the organization including the annual convention, governance structures, publications, and overall community. The group is chaired by Jessica Kubiak (Jamestown Community College). The task force will be drawing from existing data, identifying additional factors influencing participation, and developing a questionnaire and focus group-methodology to learn more about how CCCC can engage this group in the professional writing studies community offered by CCCC.
- *CCCC Task Force on Support for Gender Diversity/Trans and Nonbinary Students and Faculty* (November 2022): This group, collaboratively led by members Ada Hubrig, Jo Hsu, Timothy Oleksiak, Chuck Baker, G. Pat Patterson, Antonio Byrd, Ames Hawkins, and Donnie Sackey, is preparing statement that will both provide support to LGBTQ+ people in the multiple professional spaces that writing teacher-scholars circulate as well as outline values, resources, and practices that will help members build and sustain such spaces.
- *CCCC Task Force on Awards Committee Practices and Protocols*: Chaired by Akya Anokye and with members nominated or appointed from CCCC members who have previously served on one or more awards committees, the group has been tasked with creating a document that would various dimensions of awards committee functioning, in order to provide a consistent and transparency set of expectations for those groups as well as guidance for members new to such committees. Topics to be addressed include the overall process for award committees' work, chair responsibilities, procedures, criteria for determining whether not to confer an award, goals and values that chairs should cultivate in committee discussion, and FAQs for members participating in these groups' work.

In August, 2022, the CCC Executive Committee met to appoint a committee to review applications for the new term of CCC editor. Sonia Arellano and Stephanie Kerschbaum were appointed to the committee.

The second primary agenda item was the discussion of virtual components that may be available for CCCC 2023. Having received a formal request from some of the CCCC member groups, including RhetComp Moms, Standing Group on Disability Studies, the EC discussed the importance of communicating with members about possible ideas for virtual participation, and committing to investigating a virtual participation option not just for Chicago in 2023 but also in an ongoing way. Post-pandemic, more people are comfortable with and desiring of a way to engage professionally that doesn't require a large commitment of funds, time, and travel. Likewise, we have learned a lot about how virtual professional opportunities can be provided and the EC voted to continue exploring effective ways to provide these for members.

Respectfully submitted,

Holly Hassel, Chair, CCCC  
Professor of English, North Dakota State University  
Past editor, *Teaching English in the Two-Year College*

## English Language Arts Teacher Educators (ELATE) Annual Report 2022

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, Leadership, and Members around the Council**

The current EC is comprised of Latrise Johnson (Chair), Tamara Butler, Antero Garcia, Keisha McIntosh Allen, Lindy Johnson, Jung Kim, Nadia Behizadeh (Vice Chair), Stacia Long, Sophia Sarigianides, Luke Rodesiler, Melanie Shoffner (Editor, *English Education*), Nicole Mirra (Recording Secretary), Todd DeStigter, Cati V. de los Ríos, Keisha McIntyre-McCullough, and Maria Hernandez Goff.

#### *Newly elected EC to begin term November 2022*

Keisha Green, University of Massachusetts, Amherst; Davena Jackson, Boston University; and Joanne E. Marciano, Michigan State University, East Lansing.

#### *Nominating Committee*

Joaquin Muñoz, Wintre Foxworth Johnson, Hui-Ling S. Malone, Teaira McMurtry, and Dywana E. Smith

#### *Around the Council*

ELATE currently has 1,093 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 V. de los Rios co-authored a policy brief, "Understanding Translanguaging in US Literacy Classrooms." Latrise Johnson (the author) participated in a focus group on behalf of ELATE and the Council, sponsored by the American Association of Colleges for Teacher Education (AACTE) and Digital Promise, in order to provide feedback on implementing the Learner Variability Tool in education practices. Latrise Johnson with Tracey Flores (NCTE) and other affiliate persons (AERA Writing and Literacies SIG) participated in the group that is composing a policy brief on culturally relevant and responsive writing development with the [NCTE James R. Squire Office of Policy Research in English Language Arts](#). The brief is currently under review.

### **ELATE EC Meeting**

Our last meeting was held on May 12, 2022, 11:00 am-12:30 pm ET. The meeting minutes can be found [here](#).

Our next ELATE EC meeting will take place during the NCTE Convention on **Thursday, November 17, 9:00 am-5:00 pm**. Other events of the day include:

7:30–8:45 a.m.

ELATE New EC Member Orientation and Breakfast (Location TBD) (Latrise, Nadia, and three incoming members only)

ELATE Executive Committee Dinner (TBD)

### **NCTE 2022 Convention**

ELATE Chair, Latrise Johnson, and EC members, Keisha McIntyre-McCullough and Luke Rodesiler served as ELATE program chairs for the 2022 NCTE Annual Convention.

ELATE Sponsored Events include:

#### **Friday, November 18**

9:30–10:45 a.m., Convention Center, 253-BC

L. Ramon Veal Research Seminar

11:30 a.m.–1:30 p.m.

ELATE Luncheon (Location TBD)

Speaker: TBA

Emig, Geneva Smitherman Cultural Diversity, Meade, and Moffett awards will be presented, and the 2022 Research Initiative and Graduate Student Research Award recipients will be announced.

2:00–3:15 p.m.

ELATE Commissions Meetings #1, Convention Center, 264-BC

3:30–4:45 p.m.

ELATE General Membership Meeting and Social Hour, Convention Center, 258-B  
2019-20 Research Initiative and Graduate Student Research Award recipients recognized.

#### **Saturday, November 19**

11:00 a.m.–12:15 p.m.

Critical Issues in English Education: Research by ELATE Research Grant and Award Winners, Convention Center, 253-BC

4:15–5:30 p.m.

ELATE Commissions Meetings #2, Convention Center, 258-B

### **ELATE Biennial Conference**

The ELATE Biennial Conference occurred alongside NCTE's Homecoming Event took place on July 29-July 31, 2022. The program can be found [here](#). There were 140 registrants.

### **ELATE Journals**

*CITE* journal, the editor is T. Philip Nichols (2021-2024), Baylor University, Waco, TX.

*English Education* journal, the editor is Melanie Shoffner (2020-2025), James Madison University, Harrisonburg, VA.

## **ELATE Awards**

### *2021 ELATE Graduate Student Research Award*

Ankhi G. Thakurta

2022 ELATE Graduate Student Research Award will be named soon. The committee is reviewing submissions.

### *2022 Janet Emig Award*

Nadia Behizadeh, Cheryll M. Thompson-Smith, and PJ Miller

### *2022 Richard Meade Award for Research in English Education*

Ewa McGrail, Kristen Hawley, Turner, Amy Piotrowski, Kathryn Caprino, Lauren Zucker, and Mary Ellen Greenwood

### *2021 James Moffett Memorial Award for Teacher Research*

Sihyeon "Shelley" Yu

### *2021 James N. Britton Award*

Melissa Schieble and Lolita Kucinskiene

We are currently in the review season for several awards. Committees are meeting as needed. 2022 Awardees will be named during convention.

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

The NCTE EC approved the Standards on July 23, 2021. Additional work will be needed related to aligning rubrics with the added language and for consistency. Programs may start using the new standards for Program review.

## **National Technology Leadership Summit**

Latrise Johnson will attend the NTLs on September 22-23, 2022 in Washington, D.C. Arrangements are being made for travel and work on Modeling Innovative Technology Use strand during the summit. Information on the summit can be found [here](#).

## **Commissions**

The work of ELATE continues to be the work of the commissions. Currently, there are thirteen 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 6, 2022

## Literacies and Languages for All (LLA) Annual Report

July 1, 2021- June 30, 2022

*Literacies and Languages for All (<https://ncte.org/groups/lla/>) is an NCTE Conference of **holistic educators** who believe that ALL children deserve personally meaningful learning contexts in which their languages and cultures are valued and recognized as assets for learning. LLA members integrate theories and practices of social justice; critical literacies; digital, multimodal, and biliteracies; and inquiry- and project-based learning that embody the work of 21st-century educators.*

The Literacies and Languages for All (LLA) Executive Board for the 2021-2022 year consisted of Michele Myers, President; Deborah MacPhee, Past-president, and board members Natasha Thornton, Sally Brown, Brian Kissel, Anna Osborn, Priscila Alvarado, Keri-Anne Croce. Our non-voting members are Sherry Sanden and Patricia Paugh (Co-Editor of Talking Points) and Kristen Richie (NCTE representative). Natasha Thornton and Anna Osborn completed their terms on the board at the close of the 2022 LLA Homecoming Conference, held in conjunction with the NCTE Homecoming and ELATE Conference. We welcome new board members Grace Kang and Mukkaramah Smith. We also welcome our new president-elect Yang Wang.

**Yang Wang** is an Associate Professor of Language and Literacy Education at the University of South Carolina; Co-Director, the Center of Bilingualism Matters@UofSC; Board member, Bilingualism Matters International Network; State ambassador, USBBY; Board member, East Point Academy, Columbia, SC; Founder & president, China-TAWL. She was formerly a board member of LLA, 2017-2020; Board member of East Point Academy Chinese Mandarin Immersion School, SC, 2019-2022; Advisory board member, Carver-Lyon Elementary School Immersion Program, 2017-2020; Editorial board member, Young Palmetto Books, SC, 2017-2018. Editorial assistant, *Talking Points*, 2010-2013. Her areas of expertise are: reading comprehension, reading assessment, miscue analysis, eye movement miscue analysis, TESOL, and biliteracies. She is a member of several organizations, namely: LLA, NCTE, CELT, EMMA, LRA, NABE, AERA, USBBY. She has earned several awards. This list includes CELT Research Award (2019, 2021); Reading Miscue Research Award (2019, 2020); Early Career Service Award, College of Education, UofSC (2019); Faculty Associate of the Year, Preston Residential College, UofSC (2019). She also has several publications. This list includes the following: Co-editor, *Enhancing Bilingual Education: A Transdisciplinary Lens for Improving Learning in Bilingual Contexts*; articles in *Talking Points*, *English Journal*, *Middle School Journal*, *Journal of Adolescent & Adult Literacy*, *Bilingual Research Journal*, *Journal of International Students*, *Multicultural Education*, *TESOL Journal*, *Mentoring & Tutoring: Partnership in Learning*. Program contributions: She has presented at numerous conferences including, LLA, NCTE, EMMA, LRA, AERA, NABE, BMRS, JOLLE, CAERDA, BM@UofSC.

**Grace Kang** is an Associate Professor of Elementary Literacy, Illinois State University; Dr. Kang was formerly a K-6 Classroom teacher, reading specialist, and enrichment teacher for eight years. Her professional membership includes, LLA Language &



Literacies Advocacy Day and Member, LRA Ethnicity, Race, & Multilingualism Committee. Her areas of expertise include, culturally sustaining pedagogies, teacher agency, narrow definitions of literacy, and anti-racist teacher education, specifically in writing. She has earned several award(s) and academic recognition(s): ISU University Teaching Award, ATE Clinical Fellows of Clinical Practice, ATE Emerging Scholars Program. To her credit, she also has several publications. They include: *Written Communication, Language Arts* (forthcoming), *Reading Teacher, JOLLE, Multicultural Education, Language Arts Journal of Michigan, LRA Yearbook*. Finally she has presented at the following conferences: NCTE, LLA, LRA, AERA, ATE.

**Mukkaramah Smith** has been an educator for 27 years. She currently teaches first grade in Columbia, SC. She serves as a Coaching Teacher for the student interns from the University of South Carolina. She is the Lead Mentor for Columbia College (APEC). She is also a Hope Teacher for CEEAAS (Center for Education and Equity for African American Students). She is also a dyad partner for PDCRT/NCTE. She is a member of Delta Sigma Theta Sorority Incorporated. Mrs. Smith's areas of expertise include early childhood education, culturally relevant pedagogy, and culturally sustaining pedagogy. She has earned the following award(s): 2020 Donald H. Graves Writing Award, Teacher of the Year (2022-2023) and the AJ Lewis Greenview ES. She has a few publications in the Journal of Literacy Research, NCTE.org (Blog), and Language Arts. She has presented at NCTE and CEEAAS.

### **Strategic Planning**

The LLA Board continues working to retain and build membership by attracting new members and retaining our existing members. We are doing so by maintaining an active presence on social media, using twitter and Facebook to promote all the work that we are doing. The board created a social action sub-committee that consists of Drs. Kissel, Brown, Thornton, and Osborn. They have worked to engage our members and prospective members in Slow Twitter Chats and other online events as well as disseminating upcoming LLA sponsored events. Kristen Ritchie took on a major role of updating our social media presence. We are working to sure that all our social media updates and posts are sent in more languages for an international appeal. The board also created a research sub-group that consisted of Priscila Alvarado and Keri-Anne Croce. Their focus is on translanguaging.

We are continuing our work with leading experts in the field to review our beliefs statements to ensure that the statements reflect the nature and purpose of the organization, particularly as it relates to diversity and inclusion. Bess Altwerger and Rick Meyer were invited to attend a board meeting for this purpose. In addition, they shared with the group important information about the National Day of Teaching Truth.

### **Growing our Professional Knowledge**

We and engaged in opportunities to continue to group our individual and collective knowledge about educating children from diverse cultural and linguistic backgrounds in ways that honor their full humanity. To do this, the board members engaged in monthly professional book studies. We read:

- Baker-Bell (2020) *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*.
- Boutte' (2021) 'We be loving black children': Learning to Be Literate About the African Diaspora.
- Parker Rhodes (2019) *Ghost Boys*.
- Kendi (2019) *How to be an Antiracist*.
- Spiegleman (1973) *Maus*

### **2021 LLA Virtual Conference**

The board met monthly from July 1, 2021, through June 20, 2022. We planned the 2021 LLA Virtual Conference. We had a total of 128 people to register. This was the first virtual conference ever. We had twenty-two (22) live sessions and five (5) demand sessions with live questions and answers. The opening keynote, presented by April Baker Bell, was titled *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. The closing session was presented by Gloria Boutte. The titled was *We Be Lovin' Black Children: A Proclamation, an Affirmation, a Commitment, and a Promise*. We hosted a lunch discussion focused on the Science of Reading. This is an issue that is relevant to the work of LLA, and the board thought it important to create space for a discussion of how SOR media and legislation is impacting teachers and schools.

Regarding LLA awards, the board decided not to give a Lifetime Membership or Service award this year. Instead, we chose 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 presented the Reclaiming the Joy of Teaching Award to four classroom teachers. The 2021 award recipients were: Sharon Ball, Valente Gibson, Chris Hass, Margarita Pomare-McDonald.

### **Planning LLA Summer Institute/NCTE Homecoming**

During the monthly meetings we worked on the theme and the call conference proposals for the 2022 LLA Summer Institute. The theme for the summer institute was *Love in Action: A Commitment to Freedom and Justice*. We voted to have Dr. Yolanda Sealey-Ruiz, an award-winning associate professor at Teachers College, Columbia University serve as the opening keynote and Drs. Wynter-Hoyte, Braden, Myers, Rodriguez, and Thornton, authors of *Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom* serve as closing keynote.

The FY23 Summer Institute is planned to be held in Louisville at the same time as the NCTE Homecoming event. A revenue sharing model has been approved which will give LLA \$100 for each registration for the LLA Summer Institute track, representing the net share of profits after covering general event expenses including facility rental, program printing, standard audiovisual and internet costs, and an allowance for catering expenses of \$4,300 (like past events).

### **LLA FY23 Projected Budget**

The LLA Summer Institute is the biggest driver of both revenue and expenses. The Summer Institute resumed in July 2021 virtually and will be held in person in July 2022

(FY23). Another impact of COVID was that Executive Committee expenses decreased in FY21 and FY22 when the meetings were held virtually rather than in person. The FY23 budget assumes a return to typical EC expenses, including paid registration for board members to attend the July 2022 Summer Institute.

The total revenue including investment income is tracking \$13,757 ahead of last year, and expenses are \$39,506 higher than last year. The revenue increase is attributable to resuming the July 2021 Summer Institute as a virtual event after canceling the event the prior year. The expense increase is related to paying a penalty of \$30,051 for cancellation of the 2021 Summer Institute. Final revenue for FY22 is projected to be above budget by 2%, and expenses are projected to be 21% below budget, resulting in a projected favorable variance of approximately \$5,000 (prior to the hotel cancellation penalty).

NCTE project that LLA will end FY23 with \$48,722 in its Required Reserve Fund and \$103,229 in its Contingency Fund after paying the \$30,050 cancellation fee related to the 2021 Summer Institute planned in Bloomington, Illinois. LLA's Required Reserve Fund is calculated at a rate 1.5 times the conference's prior-year expenses. Anything above this amount is held in the Contingency Fund.

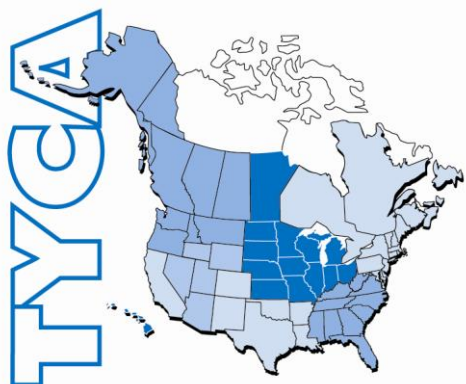
### **Talking Point**

The editors of Talking Point submit a separate annual report.

### **Future of LLA**

In November 2022, Dr. Yang Wang becomes the president of LLA. We are confident that under her leadership the board will continue the work of moving the field forward by integrating theories and practices of social justice, critical literacies, digital, multimodal, and biliteracies, and inquiry- and project-based learning.

Respectfully Submitted,  
Michele Myers, President



## Two-Year College English Association (TYCA)

### 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, WI  
 Associate Chair: Joanne Giordano, Salt Lake Community College, UT  
 Secretary: Leigh Jonaitis from Bergen Community College, NJ

### TETYC

*Teaching English in the Two-Year College (TETYC)*, the journal of TYCA, is for instructors of English studies in the two-year college and for those who teach writing in the first two years of college. *TETYC* publishes theoretical and practical articles across the range of English studies at the two-year college, including composition and rhetoric, developmental education, technical and business communication, reading and literacy, literature, creative writing, language, dual and concurrent enrollment, as well as professional issues. Published in September, December, March, and May.

Darin Jensen, editor of *TETYC*, in conjunction with TYCA Chair Sarah Z Johnson, assembled a [new editorial board](#), which began service in March 2022. A full description of Editorial Board duties and terms of service can be found [here](#).

Since its inception, *TETYC* has included an independently-edited section entitled, "TYCA To You" where each Region's Representative includes a report and reflection. TTY has always been a place for TYCA members from across the country to see what's happening in the other regions. This summer, TYCA-To-You editor Rob Lively had to step down, so Darin Jensen and Sarah Z Johnson are currently searching for a new TTY editor.

### 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

2022 Program Chair Charissa Che and her team put on an amazing 2022 annual conference on March 9, 2022. Our total paid attendees were 429, an incredible virtual turnout. This year's theme, "Recovery and Reinvention in our Profession: Emerging from a Time of Crisis," celebrated the resilience of our colleagues, our students, and our organization. [CFP here.](#)

Tara Westover, author of the widely-acclaimed 2018 memoir *Educated*, was our keynote speaker for the conference. The opening session as well as selected sessions throughout the day were livestreamed, while others were released for on-demand viewing.

**Past Chair:** Stephanie Dowdle Maenhardt, Salt Lake Community College, UT

**Program Chair:** Charissa Che, Queensborough Community College, CUNY

**Assistant Chair:** Jason Evans, Prairie State College, IL

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

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

**Sessions Chair:** Tom Geary, Tidewater Community College, VA

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

## TYCA 2023

Preparations are already well underway for next year's conference in Chicago. Program Chair Jason Evans is finalizing the [CFP for his program](#), titled "Growing Down to the Roots" and working with an experienced committee who's excited to return to an in-person conference on February 15, 2023.

## 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.

**Spring 2022:** Two of our TYCA regions were excited to return to in-person conferencing this spring. TYCA West met Feb 11-12 in Mesa, AZ for their conference "Looking Inward, Looking Onward, Moving Forward." TYCA Secretary Leigh Jonaitis delivered a virtual welcome and address from National. TYCA Southeast met Feb. 23-26 for their conference titled, "Shifting Currents: 21st Century Literacies and the New College Majority." TYCA Chair Sarah Z Johnson was the visiting officer for that conference and gave a plenary address and regular session presentation.

**Fall 2022:** If anything shows the flexibility and responsiveness of TYCA, it's the Regions' approaches to their annual conferences. Based on member needs and wants, each region has responded by providing a gathering that makes the most sense for that local organization. Northeast and Midwest will be meeting face-to-face again, while Southwest will take a hybrid approach. Pacific Northwest has had success with its virtual gatherings over the last two years and will continue that format for 2022. Rather than host its own conference, Pacific Coast will organize a special set of sessions at the NCTE conference in Anaheim, bringing in a new conference audience for both TYCA and NCTE.

Region	Date	Theme	Location/Site

West	Feb. 11-12 2022	Looking Inward, Looking Outward, Moving Forward <a href="#">Conference Program</a>	Mesa Community College Mesa, AZ Visiting Officer (virtual): Leigh Jonaitis
Southeast	Feb. 23-26 2022	Shifting Currents: 21st Century Literacies and the New College Majority <a href="#">Conference Website</a>	Atlantic Beach, FL Visiting Officer: Sarah Z Johnson
Midwest	Oct. 6-8 2022	Creative Crossroads <a href="#">Conference Website</a>	Iowa City, IA Visiting Officer: Sarah Z Johnson
Northeast	Oct 20-22 2022	Beyond the Mask: Two- Year College in Transition <a href="#">Conference Website</a>	Syracuse, NY Visiting Officer: Leigh Jonaitis
Southwest	Oct. 13-15 2022	Bodies in Space: Fostering Connections in Theory and Practice <a href="#">Conference Website</a>	Oklahoma City, OK and Virtual Visiting Officer: Sarah Z Johnson
Pacific Northwest	Oct. 20-21 2022	Community <a href="#">Conference Website</a>	Virtual Visiting Officer: Joanne Giordano
Pacific Coast	Nov. 17-20 (held in conjunction with NCTE)	¡Sueños! Pursuing the Light	Anaheim, CA Visiting Officer: Sarah Z Johnson

### TYCA Committees and Task Forces

TYCA National is working on several ambitious projects in 2022. 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 late spring 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)

Currently, the TYCA national survey is in progress. The committee has created two surveys - one for department members and one for chairs/administrators. The first survey has been put into Qualtrics and has been tested. The second survey is being put into Qualtrics now. The chairs are working through the IRB portion of getting the survey approved. They will be cleaning up the list of schools and contacts and should be ready to launch the survey in September.

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

### **Task Force on TYCA Membership (1 year–work completed August 2022)**

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For decades, TYCA Chairs have recognized a disconnect between the membership of TYCA regions and National TYCA. This Task Force brought together two Past TYCA Chairs to solve those membership issues, which are outlined in Charges 1-2 and Questions 1-6 in Charge 3 below. We quickly determined that the problems surrounding National TYCA were not caused by the issues raised in those questions. In fact, in one meeting with the Executive Director of NCTE, this issue was called a “distraction” from the larger issues surrounding National TYCA. In short, we discovered that the major issue is that National TYCA needs to rebrand itself as a separate national organization from its regions, while still maintaining its connection to those regions (and vice versa). Thus, this report mostly addresses Question 7 in Charge 3: “How can we position TYCA National to be a resource and model for the TYCA regions to conduct their conferences, their elections, and their business? (This comes from a request by some of the more loosely organized regions that would like help).” Question 8 in Charge 3 specifically asks about how to address dual-enrollment teachers, and we feel dual enrollment could be one of the topics addressed in B above. Our discussions about rebranding National TYCA naturally led us to a shallow dive into the TYCA bylaws, which led us to determine a much deeper dive is needed, hence the proposed TYCA Bylaws Committee or Task Force.

**Charge 1:** Study and clarify how people join TYCA National and their regional TYCA organizations, as well as how these membership lists are maintained.

**Charge 2:** Make recommendations to the TYCA Executive Committee to make the membership process simpler and more transparent.

**Charge 3:** This special task force, comprised of former TYCA Chairs, might address the following questions:

1. Is it possible to keep track of who "joins" TYCA by self-identifying as a 2YC person?
2. Can members join both TYCA national and regions through the NCTE website?

3. What problems might emerge (specifically TYCA-SE) by merging membership through the NCTE website for regions?
4. Can different TYCA regions charge different dues without causing an issue on the NCTE website (which could solve the TYCA-SE issue)?
5. Do all TYCA regions offer enough for an annual membership? (TYCA-West, for example, does not have a membership fee.)
6. Will trying to make membership options more transparent on the NCTE website in any way disrupt the autonomy of the TYCA regions?
7. How can we position TYCA National to be a resource and model for the TYCA regions to conduct their conferences, their elections, and their business? (This comes from a request by some of the more loosely organized regions that would like help)
8. Can secondary teachers who teach dual-enrollment find their way to TYCA more easily, considering TYCA is the organization taking up questions and issues surrounding DE? While this is not part of "the membership problem" within TYCA, it is one avenue TYCA can explore to boost its overall membership numbers, but then the problem of national and regional membership does arise.

Members: Cheryl Hogue Smith and Carolyn Calhoun Dillahunt

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

**Overview:** The year starting in March 2020 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.

When this Task Force was first charged in June of 2021, the parameters of this project seemed clear. It looked as if COVID-19 was receding and we all could begin taking stock of what changes were in front of us. However, as the pandemic has dragged on, the very length of the disruption has begun to have its own effects, which in turn has necessarily expanded the scope of this project.

To clarify the goals of the Task Force, the work will be split between two sub-groups, each focusing on specific aspects of our students, our institutions, and our profession.

**Subcommittee 1:** Task Force to Study the Impact of 2020 on **Access, Technology, and Equity** in Two-Year College English

**Subcommittee 2:** Task Force to Study the Impact of 2020 on **Curriculum, Assessment, and Working Conditions** in Two-Year College English

Task Force Chairs:

Virginia Schwarz, San Francisco State University (CA), Chair of Subcommittee 1

Sonja Andrus, University of Cincinnati-Blue Ash College (OH), Chair of Subcommittee 2



After designing a draft survey and submitting it to the NCTE EC for feedback, the task force is currently revising its survey to tighten focus and reduce the number of questions.

### **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.

The primary purpose in this first year was to solidify the committee’s purpose and provide committee members a safe space to share their personal and institutional experiences relating to DEI. Based on committee meetings, the chairs created a repository of DEI resources (links to essays, journals, position statements, etc.) on a committee Google Drive, which all members can access as needed.

Additionally, committee chairs emailed all TYCA regional chairs and representatives in the seven regions to introduce the committee and share its mission. They requested information on three areas: the status or implementation of DEI work occurring in the region; whether the region has a DEI executive committee member on their board (which is a goal for each region); and existing issues or concerns and how our committee can assist them with DEI work. In the coming year (2022-2023), the Committee Chairs will reach out again to get more feedback.

The biggest focus for Spring 2022 was hosting the DEI roundtable at TYCA National on Wed, March 9, 2022. At the roundtable, the co-chairs provided the committee goals and several ideas were presented (e.g., a DEI toolkit).

Looking ahead, the committee will pursue a working relationship with the 2020 Impact Task Force survey.

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

### **TYCA Workload Issues Committee**

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The TYCA Workload Issues Committee continues to publish research vital to TYC English faculty across the country. After completing a survey focused on workload impacts of the pandemic and subsequent short- and long-term shifts in delivery formats, the Workload Issues Committee released a 2022 report detailing their findings. Members of this committee are collaborating with the 2020 Impact Task Force to share information and results.

Committee Members:

Robert Derr, Clark State College (OH); Joanne Giordano, Salt Lake Community College (UT); Brett Griffiths, Schoolcraft College (Michigan); Holly Hassel, North Dakota State University (co-chair); Jennifer Maloy, Queensborough Community College (NY); Emily Suh, Texas State University; Patrick Sullivan, Manchester Community College (CT); Lizbett Tinoco, Texas A&M University-San Antonio (co-chair)

## Recognitions and Thanks

Thank you to Rob Lively for his work as TYCA To You editor. We look forward to his return to TYCA leadership whenever he can.

Deep gratitude to Emily Kirkpatrick for her continued support of TYCA, its mission, and its place in NCTE.

As always, enthusiastic appreciation to Maliyah Grant for her unfailing support of our work (and her always-kind reminders when I've forgotten something).

Thank you to the TYCA EC as well as the Task Force and Committee leadership. You do this work out of the academic spotlight not for gain, but because the work is important. I appreciate you so much.

Respectfully submitted,  
Sarah Z Johnson, TYCA Chair  
September 6, 2022



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, 2021? (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.

Annamary Consalvo, Chair	Assoc. Prof. The University of Texas at Tyler <a href="mailto:aconsalvo@uttyler.edu">aconsalvo@uttyler.edu</a>	Nov. 2020- Nov. 2023
Mark Letcher	Faculty Lewis University, Romeoville, IL <a href="mailto:markeletcher@gmail.com">markeletcher@gmail.com</a>	Renewed to 2025
Katharine Covino-Poutasse	Assoc. Prof. Fitchburg State University, Fitchburg, MA <a href="mailto:kcovinop@fitchburgstate.edu">kcovinop@fitchburgstate.edu</a>	Renewed to 2025
Ann. D. David	Assoc. Prof. University of the Incarnate Word, San Antonio, TX <a href="mailto:addavid@uiwtx.edu">addavid@uiwtx.edu</a>	Nov. 2021- Nov. 2024
Sydney L. McGaha	Assistant Principal, Oxford Middle School (MS) <a href="mailto:slmcgaha@gmail.com">slmcgaha@gmail.com</a>	2021-2024
Sharon Ryan	PK–2 Literacy & Social Studies Curriculum Coordinator Acton-Boxborough Regional SD (MA) <a href="mailto:sryan@abschools.org">sryan@abschools.org</a>	2021-2024
Pamela Mason	Director, Language and Literacy Program Co-Chair, Literacy and Languages Concentration Director, Jeanne Chall Reading Lab Harvard University, Cambridge, MA <a href="mailto:pamela_mason@gse.harvard.edu">pamela_mason@gse.harvard.edu</a> <a href="mailto:pamelamason6@gmail.com">pamelamason6@gmail.com</a>	2021-2024
Genella Graham	Teacher: Corinth High School (MS) <a href="mailto:ggraham@corinth.k12.ms.us">ggraham@corinth.k12.ms.us</a> or <a href="mailto:gennellagrants@gmail.com">gennellagrants@gmail.com</a>	2021-2024
Christina Dobbs	Faculty: Boston University (MA) <a href="mailto:cdobbs@bu.edu">cdobbs@bu.edu</a>	2021-2024

Drew Hall	Quitman County Middle School (MS)  drewhall@qcsd.k12.ms.us  <a href="mailto:ddhall2018@gmail.com">ddhall2018@gmail.com</a>	2021-2024
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2. What actions, projects, initiatives, or studies are “in progress” at this time?

Across this past year, the SCAC has met regularly and focused mainly on two initiatives: Updating book rationale-writing and reviewing process, and providing webinars to state Affiliates aimed at helping teachers around the US navigate the current climate of book censorship.

To accomplish these aims we:

- finalized a revised template for the writing of **book rationales**
- wrote several new Young Adult literature rationales in teams, and in concert with Sarah Miller
- internally reviewed one another’s rationales and plan to come together to review each and the process as a whole as well as recommend a pathway forward for more writers of rationales, reviewers/and how to review, and how to publish new rationales
  
- Organized ourselves into teams and divided the **US Affiliates** (with Sarah Miller’s able assistance) into sets by team
- Prepared a plan for SCAC members to contact affiliates (template email)
- Prepared a template presentation for SCAC members to use if invited by the affiliate
- Remained in touch with Sarah Miller as an affiliate invites a SCAC presentation for smooth coordination.

**Other initiatives**

- Worked up, with Sarah Miller’s help, a **research-in-censorship fellowship** funded by the NCTE office. Will co-monitor that with NCTE as to its viability as something NCTE offers again.
- Responded to several inquiries from various media outlets, **for interviews related to censorship**, by holding the interview, as coordinated by Sarah Miller, and intend to keep doing so..
- Responded to requests by NCTE to speak at **webinars** sharing content related to censorship and intend to keep doing so.
- One member, Ann David, represented SCAC at **Summer 2022’s Homecoming**.
- A sub-group, led by Christina Dobbs, is working on updating the **Position Statement**, “Students’ Right to Write.”

3. What have you accomplished so far (**see #2 above**), and what is your timeline for future work?

**TIMELINE**

We will continue the long-term project of refining the rationale writing and reviewing process. Also, for the next year, we will continue to reach out to affiliates and to respond to their requests for us to help get useful and encouraging information to teachers around the US.

4. How has the work of your group contributed to NCTE's role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?
    - We are doing our best to provide practical and well-curated and well-chosen resources for teachers around the United States in the form of webinars with resources and modern, up-to-date book rationales that provide teaching ideas, links to other resources, curricular connections to state standards, and more.
- 

**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?
  - We are in very close contact with NCTE's main office through Sarah Miller. At this point, we have shared our thoughts, which are represented in SCAC's initiatives.

## Standing Committee on Diversity and Inclusivity

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

#### **CHAIRS:**

Kamania Wynter-Hoyte (2024), University of South Carolina, SC

Susi Long (2024), University of South Carolina, SC

#### **MEMBERS:**

Lynsey Burkins (2024), Dublin Public Schools, OH

Shekema Dunlap (2023), My Life Academy, GA

Jason Irizarry (2024), University of Connecticut, CT

Diana Liu (2024), Teachers College, Columbia University, NY

Shashray McCormack (2023), Louisville Public Schools, KY

Caitlin O'Connor (2024), Westchester County Schools, NY

Cecilia Pattee (2023), The College of Idaho, ID

Sanjuana Rodriguez (2024), Kennesaw State University, GA

Timothy San Pedro (2024), The Ohio State University

Dywanna Smith (2024), Claflin University, SC

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

- a. **Preparing for 2022 Convention Presentations:** Building from the 2020 and 2021 presentations, the committee is preparing for two slots for the 2022 convention:

#### Saturday, Nov. 19th 12:30-1:45 pm, Room 261-A

NCTE's Standing Committee on Diversity and Inclusivity will discuss and invite discussion regarding legislation that challenges anti-racist education in PreK-grade 12 and university classrooms addressing (a) historical contexts for current issues, (b) why anti-racist education continues to be important, (c) strategies for working within while challenging legislation to anti-racist teaching.

#### Sunday, Nov. 20th 9:00 – 10:15 am, Room 258-A

The Standing Committee on Diversity and Inclusivity offers a session to support educators in affecting change in their educational institutions and learning to take action beyond the performative. We will share the work of committee members in impacting change in their own institutions and engage audience members in similar sharing to include challenges and strategies for negotiating challenges.

- b. **For list of further actions, projects, and initiatives, please see Table 1 (timeline for future work).**

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

#### ACCOMPLISHMENTS:

- **Drafted Position Statement:** “*What Might Inclusivity and Humanization Look Like?: Taking Responsibility to Address Inequities and Oppressions Through Literacy Education*”. This statement is currently being reviewed by the Presidential Team.
- **Louisville Homecoming Conference:** Committee members attending the Louisville Homecoming met and several other members joined via Zoom. During this meeting, we reviewed our then in-progress position statement and made plans to address upcoming tasks.
- **Expanded Committee Membership to include members with expertise and histories of commitment to activism around:**

- Anti-Fat Bias and Weight Stigma
  - Indigenous Peoples, Lands, and Histories
  - Latinx and Afro-Latinx issues
  - Anti-Black Racism and Pro-Black Literacy Practices
  - Asian and Asian American issues
  - LGBTQIA+
- **Met with Newly Constituted Committee to:** Review committee's charge and discuss and develop a list of tasks we would like to accomplish (see Table 1 below).
  - **Connected with Lorena German, Chair of the Committee on Racism and Bias** around the need for NCTE to collect demographic data about members, leaders, etc.
  - **Added a Critical Focus on Anti-Fat Bias** through the expertise of two new committee members, Caitlyn O'Connor and Dywana Smith (see specific strategies we will work on in Table 3).

### **TIMELINE FOR FUTURE WORK (Table 1):**

**Table 1. Tasks determined by committee for future work to be done in consultation and collaboration with the PT and EC.**

ACTION	COMMITTEE MEMBERS TAKING the LEAD	TARGETED COMPLETION DATE
VIDEO PROJECT: <ul style="list-style-type: none"> <li>● Secure teachers, students, teacher educators, family, and community members to provide a brief video response (3 or 4 sentences) to the question “How do you define diversity and inclusivity and what does it look like in educational spaces?”</li> <li>● Work with Kamania and Susi to develop a system for obtaining useable footage and access expertise to create video.</li> </ul>	Dywanna Smith Shekema Dunlap	Mid-October, 2022
INCREASE INDIGENOUS PRESENCE AT NCTE: <ul style="list-style-type: none"> <li>● Raise visibility of Native American Caucus</li> <li>● Acknowledge histories of reifying monolingualism and ELA as assimilation rather than a celebration of plurality</li> <li>● Work with NCTE to envision anti-assimilationist classrooms, practices, and policies</li> <li>● Develop workshops around going beyond the performativity of Land Acknowledgements</li> </ul>	Timothy San Pedro Diana Liu	End of committee members' terms on the committee
INCREASE Asian American PRESENCE AT NCTE <ul style="list-style-type: none"> <li>● Raise visibility of AsAm Caucus</li> <li>● Acknowledge histories of reifying monolingualism and ELA as assimilation rather than a celebration of plurality</li> <li>● Work with NCTE to envision anti-assimilationist classrooms, practices, and policies</li> </ul>	Diana Liu	End of committee members' terms on the committee
WORK WITH NCTE TO MAKE PROPOSAL SYSTEM MORE ACCESSIBLE FOR TEACHERS <ul style="list-style-type: none"> <li>● Setting up more Scholarships for Teachers for Flight and/or Registration and making them more visible and accessible</li> <li>● Financially supporting educators who present at the convention who do not receive compensation in the form of service or other forms credit (as do tenure track professors).</li> </ul>	Diana Liu Sanjuana Rodriguez Shekema Dunlap	End of 2023 – in time to impact proposals for the 2024 Convention



DEVELOP LISTENING CIRCLES AND DIVERSITY ELDER ROUNDTABLES AS A FIXTURE AT ANNUAL CONVENTION		
<p>WORK WITH NCTE TO DEVELOP AND INSTITUTIONALIZE SPECIFIC PRACTICES TO ADDRESS ANTI-FAT BIAS AND WEIGHT STIGMA:</p> <ul style="list-style-type: none"> <li>● Develop Convention Strand / Caucus</li> <li>● Invite experts to headline general sessions and NCTE events</li> <li>● Follow general sessions with pedagogy-focused sessions</li> <li>● Create posters to be displayed at the annual convention with stories from students and educators</li> <li>● Develop guest-edited issues of NCTE journals</li> <li>● Develop a related Speakers Bureau</li> <li>● Designate a Build Your Stack focuses on combatting anti-fat bias.</li> </ul>	Cait O'Connor Dywanna Smith	2023 Convention

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?**

This year our committee contributed to NCTE's role in shaping the profession in the following ways:

a) 2021 Conference Presentation: *Countering Anti-Blackness and Anti-Indigeneity at NCTE: Report on the Work of the Committee on Diversity and Inclusivity*

b) Re-constituting the Committee by bringing on new members with specific expertise and histories of activism.

c) Developing position statement: *What Might Inclusivity and Humanization Look Like?: Taking Responsibility to Address Inequities and Oppressions Through Literacy Education*".

d) Developing a list of strategies for enhancing the work of diversity and inclusivity within and beyond the council and committing to a timeline to complete them (Table 1).

**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?**

Our committee suggests that the Council address **the following three trends** and provides suggestions for addressing them in Appendix A:

**I. LEGISLATION:** In the past two years, legislation and punitive actions across the country have taken away or threatened to take away teachers' rights to teach about race, racism, racialized histories, gender identity, and sexual orientation. In particular, we are concerned about legislation and district and state actions that:

- Prohibit any introduction or discussion of LGBTQIA+ issues in classrooms;
- Ban books in which characters are gay, lesbian, bisexual, or transgender;
- Prohibit teaching about race, racism, histories of race and racism; and
- Ban books that address issues of race and racism, historically or contemporarily.

According to *Education Week* (August 18, 2020\*), legislative bills in 2022 are actually more punitive than those passed in 2021 with punishments that include: loss of state funding, monetary penalties, civil suits, professional discipline, loss of accreditation, and criminal charges against teachers.

\*<https://www.edweek.org/leadership/bills-targeting-classroom-talk-on-race-and-gender-identity-ballooned-this-year/2022/08>

*Education Week* also reports that the number of bills that would restrict intellectual freedom and ignore human rights in the creation of curriculum **have increased tremendously since 2021**. For example, anti-LGBTQIA+ bills increased from five to 23 bills. In addition, since January 2021, 42 states have proposed legislation that would limit teaching of history to Eurocentric approaches ignoring race and racism. In sum, “during the 2022 legislative session, state lawmakers proposed 137 bills restricting classroom conversations and staff training about race, racism, gender identity, and sexual orientation in K-12 schools, marking a 250 percent increase since 2021” (*Education Week*, August 18, 2022).

We see this as a trend that can and should be addressed by NCTE in support of members’ rights and responsibility to normalize LGBTQIA+ people as well as discussions about race and racism through the study of literature, history, community, and civil/human rights and the development of students’ ability to identify injustice and stand against it.

- II. ANTI-FAT BIAS, WEIGHT STIGMA, and WEIGHT-BASED VICTIMIZATION:** Our committee also points toward the trend that continues to be ignored or relegated to the bottom of the priority list in schools and society which is the destructive nature of anti-fat discrimination and weight stigma including intersections with race and racism and how both are typically ignored in educational spaces while being perpetuated through curriculum, attitudes, materials and the absence of critical conversations. *Anti-fatness and anti-fat bias are “umbrella terms that describe the attitudes, behaviours, and social systems that specifically marginalize, exclude, underserve, and oppress fat bodies. They refer both to individual bigotry as well as institutional policies designed to marginalize fat people”* (Gordon, 2020, p. 10).

Anti-fat bias is a negative trend that has existed for decades but is heightened when schools do not contradict prevailing prejudices and acts of discrimination. In schools, anti-fat bias and violence is experienced in the form of direct aggressions (name calling, bullying, shunning, physical abuse), but also through curriculum and materials in which fatness is negatively portrayed and through the absence of critical conversations about media and other portrayals. It is widely documented that anti-fat bias in schools whether curricular or individual leads to “increased risk of depression, anxiety, social isolation, substance use, suicidal thoughts” (Puly & Latner, 2007) in addition to students’ withdrawal from learning opportunities. Schools can work to counter “purposeful and systemic and learned” biases by “making a conscious effort to discuss books about size-diverse characters and infusing conversations around those experiences into students’ reading lives” (O’Conner in Tutt, 2022). See Table 1 for specific strategies that the committee will engage in to support NCTE in educating teachers about and addressing anti-fat bias and weight stigma in the literacy classroom.

Puhl RM, Latner JD. Stigma, obesity, and the health of the nation’s children. *Psychol Bull.* 2007;133:557–80. <https://doi.org/10.1037/0033-2909.133.4.557>

Tutt, P. (2022). Weight bias hurts kids and we’re not talking about it. *Edutopia*.

### III. EMPTY LAND ACKNOWLEDGEMENTS REFLECTIVE OF ASSIMILATIONIST APPROACHES TO TEACHING ABOUT INDIGENOUS PEOPLES: Land

Acknowledgement is a trend seen across the country professing to honor issues and histories of Indigenous Peoples when it is typically merely performative and contributes to the Eurocentric nature of how we see people, land, and rights to land and history in the US. Echoing a wide range of critical pieces written about land acknowledgements, Indigenous scholars Sobo et al. (2021)\*\* describe how most acknowledgements are actually void of real knowledge and action and, consequently, continue to “relegate Indigenous peoples to a mythic past” and “tacitly affirm the putative right of non-Indigenous people to now claim title” (n.d.), essentially communicating that “What was once yours is now ours” (n.d.).

This occurs because land acknowledgements, like curriculum, are almost never accompanied by “*accurately tell[ing] the story of how the land passed from Indigenous to non-Indigenous control, and chart[ing] a path forward for redressing the harm inflicted through the process of land dispossession*” (Sobo et al., 2021, n.d.). This empty acknowledgement aligns with much of curriculum in literacy education that ignores, trivializes, and/or distorts histories, communities, accomplishments, contributions, languages, oppression, and resistance of Indigenous peoples by drawing from assimilationist views that deny and/or distort identity, language, history, and contemporary issues and solutions. NCTE can address this trend by emphasizing and providing support for teachers to challenge and change assimilationist systems (see Table 1).

\*\* <https://theconversation.com/land-acknowledgments-meant-to-honor-indigenous-people-too-often-do-the-opposite-erasing-american-indians-and-sanitizing-history-instead-163787>

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

Each of the trends mentioned above needs to be factored into medium- and long-term NCTE planning. Specifically, we see the need for deepened support for literacy educators and researchers to **understand, identify, and address the destructive impact of literacy curriculum, policies, programs, and practices that promote assimilation into a narrow view of what (histories, literatures, literacies, languages, communities) and who counts**. In particular, we see the need for deepened support around:

- a. **Issues of weight stigma, healthism, and anti-fatness** in schooling and in literacy education;
- b. The performative and rhetorical nature of Land Acknowledgements and **Eurocratic curricular attention to Indigenous Peoples** in literacy education; and the need to take humanizing and relevant action by envisioning and developing anti-assimilationist classrooms, policies, practices, and research;
- c. **Anti-Black and anti-Brown practices and policies** in literacy education that reduce and distort history, literacies, and language to a Eurocratic focus, replacing them with pro-Black and pro-Brown policies and practices and full and critical explorations of history and contemporary events;
- d. **The limited study of Asian, Asian American, and Pacific Islander peoples** as well as anti-Asian discrimination through literacy education practice and policy;
- e. The isolation and silencing of students and family members who are **gay, lesbian, bisexual, or transgender** and the histories and contemporary contributions, oppression, and resistance of LGBTQIA+ people.
- f. Strengths brought to classrooms by **speakers of languages in addition to or instead of English**.

See specific suggested actions for addressing these needs on following page.

Specific actions that our committee suggests for addressing needs outlined in #2 above, and that we commit to supporting, include:

- **Raising visibility of NCTE Caucuses and consulting with them along with standing committees to understand specific actions necessary** to strengthen and support inclusivity as expansive and humanizing in pedagogy, policy, and practice; **taking steps necessary to make suggestions a reality;**
- **Developing** workshops, guest-edited journal issues, inviting speakers, and other opportunities for teachers, researchers, and administrators to develop expertise around these issues;
- **Institutionalize a focus on and commitment to under-represented issues of anti-fat bias and weight stigma and the intersection of those biases with issues of race and racism by** instituting practices and policies to include:
  - **Developing a Convention Strand** focused on body image, size diversity and weight stigma, and intersections with race, class, ethnicity, ableism, and immigration status;
  - **Inviting educator/author-activists focusing on anti-fat bias to headline high visibility General Sessions** so there is less chance that they would be missed or avoided by convention attendees; following keynotes with “Countering Anti-Fatness in Literacy Education” **pedagogy sessions** so that educators can access practical information.
  - Creating **large posters** to place around the convention center with stories from students and educators as well as *art and quotations from poetry by fat authors* to illuminate longstanding issues of healthism, ableism, and anti-fatness.
  - Creating a **‘Fat At NCTE’ gathering** for those seeking visibility long denied and for those seeking knowledge about how to engage in meaningful, fat positive allyship.
  - Developing **Guest-edited Issues** of *Language Arts*, *Voices from the Middle*, and *English Education* around size diversity, healthism, weight stigma, and the body.
  - Developing a **Speakers’ Bureau/coalition of consultants** and a **"Build Your Stack"** about body image.
  - Ensuring that **publishers** who publish around issues of body image and anti-fat discrimination are invited to and forefronted in the **Exhibit Hall**.

In addition, the committee suggests that NCTE:

- **Change NCTE’s name to reflect its commitments to a pluralistic society and to centering multiple ways of being and of using language and literacy.** While we understand that this suggestion has been brought up other times, it continues to be a source of discussion within this committee.
- **Obtain funding and support** for more Early Career Educational Leaders of Color to attend NCTE and receive and provide mentorship; and expanding CNV and PDCRT.
- **Adjust the convention proposal system** to make it more user friendly for teachers and revamping the proposal evaluation system to honor the knowledge teachers bring to the council.

- **Pursue development of a system for collecting demographic data** about membership and leadership.

**Report Submitted by Committee Chairs Susi Long and Kamania Wynter-Hoyte  
September, 2022**

## **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;
- 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;
- 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;
- provide awareness of literacy education in global contexts in order to provide a mutual exchange of pedagogical ideas and issues;
- encourage the integration of global and international literature and of strategies for intercultural understanding within schools and colleges; and
- 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. Hee Young Kim, West Texas A&M University, Canyon, TX
3. Heerak Kim, Savoy Elementary School, Washington, DC
4. Grace Lee, Hinckley-Big Rock Middle School, Big Rock, IL
5. Kylowna Moton, Los Angeles City College, Los Angeles, CA
6. Rex Ovalle, Cristo Rey Jesuit High School, Chicago, IL
7. Lisa Pelkey, Northwest Missouri State University, Maryville, MO
8. Amber Peterson, LitWorld, New York, NY
9. Michael Seward, Minneapolis Community and Technical College, Minneapolis, MN
10. Robyn Waters, Brooklyn School of Inquiry, Brooklyn, NY
11. Shelley Rodrigo, Executive Committee Liaison, University of Arizona, Tucson, AZ

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

1. Members of the Standing Committee on Global Citizenship (SCoGC) are engaged in a conversation about ways they can encourage growth in NCTE, asking, "How can we leverage courage with and through NCTE to support others as they get vulnerable and focus honestly on the need for emotional maturity?"

2. SCoGC members will present their scholarly activities at the Annual Convention in November 2022 by means of the two program slots allocated to the SCoGC by NCTE.
3. Committee members continue to post to the SCoGC monthly blog.

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

1. Committee members brainstormed ways to encourage and support emotional growth and maturity with and through NCTE (#1 above). Ideas include hosting a book group featuring *The Teacher Wars* by Dana Goldstein. The final session would feature a conversation with the author. Another idea is to conduct a PD session entitled Realizing Our Positions that focuses on teachers transferring emotional maturity into the classroom. A third idea is to create a more public-facing form of communication (e.g., zine, website, podcast). The purpose is to solicit and share stories from other educators about courageous acts, vulnerability, and emotional maturity in classroom settings.
2. SCoGC members submitted proposals to fill the committee's two allocated program slots at the 2022 NCTE Convention (#2 above). Both proposals were accepted. SCoGC members appreciate NCTE's allocating two slots to the committee and plan to continue sharing scholarly activities through these slots.
3. The blog continues to be on the list of SCoGC members' accomplishments, and post each month (#3 above). Members have made five blog posts through September 2022. The 2023 blog schedule will be decided at the SCoGC meeting at the NCTE Convention in November 2022. SCoGC members will continue to post monthly throughout the next year.
4. One new member has joined the SCoGC committee in 2022. SCoGC members plan to increase membership each year to maintain the recommended 12 to 20 committee members.
5. In July 2022, Grace Lee was selected as the new chair of the SCoGC. Grace will begin her three-year term at the closing of the NCTE Convention 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 committee members' discussions and through the conversations in the SCoGC blog posts. The ideas the SCoGC brainstormed for encouraging and supporting emotional growth and maturity through NCTE will "create inclusive hubs for state-of-the-art practices, research, and resources" for educators across the nation (Access). These hubs will offer educators an outlet with which to communicate their values, beliefs, ideas, successes, and challenges in a (supposedly post-) pandemic world. These conversations can

potentially pave the way for educators to “contribute to and critique policy at the local, state, and national levels” (Power) and to challenge the deficit narrative about students, families, teachers, and administrators that is currently developing. The SCoGC believes that educators who participate in the proposed book group, PD sessions, podcasts, and so on will continue to become “critical thinkers, consumers, and creators who advocate for and actively contribute to a better world” (Agency). As the SCoGC moves forward with conversations about ways to encourage and support emotional growth and maturity with and through NCTE, committee members plan to invite all NCTE members to join, thereby strengthening “cross-community connections, information sharing, and organizing to collaborate more powerfully” (Affiliation). The SCoGC strongly believes that their work focused on emotional growth and maturity with and through NCTE ultimately 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).

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

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

SCoGC members advocate for conversations that focus on the social, emotional, and educational consequences of COVID-19 and the Black Lives Matter movement for teachers, students, and families, which continue to call for action from the SCoGC members and from all NCTE educators.

**2. What trends need to factor into medium- to long-term NCTE planning?** The recruitment of new teachers from the field as well as assistant professors at the university level needs the attention of NCTE. Additionally, NCTE needs to be leading the charge for addressing the exponential academic growth of preK–12 students who have been perceived as falling behind due to COVID-19. The inequities (racial, socioeconomic, technological, etc.) exposed by COVID-19 and the Black Lives Matter movement point to medium- to long-term action from NCTE.



## 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, 2021? (For a full list of current appointive groups and charges, [click here](#).) For 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 2021: Changing the Conversation on Assessment through Advocating for What Students Know.
- Began a blog campaign on Assessment and Advocacy. The committee wrote the following blog posts:
  - Advocating for What Students Know: Creating Culturally Responsive Assessment Practices for Linguistic Equity: <https://ncte.org/blog/2021/12/advocating-for-what-students-know/>
  - Transnational Parents as Biliteracy Observers to Support Literacy Education: <https://ncte.org/blog/2022/03/transnational-parents-biliteracy-observers-support-literacy-education/>
  - Intersecting Opportunities: Early Childhood Curricular Practices as Provocations to Reexamine Assessment through an Antiracist, Antibias Lens: <https://ncte.org/blog/2022/05/intersecting-opportunities/>
  - Imperfect Grades: Aligning Our Assessment Practices with Our Theoretical Beliefs: <https://ncte.org/blog/2022/03/imperfect-grades-aligning-assessment-practices-theoretical-beliefs/>

### 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

Chris Hass, James Madison University, Virginia

Renata Love Jones, Georgia State University, Georgia

Peggy O'Neill, Loyola University, Maryland

Kathryn Mitchell Pierce, Saint Louis University, Missouri

Idalia Nuñez, University of Illinois at Urbana-Champaign, Illinois

Elisa Waingort, Calgary, Alberta, Canada

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 has been reviewing policy briefs from policy centers and think tanks. A list of policy centers and think tanks can be found here:

<http://k12edtalk.com/resources/think-tanks-andor-policy-centers/>. Other policy centers include the following:

- 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\\_kda5iBGblhkhbFVQXmkDwCM9e4KhRJswrFtX5bja19OR0waCQkjk0JsaApp5EALw\\_wcB](https://learningpolicyinstitute.org/?gclid=Cj0KCQjw--GFBhDeARIsACH_kda5iBGblhkhbFVQXmkDwCM9e4KhRJswrFtX5bja19OR0waCQkjk0JsaApp5EALw_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 continues to work on the Assessment as Advocacy initiative as follows:

- Creating a framework and resources around more culturally responsive and antiracist and antibias assessment practices in a K–16 setting
- Centering student voices in the assessment process in K–16 settings
- Creating a two-part video blog, Literacy Assessment as Advocacy: Learning to Be Literate: More than a Single Story, Part I and Part II

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

#### **Outline of Meetings**

- September–December 2022: organizing and reporting out on each task
- November NCTE 2022: Pursuing More Equitable Assessment Practices: Challenges and Opportunities in Advocating for Students, Families, and Communities
- February 2023: reporting out on each task
- March–June 2023: writing one or two reports from the committee on the policy center briefs; 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 antibias, antiracist literacy assessment practices. The committee recognizes that educators play

critical roles in challenging systemic racialized practices in schools. We are dedicated to answering 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.

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

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

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 NCTE James R. Squire Office for Policy Research in English Language Arts to study the intersection of antiracist and antibias 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
2. Creating a toolkit or resources to help educators talk about and understand how standardized assessment practices, particularly high-stakes testing, are racially biased

## 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, 2021? (For a full list of current appointive groups and charges, [click here](#).) For 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	Teachers College, Columbia	New York
Cati de los Ríos	U of California, Berkley	California
Sybil Durand	Arizona State University	Arizona
Sakeena Everett	University of Georgia	Georgia
Mileidis Gort	University of Colorado	Colorado
Lauren Leigh	Rutgers University	New Jersey
Kelly	Mills College	California
Clifford Lee	U of California, Davis	California
Danny Martinez		
Nicole Mirra	Rutgers University	New Jersey
Detra Price-Dennis	Teachers College, Columbia	New York Pennsylvania
Amy Stornaiuolo	University of Pennsylvania	Michigan
Estrella Torrez	Michigan State University	
Vaughn Watson	Michigan State University	Michigan

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

- 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](#). A committee was formed to develop a position statement on youth-engaged research, and the Executive Council is currently identifying a chair to lead that effort. We hope to have a new chair appointed soon and to be able to continue to work on the position statement, tentatively entitled *Honoring Youth Voice and Fostering Intergenerational Collaboration in Literacy Research, Policy, and Practice*.
- The **SCR subcommittee** for Youth-Engaged Research and Practice met in June 2022 to plan toward a youth research strand within the SCR, including requesting a budget to assist in the enactment of SCR initiatives. 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 recent focus on *Equity, Justice, and Antiracist*

*Teaching*. We extend this emphasis toward the upcoming meeting's theme, *¡Sueños!: Pursuing the Light!*

- The SCR created a Journal Oversight Committee, beginning with Sakeena Everett and Nicole Mirra and pending additional recruitment. We will explore whether a new subcommittee would provide research perspectives to support these journals. Jim Sitar's group has already started some of this work—compiling the topics that have come up across the journals and similar data, and we may be able to combine efforts.
- We discussed a potential collaboration with the Journalism Education Association. A subcommittee will gather and discuss, among other topics, how to document how journalism is being taken up and experienced by young people in the multiple schools and venues where journalism is included in academic programs. The subcommittee will be comprised of Nicole Mirra, Cliff Lee, Sarabeth Leitch, Leigh Patel, and Detra Price-Dennis.

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

- A Promising Researcher Award committee, chaired by Cati de los Ríos, reviewed 13 nominations and selected Monica Kleekamp's "No! Turn the Pages! Repositioning Neuroqueer Literacies." Committee members independently reviewed each submission and reached unanimous agreement on Dr. Kleekamp's highly original and unique contribution. Dr. Kleekamp's study weaves scholarship on multimodality, dis/ability studies, and neurological queerness and makes a timely and significant contribution to literacy studies. The reviewers noted the author's clear and powerful statement of a unique and under-studied research problem, thorough and expansive engagement with relevant theory and research literature, clear description of the study's robust methodological design, compelling use of evidence to illustrate and support claims, and overall clarity and style. In our view, this paper makes a novel and important contribution to literacy scholarship.
- We organized and submitted **guaranteed research sessions** during NCTE 2021:
  - "Epistemologies of the Family: Pedagogies and Methodologies of Mutuality and Care" with Tracey Flores, Grace Player, and Tim San Pedro (on-demand session)
  - "Physically-Distanced but Socially-Connected Literacies: Centering Youth-Engaged Arts, Activism, and Community in Virtual Spaces" with Limarys Caraballo, Lauren Leigh Kelly, Nicole Mirra, and Estrella Torrez, with Leigh Patel as discussant (scheduled but pre-recorded with a live discussant, Q&A, Saturday, 11/20, 5:15–6:30 p.m. EST)
- 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, Estrella Torrez, and Vaughn Watson. 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 the Executive Council. Please see the proposal linked [here](#).
- We continued to serve in our **advisory and support** capacity for *Research in the Teaching of English*, NCTEAR, and the Research Foundation.
- We will welcome nominees in good standing for the role of Member, to join after the 2022 meeting.

The Standing Committee on Research anticipates the following activities in the current calendar year, 2022:

- We will review all Research Strand proposals for NCTE 2023 and provide oversight for research-related Convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2023.
- We will form a review committee for the NCTE Promising Researcher Award, of which an 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, especially as we welcome a new editorial team for RTE.
- We will nominate NCTE members in good standing for the role of Member.
- In addition to our usual activities, the committee members have each signed up to participate in at least one subcommittee.

#### **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; and
- to maintain a presence in AERA and pursue efforts to secure private grants and foundation funding for NCTE research initiatives.

The SCR committee continues to grow in its diversity in important and intersectional ways. This committee brings a diverse and critical perspective to the teaching of English, and we are particularly attentive to the need to include voices from Indigenous and rural communities. The selection of award recipients, oversight for RTE, and proposed sessions support 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.

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

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

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 development of the position statement on youth voice, engagement, and participation by assigning a new committee chair and appointing committee members

- Supporting an ongoing SCR subcommittee on youth engagement, with a chair or designated member who 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, and having that committee be a standing part of the organization

## **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 a 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 the initiatives discussed above

Respectfully submitted,

A handwritten signature in black ink that reads "Lenny Caraballo". The signature is written in a cursive, flowing style.



Reports of  
the Committees



## Achievement Awards in Writing Advisory Committee

**Charge:** *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.*

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2021? (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, Wendy Williams, Arizona State University, Phoenix, AZ  
Gavin Boehm, Tiger Ventures, Owego, NY  
Amy Brooks, Indian Hills High School, Ringwood, NJ  
Parsa Choudhury, Columbia College Chicago, Des Plaines, IL  
Jennifer Curl, Tucker High School, Tucker, GA  
Kristy Girardeau, Douglasville, GA  
Michael Hall, Arizona State University, Chandler, AZ  
Carly John, Ridgewood High School, Verona, NJ  
Elizabeth Lietz, Macomb Intermediate School District, Macomb, MI  
April Simmons, Dorchester School District, Summerville, SC  
Adam Wolfsdorf, New York University, Brooklyn, NY  
Shauna Wight, Dixie State University, Saint George, UT  
S. Rebecca Leigh, Oakland University, Rochester, MI

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

- We launched 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: Create a piece that paints a picture of a hopeful future. - OR*

*- Identify a global, national, or local problem that affects you or others you care about but that you feel hopeful you could change somehow. Describe the problem and offer a solution.*

- We are maintaining a contest calendar that sets aside time for drafting, revising, and editing. The contest link opened on November 15 and closed on February 15.
- We have submitted the prompt for the 2023 contest to NCTE.
- We will be working with NCTE to publicize the 2023 contest. The committee chair is planning to write a post about the contest for the NCTE blog in mid-August 2022.
- Members will send their prompt ideas for the 2024 contest to the chair in October. We will vote on the best prompts, select one, and offer some revision suggestions over email. Those of us who attend the conference will meet to revise the prompt with these suggestions in mind. The next chair will need to circulate the revised prompt to members before submitting it to NCTE in the summer.

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

- Expanded the committee.
- Drafted the 2022 and 2023 writing prompts with input from members.
- Will be drafting the 2024 prompt this fall and submitting it to NCTE in the summer.

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

- Our committee promotes effective writing instruction and NCTE's writing strand.
- We are collaborating with NCTE to encourage teachers and students to engage in writing as a process.
- We are promoting standards for quality writing through our themed writing prompt, our evaluation criteria, and information we share about writing.
- This contest is starting to welcome multimodal writing (e.g., graphic storytelling).

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

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

- We suggest that students should be able to submit writing directly to the contest instead of having to involve a teacher in the submission process. This would make the contest more accessible to all students and increase the number of entries (which has been decreasing over time).
- We would like NCTE to adopt a submission platform and judging criteria that are more supportive of multimodal forms of writing (e.g., animated works, short live-action films, spoken word poetry videos, songs). Accepting a broader range of writing forms would make this contest more inclusive and tap into students' interests. These changes would also make the contest better aligned to ideas about what counts as "writing" in the field of English education. Other contests,

- such as the Scholastic Art and Writing Awards, and publications, such as *Teen Ink*, already accept a wide range of multimodal writing from young people.
- Submissions from some states have declined significantly in recent years. A look at the award winners shows how many states received no awards at all. We feel as if NCTE can realize the potential of the awards by giving awards to more students.
  - It would be very helpful if the state affiliates could have a direct and strong role in promoting contests like ours. Perhaps NCTE can send information about the contest to these affiliates to share with local members.
  - It would also be helpful if NCTE strengthens promotion of the contest through social media feeds.
  - We are seeing increased interest from NCTE regarding writing instruction. We believe strongly in the potential of this contest to structure NCTE's writing platform. We hope that NCTE will prioritize strong and continuous communication with the AAW Advisory Committee, as we know that such communication motivates our members and strengthens the collaborative force between headquarters and this committee to engage teachers and students with the contest and to promote writing process and writing excellence.

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

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

## **Build Your Stack Committee**

### **Committee Members**

CHAIR, Jen Vincent (2024)  
Bannockburn School (Bannockburn, IL)

Seemi Aziz-Raina (2023)  
University of Arizona (Tucson, AZ)

Gary Gray, Jr. (2023)  
International School Manila (Taguig City, Philippines)

Shannon Griffin (2022)  
Olentangy Local Schools (Lewis Center, OH)

Carol Jago (2023)  
California Reading and Literature Project

Katie Papesh (2023)  
Hopewell Elementary School (Dublin, OH)

Carrie M. Santo-Thomas (2024)  
Warren Township High School Almond Campus (Gurnee, Illinois)

Kasey Short (2023)  
Charlotte Country Day School (Charlotte, NC)

Executive Committee Liaison, María E. Fránquiz  
University of Texas-Austin

NCTE Staff, Sarah Miller

### **Major Activities:**

August 2021 - #NCTEchat: Check Your Shelf: #BuildYourStack for Back to School was co-hosted by Lynsey Burkins (@lburkins), Gary Gray, Jr. (@GaryRGrayJr), and Nate Madden (@nateby0n). This was a conversation on supporting teachers in building booklists for their classrooms in anticipation of the upcoming school year.

November 2021 - At Annual Convention, the Build Your Stack Committee hosted over twenty-five sessions across a range of topics in the virtual Build Your Stack space. There was a range of presenters who either recorded their twenty-minute sessions or presented live via the virtual platform. Convention is one way that we are able to live the Affiliation element of the NCTE Vision Statement, by connecting with groups across the organization. For example, we have included presenters from the Charlotte Huck Award and the Orbis Pictus Award, among others.

April 2022 - Our Rainbow of Pride Books virtual event was hosted by Build Your Stack Committee member Kasey Short. Presenters shared picture books, graphic novels, novels, and audiobooks that represent LGBTQ+ characters and their stories.

June 2022 - Build Your Stack member Gary Gray Jr. hosted the virtual event to highlight the Best Books of the 2021-2022 School Year. Presenters shared their favorite reads from the school year.

Ongoing - The Build Your Stack Committee continually works to engage members to write posts for the NCTE Blog. Blog posts are written by a variety of authors on a range of topics related to developing teachers' knowledge of texts.

**Upcoming Activities:**

The Build Your Stack Committee is currently planning for the Annual Convention in November 2022. We have over twenty-five sessions across a broad range of topics where people will share their stacks in our Build Your Stack exhibit hall space.

The Build Your Stack Committee will continue to hold virtual Build Your Stack events. These events focus on a theme, and we invite students, teachers, authors, illustrators, and committee members to share their stacks.

In the future, the Build Your Stack Committee would like to grow in the area of Access, in alignment with the NCTE Vision Statement. We would like to develop materials and support for NCTE members to host their own Build Your Stack events.

**Impact:**

Through blog posts, virtual events, Twitter chats, and sessions at Annual Convention, the Build Your Stack committee lives the strand of Impact from the NCTE Vision Statement in everything that we do. Our goal is to empower teachers to connect students with books in which they can see themselves and others, in order to make an impact on students' lives.

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**Recommendations:**

The Build Your Stack Committee recognizes the changes in the field of teaching--in terms of the response to the need for teachers--and understands the importance of resources to support teachers who are new to the profession, while also supporting all educators.

The Build Your Stack Committee also recognizes the prevalence of book banning and censorship and the need to ensure our work advocates for the inclusion of a wide range of books for all students.

We believe both the influx of new teachers along with the prevalence of book banning and censorship are two trends that need to be considered and addressed by NCTE now and in the future.

## 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, 2021? (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.

### 2021 Committee (selected 2022 award)

Name	Affiliation	Geographic Region
Donna Bulatowicz	Montana State University Billings	Mountain 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

### 2022 Committee (will select 2023 award)

Name	Affiliation	Geographic Region
Donna Bulatowicz	Montana State University Billings	Mountain West
Dahlia Constantine	Teachers College, Columbia University	East
Irene Latham		Southeast
Holly Johnson	University of Cincinnati	Midwest
María Leija	The University of Texas at San Antonio	Southwest
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, 2021-NCTE Convention (2022 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 13<sup>th</sup> and 14<sup>th</sup>, we met via Zoom for morning deliberation meetings. In these meetings, 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 20<sup>th</sup>. 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, 2022-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 Thursday prior to the start of convention 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 19<sup>th</sup>. We also plan to present two sessions at the NCTE conference, as well as be part of new initiatives that are being developed, such as scheduled times for people to visit and discuss our committee's work and how to apply to participate in the committee.

### 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 has sent out requests to publishers to invite 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 chair 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.”



## Children's Poetry Award Committee

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2021? (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.

Mary-Kate Sableski; University of Dayton, OH

Gabrielle Atwood Halko; West Chester University, PA

Ryan Colwell; Fairfield University, CT

Deanna Day; Washington State University, WA

Rebecca Kai Dotlich; <sup>[1]</sup><sub>[SEP]</sub>Poet, IN

Joseph Pizzo; Chester School District, NJ

Junko Sakoi; Tuscon United School District, AZ

1. What actions, projects, initiatives, or studies are “in progress” at this time?
  - a. We are in the final stages of selecting the new 2023 Poet/ Award for Excellence in Children's Poetry considering the four criteria for the award: literary merit (art and craft of aggregate work--as poet or anthologist), poet's or anthologist's contributions, evolution of the poet's or anthologist's work, and appeal to children. The goal is to have this poet selected prior to our meeting prior to the start of NCTE 2022. The 2023 poet will be announced at the Books for Children Luncheon.
  - b. Another current project is reading, reviewing and rating the poetry books we have received from publishers. As chair, I have been communicating with publishers since late February/early March requesting them to submit their 2023 poetry titles for committee review. All books received are recorded on a Google Sheet in a Google folder accessible by the committee members. Once the books are read and rated the books, we select our top picks for the current list of Notable Poetry Books and Notable Verse Novels. We have had 91 books submitted as of this date and several more have been requested. October 15<sup>th</sup> is the deadline for accepting 2023 titles. We plan to meet several times between now (September) and November over Zoom, and will conclude our deliberations in person at the conference. We will use our committee session time on Thursday, Nov. 17<sup>th</sup> from 8:30 to 12:30 to discuss our final selections with voting to conclude at the end of the session.
2. We are also planning our Conference presentation – Poetry in Pursuit of the Light: NCTE 2022 Excellence in Children's Poetry Notable Poetry and Verse Novels – in Anaheim:.. This session will have a PowerPoint presentation with handouts and poetry “warm ups” that will provide teachers in the audience with ideas for using poetry in the classroom. Georgia Heard agreed to speak to the group, and then the 2022 Notable books will be presented by the 2022 committee. 2023 committee members will be invited to participate, as well.
3. What have you accomplished so far, and what is your timeline for future work? We have met semi-monthly to discuss the work of our committee, via Zoom. Our committee has built community, and has discussed key aspects of evaluating poetry and verse novels.

Specifically, we have had lengthy discussions about the characteristics of verse novels and how to define this genre. We wrote and submitted an article for *School Library Journal* in February and March 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?
    - a. Poetry is a genre that not all teachers are comfortable teaching or promoting in the classroom. The goal of our committee is to share the potential of poetry and assist teachers in implementing it in their classrooms. We aim to encourage teachers to share poetry in their classrooms, engage students in the writing of poetry, and the enjoyment of sharing in poetic language across both poetry and verse novels.
    - b. We strive to include the multicultural and diverse language and setting that poetry offers by seeking out poetry from a variety of cultural backgrounds and languages. The NCTE Vision statement states: "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 is a reflection of this statement.
    - c. Over the past two years, our committee has engaged in extensive conversations regarding the power and potential of verse novels. Several research and publication ideas are in progress, and several members have contributed to blogs and other NCTE media publications to this end. We hope this will help teachers to see the power of verse novels, and use them in their 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?
  - a. We deeply hope that there are changes on the horizon for the ways in which the NCTE Outstanding Poetry Award is disseminated. Our committee believes a strong argument has been made for the need for the Notable list to transition to an Award for both Poetry Books and Verse Novels, as there is currently no such award in any other professional organization. This is an excellent opportunity for NCTE to promote the power of poetry to a wider audience, and we look forward to these conversations.
  - b. There is a secondary opportunity to develop an award process for poetry for young adults, which is a quickly emerging genre. Possibly, the Middle or Secondary sections could examine the possibility of honoring these worthy contributions in a way that makes sense for their committees.
  - c. We made significant headway in discussing a standing article for Language Arts focused on the Poetry Award, as there is for the other book committees. We hope this positive relationship continues into future years to help communicate the work of the committee to a wider audience.
2. What trends need to factor into medium- to long-term NCTE planning?
  - a. The website is in need of updating and revising. It continues to be challenging to locate the award pages, the lists, the committee members, and the criteria.

# **NCTE LGBTQIA+ Advisory Committee Report 2022**

Ileana Jiménez, chair



# Contents

- 1 Committee mission
- 2 Committee members
- 3 Queer timeline of activities
- 4 Queer mood boards: photos and video
- 5 Queer and trans futures: next steps

OUR MISSION

#queerNCTE



# committee mission

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



## LGBTQIA+ Advisory Committee

Chair, Ileana Jiménez (2024) Teachers College, Columbia University

Gabriel Acevedo Velázquez (2023) Arizona State University, Tempe, AZ

Danelle Adeniji (2023) University of North Texas

Ryan Burns (2023) Smithfield High School, RI

Toni Rose Deanon (2022) Modern Classrooms Project

Jack Helton (2024) Teachers College, Columbia University

Abdul-Qadir Islam (2024) Teachers College, Columbia University, NY

René M. Rodríguez-Astacio (2023) California State University, Fresno, CA

Executive Committee Liaison, Alfredo Celedón Luján, Monte del Sol Charter School, Santa Fe, NM, NCTE Staff and Administrative Liaison, [NCTECommittees@ncte.org](mailto:NCTECommittees@ncte.org)

# queer timeline of activities 2021-22

Ileana becomes chair in January 2021

## NCTE Convention Reviews

Ileana and Toni Rose Deanon reviewed conference submissions for the LGBTQIA+ strand (February 2021 and February 2022)

## Banned Books

Ileana represented the committee during a virtual PFLAG event with YALSA and NCTE to talk about banned books through queer and trans perspectives (September 2022)

## NCTE-NWSA Collaboration

Emily Kirkpatrick and Ileana are collaborating to bring NCTE teachers to this year's National Women's Studies Association conference. NCTE teachers in Minneapolis will learn critical feminist and queer pedagogies from teacher and scholar activists. They will also hear Anita Hill, Angela Davis, and Loretta Ross speak.

## Publication

Committee members, Ileana, Jack Helton, and Abdul-Qadir Islam, co-authored an article on queer literacy research methodologies with other leading scholars that was published in *Literacy Research: Theory, Method, and Practice* (August 2022). The publication of this article was organized by GSEA member, Ryan Schey, and Josh Coleman.

## NYSEC Keynote

Ileana will deliver the opening keynote at this year's New York State English Council annual conference where the theme is "Writing Home." She will be representing NCTE and her role as chair of the advisory committee.

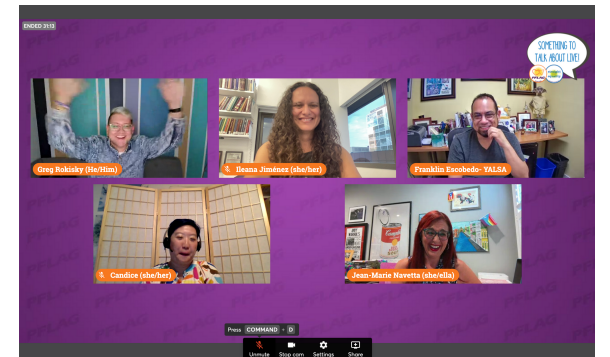
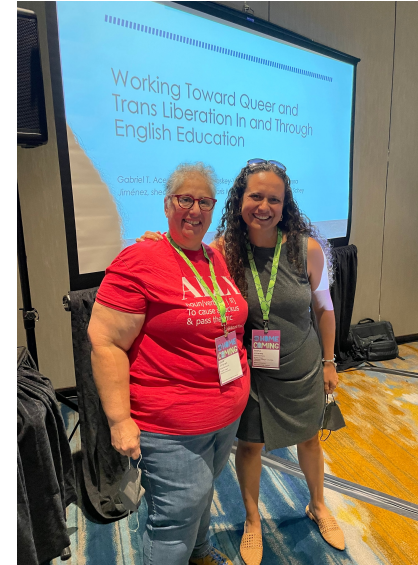
## NCTE 2022

This year's convention in Anaheim includes 76 LGBTQIA+ sessions, including sessions featuring our committee members and GSEA members. A commitment to all-gender restrooms at the conference will continue.



# Queer Mood Board

LGBTQIA+ Advisory Committee Chair, Ileana Jiménez, with NCTE peeps such as former chair, Cody Miller; queer scholar, Laura Jiménez; and GSEA member, Ryan Schey at Homecoming in Louisville. Ileana also attended an NCTE intellectual freedom event in New York with Emily Kirkpatrick and sat on a PFLAG/YALSA/NCTE panel about banned books this fall. You can watch the panel on the next slide.



straight  
FOR  
equality

SOMETHING TO TALK ABOUT LIVE!

Books Unite Us.

Censorship Divides Us —  banned Books Week 2022

THURSDAY, SEPT. 22 @ 4:30 PM ET / 1:30 PM PT

TUNE IN LIVE AND CATCH UP ON EPISODES:

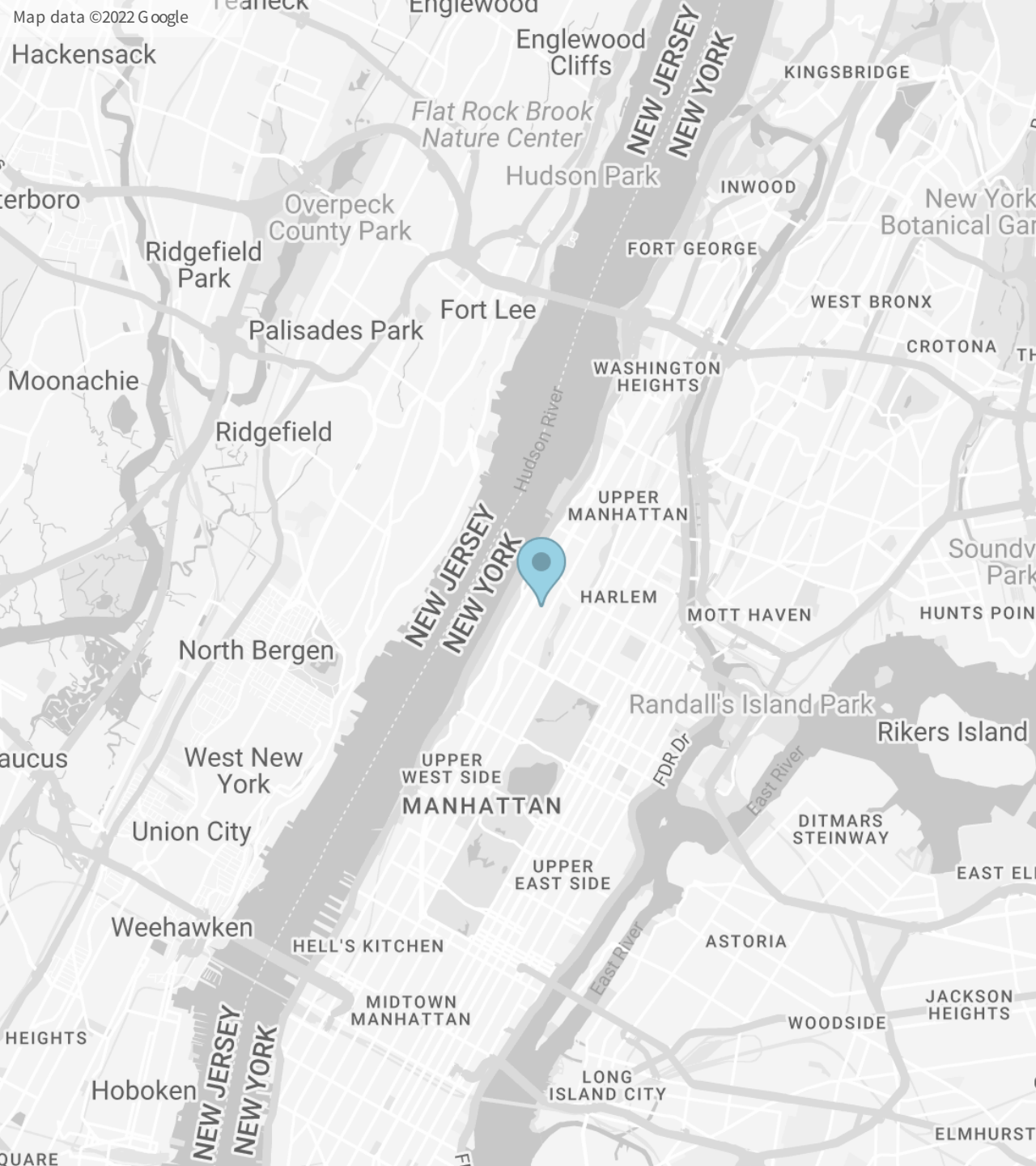
#STTALIVE



## Queer and trans futures at NCTE

Ileana is currently reviewing applications for new members to join the advisory committee. She will meet with the current committee in Anaheim to outline their 2023-24 goals.





# Contact

Ileana Jiménez, Teachers College, Columbia University



917-319-9525



@feministteacher



@feministteacher



Feminist Teacher and Ileana Jiménez

## Orbis Pictus Award for Outstanding Nonfiction

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2021? (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.

Sanjuana Rodriguez (Chair), Kennesaw State University, GA

Sophie Ladd (Assistant Chair), University of Nevada- Las Vegas, NV

Eliza Braden, University of South Carolina, SC

Julia López-Robertson, University of South Carolina, SC

Noelle Mapes, New York City Public Schools, NY

Jeanne Swafford, University of North Carolina- Wilmington, NC

Becki Maldonado, Salisbury, MD

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

We are currently reviewing books that we have received. We are meeting on a monthly basis to discuss those books . We also just finished copyediting the *Language Arts* article for last year’s winners.

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

To this date (9/7/2022), we have received and reviewed a total 250 books. We expect to receive many more this month. We held monthly zoom meetings to review and discuss books. We will meet on Thursday before the annual convention to make final deliberations and select winners.

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

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

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

We have had discussions about changing the guidelines to be more inclusive. In our last meeting, we had a discussion about forming a committee to engage in revising the guidelines.

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

Our committee believes that the book awards would be strengthened by increased promotion using social media. This would give the book awards more visibility. We already saw increased social media presence last year and would like to see this support continue.

Our committee believes that we need to continue to look for ways to include more books about and by underrepresented groups.

## Promising Young Writers Advisory Committee

### Major Activities

What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2021? (For a full list of current appointive groups and charges, [click here](#).) For 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, Palo Alto, California  
Christopher Rogers, University of Pennsylvania Graduate School of Education, Philadelphia, Pennsylvania  
Chris Sloan, Judge Memorial Catholic High School, Salt Lake City, Utah  
Theresa Walter, Great Neck South High School, Great Neck, New York  
Maria Whitley, Weatherly Area High School, Weatherly, Pennsylvania

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

The committee is pleased with maintaining the center of the Promising Young Writers' work through the offering of a high-quality writing opportunity with a writing prompt inspired by our current societal landscape that includes options for writing in various genres. Additionally, this program offers writers an opportunity to write for an audience beyond their school.

Additionally, the committee is pleased with upcoming changes to the award that include support of multimodal writing opportunities and revisions to award designations. These two changes further support the committee charge with revisions to the structure of the award with diversification of writing opportunities into multimodal composition and in support of the NCTE position statements focused on [Multimodal Literacies](#). Additionally, the changes to award designations support recognition of growth for writers.

The following considerations are still in progress:

- Access for student writers: The committee would like to continue to explore options for reducing barriers for student 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. Additionally, further work with promotion for student awareness of this opportunity should be explored.
- Student voice: The committee is interested in seeking feedback from students about their thoughts on the writing opportunity and award. Specific questions include the following: 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?
- 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. Additionally, the committee is interested in offering this writing opportunity for students without teacher recommendations.

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

The committee is very excited about the changes to the Promising Young Writers program that are moving forward within NCTE. These changes, inspired by committee recommendation and with support within NCTE, are as follows:

Starting with **the 2023 cycle**, the PYW guidelines will:

1. Remove “Best” and “Themed” requirements for writing samples, asking for only “Themed” submissions.
  1. Maximum of ten pages
2. Update the judging rubric to reflect more levels of distinction; this will be modeled after the Recognizing Excellence in Art and Literary Magazines (REALM) Award. PYW will have four designations:
  1. PYW First Class
  2. Superior
  3. Excellent
  4. Merit

For **the 2024 cycle**, the PYW guideline changes will center on capabilities offered in a new award submission platform. For PYW, these changes center on accepting multiple formats for nominations, specifically video and images, as well as audio, if possible.

Additionally, the goal is to have other media options in place for the prompt that will be released in 2023 and awarded in 2024.

The committee is very excited about the expansion of writing modality options and changes to the structure with only themed submissions and offering varying levels of distinction for writing.

Committee development: The committee has also worked on committee development. The Promising Young Writers Advisory Committee has successfully included excellent educators from varying locations and experiences, including teachers from urban, suburban, and rural schools across the country, as well as teachers from various backgrounds who are currently working with varying grade levels. The committee has several members that will end their term in November of 2022. However, there will now be committee members whose term will continue through the transition to a new committee chair and new committee members.

Writing prompt for 2023: The committee reviewed student writing from previous years and developed the prompt for 2023. The writing prompt is a collaborative work of the committee that is completed at the beginning of the new school year for both NCTE award preparations and to provide time for teachers to incorporate the prompt into classrooms in the fall.

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, relevance, 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. Additionally, expansion of award multimodality options and award designations supports the committee charge with the development of diversified awards, improvement in the growth of writing, and recognition of multimodal composition. The varied options for designations to writing offer further support of young writers.

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

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

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

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

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

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

Promotion and connecting with educational partners: Further exploration of ways to promote and ties to educational partners can support this writing opportunity. Additionally, promotion with the National Day on Writing would be beneficial.

**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, 2021? (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, Michelle Devereaux, Kennesaw State University (GA)
    - Allison Berryhill, Atlantic High School, (IA)
2. What actions, projects, initiatives, or studies are “in progress” at this time?
  - The committee is preparing to present at NCTE 2022 on the topic of Doublespeak. Our presentation will focus on Doublespeak in public spaces and how we can teach students to critically consume and critique Doublespeak.
  - The committee has spoken with NCTE leadership many times over the last year about the Doublespeak Award and its future. Currently, the committee will continue to work with leadership in the rebranding of The Year of Doublespeak.
  - The committee is also working towards a format for The Year in Doublespeak in which lesson plans will be designed and published each year; these lesson plans will give teachers the resources they need to critically teach public language.
3. What have you accomplished so far, and what is your timeline for future work?
  - In the last year, we expanded the nomination timeline, which resulted in a fair amount of Orwell nominations this year. Therefore, it seems as though this expansion is doing its intended purpose.
  - The Doublespeak Award has been rebranded as The Year in Doublespeak, which will pull a variety of examples of Doublespeak from a variety of sources. The committee also has the additional goal of creating lesson plans around the examples in the Year in Doublespeak. These ideas will be implemented this upcoming year.
4. How has the work of your group contributed to NCTE’s role in shaping the profession of teaching and/or the understanding of literacy in educational contexts?
  - By creating lesson plans attached to The Year in Doublespeak, we hope we provide **access** to realistic and helpful pedagogical tools so teachers can teach public language more critically.
  - 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 expanding the scope through The Year in Doublespeak, which will consider multiple examples of abuses of public language, 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.
  - Since the committee plans to present at 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?
  - Perhaps the most significant issue facing education today is the variety of divisive laws being passed around the country that silence critical topics; these have wide-ranging effects on students, teachers, and curriculum. Teachers need real classroom ideas to address these laws. 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?
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.
  - The passing of divisive bills and laws (mentioned above)

## ANNUAL REPORT

### 2022 Fiscal Year Report July 1, 2021-June 30, 2022

#### **Group Name: Committee Against Racism and Bias in the Teaching of English**

**Major activities:** What major actions, projects, initiatives, or studies in your charge have been completed by your group since July 1, 2021? (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.

Our charge:

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

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

CHAIR, Lorena German (2024) Multicultural Classroom, Tampa, FL

Damian Baca (2024) University of Arizona, Tucson

Jineyda Tapia (2022) Phillips Academy, Andover, MA

Richard Gorham (2022) Lawrence High School, MA

Felicia Hamilton (2024) Windsor Public Schools, Windsor, CT

Patrick L. Harris (2020) The Roeper School, Detroit, MI

Dorian Harrison (2021) The Ohio State University, Columbus, OH

Jazmen Moore (2022) University of Washington, Seattle, WA

Keisha Rembert (2024) National Louis University, Chicago, IL

Dulce-Marie Flecha (2022) New York City, NY

Holly Spinelli (2022) Monroe-Woodbury High School, Central Valley, NY

Nawal Qarooni (2024) Chicago Public Schools and Jersey City, NJ

Nathalie Johnson-Berry (2024) (Shawnee Mission North High School, Overland Park, Kansas)

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

We recently published the QRG “The Time is Now” through NCTE, where we laid out steps and resources for teachers to engage in antiracist teaching practices. We also submitted a teacher resource to Emily K. and Lisa A. that would serve teachers as a reflection tool on antiracist practices. We have additionally begun an effort to support NCTE leadership with recruitment of teachers of color into NCTE as a way to

- retain teachers of color in the field
- increase diversity in NCTE’s membership
- offer professionalization of an often neglected and marginalized group within education

- offer a platform for teachers of color to share and contribute their brilliance and genius to the literacy field

Lastly, we are organizing our thoughts on creating blogs as well as social media content that stems from the QRG in order to support literacy educators with anti racist practices across the nation.

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

- We published the QRG.
- We submitted and will be presenting a session at the 2022 convention in Anaheim.
- We met with Emily Kirkpatrick to begin strategizing around recruitment efforts.
- We have begun planning our blog series and will reach out to NCTE coordinators to use the blog platform to publish.

Some of the accomplishments of specific members:

#### **Lorena Germán:**

In 2021 Lorena published [\*Textured Teaching: A Framework for Culturally Sustaining Practices\*](#), focused on lesson and unit design that incorporates social justice into literacy classrooms. Through the publication of this book, she has been working with teachers all across the country and abroad in an effort to resist and push back against the censorship and restrictions schools have been facing. The Committee has now released its QRG titled [\*Anti Bias and Anti Racist Teaching: The Time is Always Now\*](#), featuring lessons, strategies, a framework, and more for classroom use. Additionally, as co-director of the Andover Bread Loaf Writing Workshop for Educators (July 2022), Lorena facilitated literacy-based healing-focused restorative writing exercises for educators. This workshop was targeted at communities experiencing underfunding and mistreatment from systemic oppressive structures. These cities include, but are not limited to: Lawrence, MA, cities in Puerto Rico, Baton Rouge, LA, and others. Through these workshops not only did the educators experience the learning themselves, but were equipped to bring this back to students, young people, and other residents they work with. Additionally, through EduColor, she was part of the planning team for the annual EduColor Summit. In this event, teachers of color and allies attended to listen to and learn from leading voices in the field of education. In addition to coordinating speakers and helping with logistics, she also led the scholarship effort to ensure access. Lastly, there were publications through [Edutopia](#), [Hechinger Report](#), and EdWeek supporting educators in the field with forward movement in antiracist, anti biased, and social justice-driven education.

#### **Holly Spinelli:**

In November 2021, Holly attended and participated as a presenter for two anti-racist and anti-biased presentations at the NCTE (virtual) annual conference. In January 2022, she became an executive board member of the New York State English Council (NYSEC), the New York State NCTE affiliate, where she is also the co-editor of the NYSEC blog, and currently working with the board as they finalize the NYSEC annual conference (held 19-21 October 2022). In early 2021, she and her department led their classes in a school-wide “National Day on Writing” experience where every student at all grade levels responded to multi-modal texts and created works that helped them express their own identities and experiences as writers. In early 2022, Holly led her junior-level classes in several writing workshops around the NCTE’s Achievement Awards in Writing prompts. Some of her students opted to submit their writing for the annual contest. In

March of 2022, Holly contributed "One-Size-Fits-All Doesn't Work"--a blog post about creating more holistic, culturally responsive assessments for "school success"-- to *EdWeek*. She participated in an interview with Larry Ferlazo, the EdWeek Classroom Q&A column writer. This interview can be heard on BAM radio network. She reviewed submissions for the NCTE *English Journal*, and attended the NCTE Homecoming conference in Louisville, Kentucky in July 2022. While at the conference, she met with other affiliates from across the country and attended presentations on facing censorship. Holly learned more about NCTE's "This Story Matters" initiative and database. She has already submitted additional titles to add to the list, and she is currently creating and preparing to submit rationales for those additional titles. Furthermore, she plans to volunteer as a rationale reviewer to help keep the "This Story Matters" database up-to-date. On the creative end, she had a poem accepted to Workhorse Writers inaugural poetry journal, *Yearling*, which will be published in December 2022.

**Nawal Qarooni:** Nawal has been speaking frequently about equitable practices in holistic literacy instruction on panels in education spaces, schools and districts. Her first book on caregiver literacy, which exalts the authentic power of diverse and wide-ranging families, is slated for publication in 2023. She is teaching a course to undergraduate education students in the CUNY system at Brooklyn College about children's literature and the instruction of reading and writing. She and her team of coaches continue to support about 35 Chicago Public Schools in holistic literacy instruction, consistently through an anti-racist lens for instructional design and the selection of curricular materials. Nawal recently facilitated a panel of kidlit authors on the topic of book banning and censorship for Everylibrary and continues to write educator guides for books she believes will further representation and honest narrative. In July 2022, a piece Nawal co-wrote with Virginia-based literacy coach Grace Choi was published in the NCTE Language Arts journal titled, *Reframing Student Learning with Cultural Food Stories: Text Sets to Nourish Ourselves and Each Other*. She also has a piece on family literacy engagement practices to launch the year in Educational Leadership magazine's September issue titled, *Seeing Families as Partners in Literacy Growth*. Much of the article's underpinning is a family literacy program she researched and implemented in Chicago Public Schools for the Department of Literacy, with the specific development of an RFQ for community organizations that might serve as additional partners in creating programming opportunities for families in schools.

**Richard Gorham:** Richard co-facilitated the Andover Bread Loaf Writing Workshop for educators at Phillips (MA) Academy in the summer of 2022. He teaches classes in English and Education at Lawrence (MA) High School and is developing a Pathway program to support high school students interested in pursuing careers in teaching. He chairs the Social-Emotional Learning Committee at Lawrence High, which supports wellness, restorative justice, and anti-racist practices at the school. Through the Andover Bread Loaf Peace Literacy Network, he co-hosted an international on-line conference "(Re)-Imagining the Teaching of Writing" that brought together educators from six countries. This was a follow-up to the NCTE 2021 presentation, "Leveraging online spaces to unite families and teachers globally." He reviews articles for NCTE's *English Journal*.

**Keisha Rembert:** Keisha's first book is slated for release in 2023. She was one of the authors and researchers of Illinois' the Culturally Responsive Teaching and Leading Standards. She has been leading training throughout the state of Illinois for implementation of the Culturally Responsive Teaching and Leading Standards. She has also been actively reviewing texts for culturally responsiveness for publishers, as well as, writing educator guides for picturebooks and YA

literature. She was a contributor to Larry Ferlazzo's column for EdWeek. She has served on the ALAN board and chairing ALAN's first affinity group luncheon for historically marginalized people. She also reviews articles for NCTE's *English Journal* and *The ALAN Review*.

**Patrick Harris:** Patrick's first book, *The First Five: A Love Letter to Teachers* was released May 10th, 2022. The memoir with a call-to-action is a deep dive into seeing teachers as human and teaching as human work. Patrick is a Voices of Change writing fellow for EdSurge, in which he publishes personal narratives for the publication on his experiences as a classroom teacher. He also has an upcoming column for Education Week. Also, he just finished his ASCD Emerging Leaders fellowship. Patrick currently is a Middle School English Teacher and founding Dean of Middle School Students at The Roeper School in Birmingham, MI.

**Jazmen Moore:** During the 2021-2022 academic year, Jazmen worked as a research assistant with the Banks Center for Educational Justice at the University of Washington (UW) - Seattle. In this role, Jazmen supported the Tulalip Culturally Sustaining Education research partnership/project, and helped coordinate the UW Black Mentoring Collective. In April of 2022, Jazmen presented her paper, "Reimagining the Way Forward: Writing as Refusal in Chosen Youth Spaces," at the American Educational Research Association's Annual Meeting. In May of 2022, Jazmen was awarded the Spencer Foundation-National Academy of Education Dissertation Fellowship for the 2022-2023 year for her dissertation project, "Black Girl Refusals, Consent, and the Possibilities of Chosen Spaces." With the support of a Resilience & Compassion SEED Grant from the UW Resilience Lab and Campus Sustainability Fund, Jazmen is currently working with her colleague, Andrea Carreño Cortez, to create a Future Teachers of Color for Social Justice organization for undergraduate students at UW, modeled after the [Institute for Teachers of Color](#).

**Jineyda Tapia:** In the 2021-2022 academic year, Jineyda worked as an English Instructor at Phillips Academy Andover and was the Associate Director for Andover Bread Loaf, a literacy program that services her hometown of Lawrence, Massachusetts. As an alumni of Lawrence High School, she became involved in creating literacy programs to build community amongst the 9th graders as a restorative response towards the hardships that the pandemic caused towards under-resourced communities like Lawrence. Bread Loaf had about 25 programs during the year, many in partnerships from other communities like Baton Rouge, LA, Louisville, KY, and Puerto Rico. This past summer, Jineyda and the team reshaped the ABL youth summer program and brought back 75 participants for in-person programming since 2019, alongside a literacy program in the Lawrence Public Library and supporting the Slice and Rising Loaves programs; held in the Boys and Girls Club of Lawrence and the Lawrence History Center respectively. Heeding the restorative practices that ABL employs and the importance of applying them to herself, Jineyda and her 2 daughters spent over 6 weeks in the Dominican Republic visiting family and rooting themselves in their culture.

Lastly, some ideas for further work:

- creating PD that we can offer based on the QRG
- proposing more Build Your Stack blog posts (Fall 2022 and early winter 2023)
- proposing and hosting more ABAR-focused virtual author sessions for members (Spring 2022)

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

Our committee's work has led to very important conversations both within NCTE and outside of the organization. Our members are active change agents in the field of teaching and English/literacy. Their work is impacting teachers nation-wide as we strive toward anti-racist practices. We often share the work of the CARBTE with other organizations, as well as individuals, as a model for products they can create to further the work in their own contexts. We are hopeful that the QRG and the reflective tools can be another aspect of our national impact as a committee.



**ANNUAL REPORT**  
**2022 Fiscal Year Report**  
**July 1, 2021-June 30, 2022**

**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, 2021? (For a full list of current appointive groups and charges, click here.) In each activity describe the more important features of the work, and connect your work to the NCTE Vision Statement, if applicable.**

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

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

- Peter Elliott stepped aside as Committee Chair in October. Gillian Schneider was appointed interim Chair.
- The remote convention was a challenge for rating magazines, so we worked with Sarah Miller to finish what we could and divide up those magazines we could not finish.
- Several committee members are working together on our presentation for next year (which was postponed from this year).
- Our team rated literary magazines virtually outside of convention times and beyond.
- We expanded our guest judges to include any interested from the pool of judges who rate magazines for us. We are trying to increase membership and expand our judging panel, which has been quite challenging with the pandemic. We added Tamara Hollins for next year and invited other guest judges with the potential to be added to the committee for next year.
- We reviewed the rubrics for high school but did not make changes this year.
- Ben Lally updated our digital map for NCTE, as the graphics department works on an appropriate version.

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

- We continue with online submissions and rating but will review the rating guidelines for the newer system.
- Our team will rate magazines at the convention in Anaheim in November (Friday this year, most likely).
- Our group talked about the redesign of our presence online, including adding a rating sample video. We will need to review our online videos and presence this year.
- We added a new judge this year and invited guest judges with the potential to be added to the committee. Gillian will step down as Chair this year and will help with the transition to the new Chair. We may consider a past-Chair position to help transition the new Chair and make the shift easier for the committee.
- We modified the rubrics for high school, and extended rubrics for middle school and elementary. We will need to review these again in light of the digital submissions.
- We created a draft of a college rubric. We will need to review this over the next year and finalize before creating a rating video for judges.
- Ben Lally updated our digital map for NCTE, as the graphics department works on an appropriate version. Ben may continue to update this for the next couple of years until a final decision can be made on the best system.

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

- Our group is working with teachers to offer opportunities to publish student work, and we present at the annual convention in order to share best practices.
- We hope to inspire more schools to take advantage of technology to publish digitally (especially when funding prohibits publication of a physical magazine), especially with the pandemic.
- We want to expand our base (of 200+ 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. Submissions have dropped significantly with the pandemic.
- 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. However, this has also changed the visions of our committee to have a table of magazines to share with others. We will continue to As we mentioned previously, we hope to help sponsors balance the expense of publishing/printing vs. developing online magazines may make a difference for many schools in the literary magazine realm. THANKS to NCTE for helping public schools submit digitally, as private schools often have an upperhand.

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

SEL, climate change and its effect on teens, divisive language of leaders, mental health and pandemic-related challenges



Reports of the  
Publication Editors

## **NCTE Books Program**

Total Books Program revenue for FY22 (including merchandise, other products, and permissions and royalty earnings) declined 7.3% from FY21's total, with book sales down about 11% but royalty and permission income remaining strong. Plans have been made to turn around the decline, but many involve a fairly long implementation time.

The program received 20 new book proposals and 10 full manuscripts during the fiscal year.

### **Book Series**

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

Steve Parks completed his term as series editor. Six new proposals were submitted for consideration in FY22; three new books were published. Sales of SWR books continued to be strong in FY22, slightly exceeding budget projections. Three or four new books are projected to be produced in FY23.

#### NCTE-Routledge Research Series

Valerie Kinloch and Susi Long continued as series editors, working with authors to develop projects for the series. Three new series titles were produced by Routledge 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. Manuscripts are in development for new strands on Children's and Young Adult Literature and on Technology in Today's Classrooms. We hope to publish five or six new PIP books in FY23.

#### Special Issues

NCTE produced the first three volumes in a new series focusing on current topics of interest: critical media literacy, racial literacy, and trauma-informed teaching. The first three volumes, curated by member experts, compile previously published articles from NCTE journals. The next three volumes (to be released in fall 2022) will consist of all-new scholarship, edited and curated by a different group of member editors.

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

### **Quick-Reference Guides (QRGs)**

We produced two new QRGs in FY22: *Antibias and Antiracist Teaching: The Time Is Always Now* by Damián Baca, Kathleen Colantonio-Yurko, Lorena

Germán, Richard Gorham, Patrick Harris, Keisha Rembert, and Holly Spinelli; and *Engaging Students with Library of Congress Primary Sources in the ELA Classroom* by Rebecca Newland. The latter was produced in partnership with the Library of Congress and is available as a free digital download.

## **Marketing and Promotional Efforts**

Marketing and promotional efforts this year included targeted email promotions; a catalog featuring new and bestselling titles, released in February 2022; 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*; a sale during Teacher Appreciation Week (May); and visibility through the NCTE Online Store. We continue to partner with Amazon.com to make NCTE titles available through the online retailer. We also continue to work with Eurospan, which markets actively throughout Europe, the Middle East, and south and southeast Asia.

We have negotiated two agreements to assist with boosting book sales. The first is with Ingram, the largest book distributor in the world. The agreement tasks Ingram to use their sales team and fulfillment centers to boost our sales, as well as distributing our metadata out to multiple booksellers to aid in online discovery of our titles. We've also reached an agreement with Cengage to distribute our ebooks to their client base. We believe these are key first steps to reversing our sales decline.

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 more than four dozen email messages 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 online Member Gatherings.
- participated in Twitter chats.
- engaged in professional learning opportunities through NCTE-sponsored webinars.

## **New Titles (published July 2021–June 2022)**

*CoreEmpathy: Literacy Instruction with a Greater Purpose*, Christie McLean Kesler and Mary Knight

*English Studies Reimagined: A New Context for Linguistics, Rhetoric and Composition, Creative Writing, Literature, Cultural Studies, and English Education*, edited by Bruce McComiskey

*On the Case in the English Language Arts Classroom: Situations for the Teaching of English*, Thomas M. McCann, Elizabeth A. Kahn, Sarah Hochstetler, and Dianne Chambers

*Reading and Teaching with Diverse Nonfiction Children's Books: Representations and Possibilities*, edited by Thomas Crisp, Suzanne M. Knezek, and Roberta Price Gardner

*Teaching Macbeth: A Differentiated Approach*, Lyn Fairchild Hawks

*Theater, Drama, and Reading: Transforming the Rehearsal Process into a Reading Process*, Judith Freeman Garey

*Using Film to Unlock Textual Literacy: A Teacher's Guide*, Robert Bryant Crisp

*What Works in Grammar Instruction*, Deborah Dean

#### Principles in Practice imprint

*Growing Writers: Principles for High School Writers and Their Teachers*, Anne Elrod Whitney

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

*Materiality and Writing Studies: Aligning Labor, Scholarship, and Teaching*, Holly Hassel and Cassandra Phillips

*Rhetorics of Overcoming: Rewriting Narratives of Disability and Accessibility in Writing Studies*, Allison Harper Hitt

*Salt of the Earth: Rhetoric, Preservation, and White Supremacy*, James Chase Sanchez

#### Special Issues

*Special Issues, Vol. 1: Critical Media Literacy: Bringing Lives to Texts*, edited by Tom Liam Lynch

*Special Issues, Vol. 1: Racial Literacy: Implications for Curriculum, Pedagogy & Policy*, edited by Detra Price-Dennis

*Special Issues, Vol. 1: Trauma-Informed Teaching: Cultivating Healing-Centered ELA Classrooms*, edited by Sakeena Everett

## COPUBLICATIONS

Routledge:

*Next Level Grammar for a Digital Age: Teaching with Social Media and Online Tools for Rhetorical Understanding and Critical Creation*, Darren Crovitz, Michelle D. Devereaux, and Clarice M. Moran

### NCTE-Routledge Research Series

*Critical Race English Education: New Visions, New Possibilities*, Lamar Johnson

*Toward a BlackBoyCrit Pedagogy: Black Boys, Male Teachers, and Early Childhood Classroom Practices*, Nathaniel Bryan

*Transformational Sanctuaries in the Middle Level ELA Classroom: Creating Truth Spaces for Black Girls*, Dywanna E. Smith

Teachers College Press:

*Where Is the Justice? Engaged Pedagogies in Schools and Communities*, Valerie Kinloch, Emily A. Nemeth, Tamara T. Butler, and Grace D. Player

Going forward, our emphasis is going to be on publishing books that are more easily read and put into practice for today's busy teachers. While we still want the ideas presented in our books to be backed by research and experience, we want the focus to be more on how to implement the ideas in the classroom and less detailed discussion of the research behind it.

—Colin Murcay, Director of Publishing, and Kurt Austin, Senior Books Editor



## COLLEGE COMPOSITION & COMMUNICATION (CCC)

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

### Overview

We seem to have made it through the worst of the pandemic years (in 2022, both myself and my editorial assistant were down with COVID for several weeks) and the worst of the NCTE publications upheavals and overhauls. However, we are working hard to get caught up to our publications schedule. We look forward to the kind of streamlining that the new digital publications initiative will bring to our shared work. Additionally, after an initial increase in diverse scholarly submissions and publications, one of the results of the pandemic has been a decrease in that diversity across the board. We will be making a fresh effort to contact NCTE “diversity” caucuses and encourage submission as we move forward. We’ve also made an effort to use every singly print page that NCTE allows us to publish scholarship or scholarly exchanges as we move forward (as you can see reflected in the 2021 & 2022 numbers below); however, this means that we are no longer publishing book reviews at all.

In 2021, we published 20 scholarly articles, a cross-caucus symposium on diversity and justice, 4 book reviews, a lively Interchange, and the usual additional pieces (the Forum section, and remarks from the 2021 Exemplar Award winner, and two CCCC Chairs’ Addresses). Our publication rate for 2021 was roughly 15%. In 2022, we will publish 27 scholarly articles, 2 book reviews, another lively Interchange, and the usual additional pieces (the Forum section, Exemplar Award winner remarks, and CCCC Chair’s Address). Our publication rate for 2022 will be roughly 15%. We’re fully booked with accepted pieces and a special issue through the September 2023 issue.

Submitted by Malea Powell, Michigan State University

## ***English Education*** **NCTE Annual Report (2021-2022)**

**Melanie Shoffner, Editor**

*English Education* is the journal of English Language Arts Teacher Educators (ELATE), a constituent organization of NCTE. Grounded in ELA teacher education, articles address the preparation, support, and continuing education of English/literacy teachers at all levels of instruction. As an annual volume, issues are published in July, October, January, and April. The journal publishes articles in three categories.

- **Research:** These manuscripts are empirical or theoretical works that examine, illuminate, and expand understandings of ELA teacher education. They may address a wide range of topics and/or different levels of instruction but must provide meaningful connections to and implications for teacher education.
- **(Re)Active Praxis:** These manuscripts are reflective essays that examine personal pedagogical efforts to engage in ELA teacher education. They must engage in thoughtful reflection that considers how individual teacher educators develop, enact, and sustain meaningful personal praxis.
- **(Re)Viewing the Field:** These book reviews are brief examinations of recently published works relevant to ELA teacher education. These reviews are published open-access on the *English Education* website (found here: <https://ncte.org/resources/journals/english-education/write-for-us/>).

### **Current Volume**

Volume 54 consisted of 23 articles: 11 research studies, eight praxis essays (two of which were invited), and four editorials (two of which were written by guest editors). Two guest-edited issues were published this year. The January 2022 issue (54.2) addressed ELA teacher education in online spaces during the COVID-19 pandemic. The co-editors were Dr. Clarice M. Moran (Appalachian State University) and Dr. Rick Marlatt (New Mexico State University). Editors and authors represented the ELATE Digital Literacies in Teacher Education Commission. The April 2022 issue (54.3) focused on rural teacher education. The co-editors were Dr. Chea Parton (independent) and Dr. Amy Azano (Virginia Tech University).

### **Journal Authors**

The 23 articles published in Volume 54 represented the work of 45 authors, ten of whom are people of color. By rank, nine authors were assistant professors, 14 were associate professors, five were full professors, and 13 were graduate students. Authors also included a postdoctoral fellow, an adjunct instructor, an instructional designer, and a classroom teacher. By Carnegie classification, authors represented Research 1 and Research 2 universities as well as master's-granting institutions. These data points do not define the authors, by any means, but they do offer some insight into the range and context of the journal's authors.

### **Manuscript Submissions**

From 1 July 2021 to 30 June 2022, 72 manuscripts were submitted to *English Education*, representing 42 research manuscripts and 30 praxis manuscripts. Within that timeframe, 34 were withdrawn as desk rejects, 26 were accepted, six were returned as revise and resubmit, and seven were rejected after peer review. The average time from manuscript submission to editorial decision is two months or less. No acceptance rate for the journal is offered this year since the two guest edited issues skew that quantitative measure.

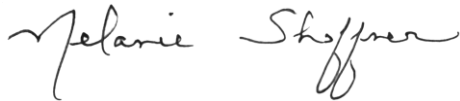
### **Book Reviews**

During 2021-2022, the journal's *(Re)Viewing the Field* section published a total of 12 book reviews. Eleven reviews are awaiting publication, with an additional 12 in progress. The journal provides recently published books for review rather than accepting unsolicited submissions. Reviews this year represent the presses of NCTE, Teachers College Record, Routledge, Rowman & Littlefield, Scholastic, and Beacon Press. Book reviews undergo several iterations of editorial review, with the journal's editorial assistant – currently, Bailey McInturff – serving as the lead editor. An online interest form collects information from those interested in writing a review; to date, 76 individuals have completed the form, the majority of whom are doctoral students. While reviews are by no means limited to graduate students (as evidenced by those published), I do work intentionally with the ELATE Graduate Strand to publicize this potential publication opportunity for their members.

### **Summation**

The completion of Volume 54 marks my second year as editor. In many ways, my editorship has been defined by the COVID-19 pandemic, which has disrupted both submissions and reviews, influenced the tenor of my editorials, and formed the focus of a guest edited issue. Despite this less than advantageous context, I am proud that the journal continues to offer thoughtful and thought-provoking articles centering ELA teacher education, and I look forward to continuing this work in coming years of my editorship.

Respectfully submitted,

A handwritten signature in cursive script that reads "Melanie Shoffner". The signature is written in black ink and is positioned above the typed name.

Melanie Shoffner, PhD  
James Madison University

## **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 111 period (September 2021 – July 2022), Toby was 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.

Susan Vargas-Sheltra, the journal's editorial associate and copy editor operated out of Urbana, IL. Autumn Sidwell, an undergraduate student at Agnes Scott College, assisted with fact-checking.

NCTE journal managing editor and production editor Jim Sitar prepared the journal for final publication. 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 145 manuscript submissions to *English Journal* from January 1, 2021, through November 30, 2021 (the date range for submission deadlines for Volume 111).

From the submissions, 57 peer reviewed articles were selected for publication.

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 111 of *EJ* had an acceptance rate of approximately 39 percent.

The coeditors invited 469 reviews from the current pool of active journal reviewers. Of that number, 272 reviews were submitted for a manuscript under consideration. Of the 469 invitations, the editors received 118 "decline to review" responses. The number of reviewers who did not respond within the 7-day timeframe was 75. 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 September 1, 2022, *EJ* had 5,017 subscribers (3,355 print/nondigital; 1,662 digital).

## Columns and Columnists

Volume 111 continued the *EJ* tradition of including columns under the following titles with the designated editors:

- **Books in Review**, Michelle Zoss  
The column offers reviews of books that have influenced teachers' beliefs about what might be possible in the classroom.
- **Intersectional LGBTQ+ Identities**, Stephanie Anne Shelton  
The column shares English educators' stories on how they learn about, recognize, and affirm intersectional LGBTQ+ identities.
- **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 111 had specific themes; the coeditors chose to devote one issue (July) to articles of general interest. The selected themes included the following:

- 111.1: Counternarratives and Perspectives (editor: R. Joseph Rodríguez)
- 111.2: Rethinking Research Redux (editor: Toby Emert)
- 111.3: The Art of the Essay (editor: R. Joseph Rodríguez)
- 111.4: Class Acts (consulting editor: Toby Emert; guest coeditors: Sophia Tatiana Sarigianides and Amanda Haertling Thein)
- 111.5: Multilingual Arts and Justice (editor: R. Joseph Rodríguez)
- 111.6: General Interest (coeditors: Toby Emert and R. Joseph Rodríguez)

Each issue in Volume 111 included a From the Editors essay, 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 111 consisted of

- 6 From the Editors introductory essays
- 57 articles
- 27 poems
- 30 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 (111.6, July 2022). They rotated editorial responsibilities for the other issues (as outlined above).

### **Anonymized Reviewing Process**

*EJ* is refereed by peer reviewers from 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 Diane Horban, Luke Rodesiler, Lisa Scherff, and Angela Moore. The winning article and an honorable mention for Volume 111 will be announced at the Secondary Section Steering Committee luncheon at the annual convention in Anaheim, California, in November, 2022.

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 Larry Reiff, Josh Thompson, Bogum Yoon, and Tiffany Rehbein. The winning article for Volume 111 and an honorable mention will be announced at the Secondary Section Steering Committee luncheon at the annual convention in Anaheim, California, in November, 2022.

**Toby Emert and R. Joseph Rodríguez, Coeditors**  
**September 2022**

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

### **Volume 44 (2021-22)**

- No. 1                      *August*                      **“Professional Learning that Transforms”**  
This issue of *ELQ* considers how professional learning can be transformative. What considerations guide this work? What practices are effective? How do you evaluate next steps? How is this type of professional learning fostered?
  
- No. 2                      *October*                      **“Digital Natives in the Classroom—and Beyond”**  
The October edition of *ELQ* explores the unique needs and possibilities of today's learners, sometimes called digital natives, in the classroom? What practices support this work? What approaches are effective? How is the need for next steps determined? How can these learners be supported in today's classrooms—and beyond?
  
- No. 3                      *February*                      **“Leveraging Disciplinary Literacy”**  
In this issue of *ELQ* focusing on disciplinary literacy, the authors considered how a focus on disciplinary literacy can affect student achievement. What professional learning needs accompany this method? What practices support this work? What approaches are effective? How is the need for next steps determined?
  
- No. 4                      *April*                      **“Learning and Leading with/through Change”**  
In this issue of *ELQ*, authors consider the support educators and students need in a rapidly changing world. Which methods are effective? How is that efficacy determined? What might get in the way of supporting and leading with/through change?

**Volume 45**, to be published during the 2022-23 period, will consider the following concerns and will be administered by *ELQ*'s incoming editor, Dr. Henry "Cody" Miller.

- August 2022: Designing and Leading Equity and Social Justice-Oriented Professional Development and Learning
- October 2022: Leading for Text Selection in Contested and Turbulent Times
- February 2023: Leading to Support and Learn with New Teachers
- April 2023: Leading toward New Collaborations and Coalitions

**2020-22 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



## ***Language Arts***

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

Editors:

Rick Coppola, College of Education, University of Illinois at Chicago; Chicago Public  
Schools

Sandra L Osorio, Teacher Education, Erikson Institute, Chicago  
Rebecca Woodard, College of Education, University of Illinois at Chicago

### ***Language Arts Editorial Team Report***

NCTE Convention 2021 (originally scheduled for Louisville, Kentucky)

#### **Editorial Vision**

Three pillars have guided our editorial vision as we assumed our editorship: (1) Amplifying participatory research frameworks that honor diverse ways of knowing; (2) Contributing to the development of pedagogical approaches that honor and sustain the languages, cultures, and identities of students, and (3) Positioning children as full human beings who are agents of change.

We seek to highlight collaborations and multiple ways of knowing. We envision the journal as a forum to encourage collaborations between researchers, teachers, out-of-school organizations, youth, families, and communities, as well as to elevate methodologies that encourage diverse ways of knowing—including teacher research, participatory action research, research practice partnerships, and narrative inquiry. We are also committed to highlight research that supports, affirms, and celebrates youths' multiple ways of knowing, manifested through their languages, cultures, abilities, gender identities, sexual orientations, and religions. And we will intentionally steward scholarship that documents, supports, and advances critical, anti-racist, and inclusive pedagogies.

The kinds of questions we have and will continue to be interested in exploring are: How do children, teachers, families and communities use reading, writing, speaking and listening to respond to pressing problems, civically engage in their world, and resist and disrupt inequity?

In an effort to actualize our ongoing commitment to anti-racist pedagogy, we opted for this theme for our inaugural issue (September, 2021). We will continue to revisit this theme in years 3 and 5 (September, 2023; September, 2025) as a means to hold ourselves accountable for doing the work and as a measure to see how this

conversation effloresces and evolves over time.

## **Volume 99: Feature Articles, Perspectives on Practice, and Departments**

*Language Arts* invites two types of submissions: Feature Articles and Perspectives on Practice.

**Feature Articles** include original research studies of literacy and language, preschool through 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 may also consider submissions that are more conceptual in nature and that attend to broader issues, research trends, and policies shaping the field of language arts. Feature articles should be fully blinded and approximately 6,500 words in length, including references. These submissions go through a systematic peer-review process.

**Perspectives on Practice** 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 engaging and accessible to the multiple audiences of *Language Arts*. We are proud that this teacher-centered column is edited by our award winning teacher editorial team: Valente' Gibson and Deion Jamison, honoring our commitment to uplift and center teacher voice. Submissions are approximately 1,500 words.

### **Research and 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. Gholnecsar Muhammad and Dr. H. Richard Milner IV (with Jaleel Howard, Tequila Cornelious, Bryant O. Best, and Laura Fittz) as well as Teacher Educators: Anne Galligan and Erin T. Miller. Dr. Brian Kissel (Vanderbilt University) is the department editor. (approximately 5,000 words)

### **Responsive Teaching in Action**

This newly added department was envisioned as a place to discuss the need for responsive and trauma-informed classroom spaces. While we didn't know it at the time, the realities brought on by the COVID-19 pandemic, societal unrest, and shifting political climates have made this column all the more compelling. Dr. Elizabeth Dutro (University

of Colorado Boulder) and Erica Caasi (University of Colorado Boulder) serve as department editors working to respond to, reflect on, and encourage the demand for literacy educators to bring compassion, advocacy, and fierce action to teaching because continually seeking and enacting antiracist pedagogies is what each and every body-filled classroom requires.

### **Writing Matters**

This department, edited by Tracey T. Flores and Emily Machado, creates a space to tell and share stories of the infinite power of young writers and the teachers who cultivate them. The column seeks to amplify the voices of young writers—and the teachers who love and support them.

### **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 appeared in the March issue. Our department editor will work closely with Aeriale Johnson, the department editor, to ensure that the column aligns with themed issues. (approximately 3,500 words)

### **Know Your Village**

This department serves as a one-page spotlight of notable scholars, books, blogs, websites, curriculum, conferences, and other related content that we think will be helpful to support our readership and the larger *Language Arts* community. We aim to be practitioner-focused in these recommendations. The editorial team (Rick, Sandra, and Becca) is responsible for editing this column.

### **Volume 99 Calls for Manuscripts**

#### **September 2021: Anti-racist Pedagogies**

For the inaugural issue of the incoming editorial team, we seek Feature Article and Perspectives on Practice submissions that explore anti-racist pedagogies in elementary classrooms. Such pedagogies acknowledge the persistence of structural racism and inequality in schooling, and also attempt to counteract them. Some questions to consider include: How are teachers successfully “transform[ing] legacies of colonization” in schools (McCarty & Lee, 2014, p. 103), and challenging racism in/through ELA curriculum and instructional practices? How do educators, children, and families utilize abolitionist tactics such as protesting and boycotts (Love, 2019) to resist harmful practices in schools? How are educators supporting anti-racist work with white children and families? How might language arts teachers and researchers be accountable to the needs of the communities they serve? How do teachers center and sustain the multiple languages and cultures of their students in their curriculum? Join us in crafting an issue

that explores the necessity of imagining and working towards a different educational future.

Love, B.L. (2019). *We Want To Do More Than Survive Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.

McCarty, T.L. & Lee, T.S. (2014). Critical Culturally Sustaining/ Revitalizing Pedagogy and Indigenous Education Sovereignty. *Harvard Educational Review*, 84(1), 101-124.

**Submission deadline: October 1, 2020**

### **November 2021: Viewpoints & 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*? How are language arts teachers and researchers responding to contemporary societal issues and their influence on educational spaces? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understanding of language arts instruction; furthermore, how are these inquiries informing and expanding theoretical frameworks? How are childrens' multiple languages and cultures being sustained across learning spaces, including classrooms, homes, and community settings? How are educators, researchers, families, and children working together to enact critical pedagogies that are humanizing and transformative? 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 children and the language arts.

**Submission deadline: November 1, 2020**

### **January 2021: Fostering Joy & Recognizing Brilliance**

For this issue, we seek Feature Articles and Perspectives on Practice submissions that explore joy in teaching and learning, and the brilliance of children. We seek submissions about the joyful and brilliant engagements of children and youth as they read, write, speak, and explore their worlds. Some questions to consider include: How do language arts educators center joy and love in their constant work for justice? How can pre- and in-service teachers honor the brilliance of all children, particularly those that identify as Black, Indigenous, and People of Color? How might language arts educators design classroom learning environments that foster joy for all students? How can Black and Brown youths' intellectual and cultural histories inform and reshape our schools and classrooms (see Muhammand, 2019)? How do educators foster Black joy, and support children to signal "to the world that your darkness is what makes you strong and beautiful" (Love, 2019, p.120)? Join us in crafting an issue that centers joy and highlights children's brilliance in early childhood and elementary spaces.

Love, B.L. (2019). *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.

Muhammad, G. (2019). Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. *Scholastic*.

**Submission deadline: December 1, 2020**

### **March 2022: Learning on the Move**

Learning on the Move is a framework for study and design (Marin, Taylor, Shapiro & Hall, 2020) that draws across different fields with interests in learning across space, place, and time. Learning on the Move studies “examine movement and transformation across various spatial and temporal dimensions—home, community and school, walking and driving to and from school, or on nature walks—focusing on everyday routines, tool-mediated activity, relationships, and human-nature relations” (Gutiérrez, 2020). In this issue considering Learning on the Move, we ask questions such as: How do children learn on the move--across boundaries, spaces, and time? How has online teaching challenged educators’ understandings of learning, belonging, and/or school? How can attention to relationships between culture and nature (see Bang et al., 2014) encourage “opportunities to rethink people’s relationships to land, water, neighborhoods, and space” (Gutiérrez, 2020)? How do childrens’ movements across national borders shape their literacy and language practices, as well as their identities? How might our pedagogies better attend to mobility, space, place, and time? Join us in exploring these issues and others as we consider children’s literacy and language learning on the move.

Bang, M., Curley, L., Kessel, A., Marin, A., Suzukovich, E. S., III, & Strack, G. (2014). Muskrat theories, tobacco in the streets, and living Chicago as Indigenous land. *Environmental Education Research*, 20(1), 37–55. doi:10.1080/13504622.2013.865113

Gutiérrez, K. D. (2020). When Learning as Movement meets Learning on the Move. *Cognition and Instruction*, 38(3), 427-433.

Marin, A., Taylor, K. H., Shapiro, B. R., & Hall, R. (2020) Why Learning on the Move: Intersecting research pathways for mobility, learning and teaching. *Cognition and Instruction*, 38(3), 265-280, DOI: [10.1080/07370008.2020.1769100](https://doi.org/10.1080/07370008.2020.1769100)

**Submission deadline: January 15, 2021**

### **May 2022: Viewpoints & 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*? How are language arts teachers and researchers responding to contemporary societal issues and their influence on educational spaces? What kinds of theoretical lenses have you applied to your inquiry work to increase our collective understanding of language arts instruction; furthermore, how are these inquiries informing and expanding theoretical frameworks? How are childrens' multiple languages and cultures being sustained across learning spaces, including classrooms, homes, and community settings? How are educators, researchers, families, and children working together to enact critical pedagogies that are humanizing and transformative? 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 children and the language arts.

**Submission deadline: February 1, 2021**

### **July 2022: Learning With and In Community**

For this issue, we invite Feature Articles and Perspective on Practice submissions that foreground a commitment to teaching and learning with/in children's communities. Things we're wondering about include: How are elementary and middle grades educators working with community partners, families, and children to imagine and enact different educational futures? In what ways are educators encouraging participatory democracy and political engagement with/in communities? What spaces have language arts teachers cultivated to empower civic agency? What transformative outcomes have emerged when engaging children with community-based or youth-led participatory action research frameworks? How has collaborating with families and communities brought greater awareness to teachers regarding aspects of their own practice? How are teachers centering the goals and knowledge(s) of families and communities in their practice? How are educators and researchers grappling with the social and political complexity that undergirds any community-based youth work, including interrogating systems of oppression and other co-optive forces? We look forward to sharing lessons learned from language arts teaching committed to children's communities.

**Submission deadline: April 15, 2021**

### **The Year in Review: A Look at Internal Journal Data**

Volume 99: September 2021 - July 2022

<b>Issue Theme</b>	<b>Date</b>	<b>Submitted MS</b>	<b>Rejected MS</b>	<b>Published MS</b>	<b>Percent Published</b>	<b>Invited MS</b>	<b>PoP Submitted</b>	<b>Pop Published</b>	<b>Columns included in issue</b>
Antiracist Pedagogies	September 2021	7	5	2	29%	2	3	2 *one was invited	5
Viewpoints & Visions (unthemed)	November 2021	11	8	3	27%	0	4	1	6
Fostering Joy & Recognizing Brilliance	January 2022	6	5	2	33%	0	4	1	5
Learning on the Move	March 2022	2	2	0	0%	2	1	1	6
Viewpoints & Visions (unthemed)	May 2022	3	2	2 *one manuscript was moved from previous issue b/c needed more time for revision process	67%	1	8	3 *two were invited	4
Learning with and In Community	July 2022:	9	7	2	22%	0	11	3	3
<b>Totals</b>		<b>38</b>	<b>29</b>	<b>11</b>	<b>29%</b>	<b>5</b>	<b>31</b>	<b>11</b>	<b>29</b>

## Research in the Teaching of English (RTE) 2022 Editorial Board Report

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)<sup>1</sup>. 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.

As we enter our final year as 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 four 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 fourth year.

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



## Expanding Knowledge

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

The first four volumes of the five we will curate as editors are nearly complete. Below, we provide full details of volume year 56 for your perusal.

### *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 print) – **American Imperialism and Literacy**
  - This issue featured 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
  
- 56.3 (February 2022, in print) – **Critical Disability Studies**
  - This issue featured an exploration of the emerging ways that disability studies scholars are engaging with notions of literacy.
  - Peer reviewed studies published: Joanne E. Marciano and Vivek Vellanki; Jon M. Wargo; Alicia Rusoja
  - In Dialogue authors invited: Usree Bhattacharya, Margaret R. Beneke, Jon Henner, and Monica C. Kleekamp
  - This issue also included our annual bibliography and the Purves Award announcement.

- 56.3 (August 2022, in press) – **Storying and restorying as cathartic hope**
  - Peer reviewed studies published: Francisco Luis Torres; Rob Simon, Ben Gallagher, and Ty Walkland; Desiree W. Cueto and Wanda M. Brooks; and Patricia Enciso and Beth Krone
  - This issue did not feature an In Dialogue section.

## 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, consistently ranked in the top quartile of all education and language and linguistics journals, has a 2-year impact factor of 1.59. Our overall citations have decreased from 109 in 2020 to 83 in 2021<sup>2</sup>.

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 that have mediated our time as editors.

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.

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<sup>2</sup> <https://www.scimagojr.com/journalsearch.php?q=22614&tip=sid&clean=0>

- 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*.
- Established a reviewer award to honor the often invisibilized labor of reviewers.

### **Journal Accountability Report**

We stopped accepting submissions as an editorial team in the summer of 2021. Therefore, there were no submissions that our editorial team oversaw during this past year..

For our upcoming final volume year, we have 14 articles slated for publication, with In Dialogue sections that will offer new questions and directions for the field of literacy and education.

After consultation with editorial board members this past year, the editorial team at *RTE* has also established a reviewer award for this editorship.

The criteria we used and a short explanation is presented below:

- Constructiveness (uses a pedagogical approach, evidences a mentoring stance, has openness to authors’ vision, strikes a supportive tone; alignment with editorial vision)
- Substance (quality of reviews, depth thoroughness)

- Frequency (more than 4 reviewed, number of times asked, accepted reviews, guest editing role, weigh in, timely)
- Career stage (prioritization of early career scholars)

In doing so, we are able to honor the often invisibilized contributions of reviewers, whose labor often goes unnoticed and uncompensated. This reviewer award will provide recognition for scholars who have contributed to the publication of RTE in the last five years.

## **Talking Points Update** **September 3, 2022**

*Talking Points* ([talkingpoints@ncte.org](mailto:talkingpoints@ncte.org)) is published by Literacies and Languages for All (LLA), a conference of NCTE. *Talking Points* focuses on holistic education that fits the LLA belief that ALL children deserve personally meaningful learning contexts in which their languages and cultures are valued and recognized as assets for learning. It provides a forum for parents, classroom teachers, and researchers to reflect about literacy and learning. *Talking Points* publishes two issues per year, in October and May. In this update, we report on activity from July 1, 2021 to June 30, 2022, including publication of the October 2021 and May 2022 issues. We also describe progress toward the October 2022 issue as well as calls for future issues.

*Talking Points* published nine manuscripts between July 1, 2021 and June 30, 2022: Five were peer-reviewed articles and four were invited pieces for the Classroom Voices column, reviewed by the editors. Due to the limited number of issues (two per year), most of these manuscripts were received prior to July 2021 but were edited and published in the October 2021 and May 2022 issues. *Talking Points* also received 14 manuscripts between July 1, 2021 and June 30, 2022. Two were peer reviewed (one rejected, one was returned to the author as revise and resubmit), one was invited to the Classroom Voices column, and 11 were desk rejected as they were not a full fit for the intentions of the upcoming issue's themes or a fit with LLA beliefs.

In the October 2021 issue, themed *The Power of Literature for Teaching, Learning, Living*, we focused on children's literature that anchors meaningful and critically focused literacy practices. The three articles and *Classroom Voices* column highlighted the power of quality texts for teaching, learning, and living. In the first article, "*We Have to Work on Our Own Biases*": *Preservice Teachers Respond to Julián is a Mermaid*, teacher educator Christy Angleton, along with two groups of preservice teachers, explored this book as part of a critical literacies picture book club and offered realistic and important insights into critical literacy practices with early year teaching. Next, authors Sarah Jerasa and Trevor Boffone explored a digital media platform BookTok in their article *Toward a (Queer) Reading Community: BookTok, Teen Readers, and the Rise of TikTok Literacies*. This piece explored a teen-led affinity space, demonstrating the power of engaging literature to create community among young adult readers and calling on teachers to consider digital, student-initiated, out-of-school literacy practices. In the third article, authors Kelly Hill and Kaitlyn Allen shared their collaborative classroom research in "*And That's the End of the Story!*": *How Nataly Found Her Voice*. In this case study, Hill, a teacher educator and Allen, a second-year classroom teacher, took up a translanguaging stance through the practice of repeated interactive read-alouds, encouraging other teachers to create linguistically inclusive environments and celebrate multilingualism through the use of high-quality, linguistically diverse picture books. Finally our *Classroom Voices* column included contributions from three teachers: Bianca Vonleh, Caitlin O'Connor, and Kathleen Abendroth, who shared their experiences using children's literature in their diverse classroom contexts. Cover art was provided by 6th-grade artist Bianca Moncrieffe, whose image was nominated by Ms. Malissa Wright, art teacher at Clark Middle School in Columbia, South Carolina.

In the recently published May 2022 issue, themed *Whole Language, Linguistic Justice, and Critical Literacy: Possibilities for All Learners*, we explored perspectives on the ways whole language beliefs and critical pedagogy manifest for today's learners and especially how educators support their growth. The series of three articles integrated whole language principles, including linguistic justice and critical literacy, to imagine possibilities for holistic, child-centered, and socially just contexts for all learners. First, Literacies and Languages for All (LLA) board members Natasha Thornton and Anna Osborn shared their interview with Dr. Gloria Swindler Boutte and Dr. April Baker-Bell, both of whom were keynote speakers at the 2021 LLA Summer Institute. Last summer's inspirational messages, broadening our views and renewing our commitment to antiracist pedagogy and linguistic justice, were extended as these educators discussed the foundational nature of linguistically responsive pedagogy, the harms inflicted by a deficit approach to African American English and its speakers, and the need to better enable future teachers to understand and apply antiracist Black language pedagogy. Then, in an article titled *Connecting Whole Language and Critical Pedagogy*, educator Jennifer Stowe provided a new perspective on connections between whole language and Freirean critical pedagogy, considering how the meaning-making of a whole language philosophy and the transformation of oppressive societal contexts by critical pedagogy prompt the creation of opportunities for students to engage in meaningful work that positions them as agents for social change. Finally, educator Dorian Harrison described the application of critical kidwatching and critical literacy to a fourth-grade class struggling with the outcomes of stereotyped gender roles, in an article titled *Critical Practices with Kidwatching and Literature*. Critical kidwatching provided a lens through which to view the students' school interactions, inviting them to deconstruct and reconstruct their world in pursuit of a more equitable school society. We were grateful to Julizza Pujols, a student at Roger Clap Elementary School in Boston, Massachusetts, for the vibrant art gracing the cover of this issue. Her artwork was nominated by the school's art teacher, Connie Cummings.

In the upcoming October 2022 issue we present a series of articles exploring how whole language beliefs are evolving within contemporary teaching and learning contexts and in our organizations' professional growth. We were pleased to receive several quality submissions and selected two to represent the topic. In addition, we are especially excited to present an invited conversation with three recent presidents of what is now LLA: Dr. Roxanne Henkin, Dr. Deborah MacPhee, and Dr. Michele Myers, three leaders who collaboratively voice a unique perspective on the organization and its recent transition from WLU to LLA, with a particular aim to better understand how this change supported the membership's vision for teachers, learners, and the field of literacy education as it continues to grow and change.

Calls are printed in each issue, posted on the *Talking Points* webpage, and shared via social media. Calls for upcoming issues include the following:

- **May 2023: Global Literacy Perspectives:** For the May 2023 issue, *Talking Points* seeks manuscripts that explore larger literacy connections from a global perspective. We hope to attract authors who will share insights on literacy learning across the world through

the perspective known as cosmopolitanism; that is, learning from each other through the intersection of individual and cultural funds of knowledge. This includes sharing literacy education as practiced in many areas of the world, as well as literacy education that connects learners globally. We are interested in how literacy beliefs that are important to LLA educators are practiced in a variety of international contexts. We are also interested in how students who are in transit across the globe, willingly or forced, find literacy education that values their languages, cultures, and communities when they relocate to new destinations. These might be learners who have crossed borders or who are reconnecting with places of heritage across time. This may also include literacy-based communities of practice that welcome relocating individuals to new places. We encourage manuscripts that envision the possibilities for holistic teaching beliefs and practices to value and sustain literacy learning across varied global contexts.

**Due October 1, 2022**

- **October 2023: Holistic Practices that Address the Realities of Contemporary Learner:** For the October 2023 issue, we invite submissions that specifically examine how holistic and responsive teaching meets the diverse strengths and needs of learners in contemporary classrooms. For example, many students returning to school in a post-pandemic world require highly focused, relevant, and responsive pedagogy to support their growth. In addition, great numbers of multilingual students in today's classrooms navigate multiple languages, contexts, and expectations in the course of their daily lives. How are educators meeting all learners where they are by widening possibilities for literacy materials, technologies, and experiences, and/or by (re)considering the value of entrenched literacy instruction methods? What practices support all learners in using linguistic resources and backgrounds to advance their goals, in school and beyond? How are educators resisting a deficit perspective by using their instruction to support and extend the strengths, backgrounds, and resources their learners bring to the classroom? We welcome manuscripts related to these and other topics that demonstrate how educators value and affirm literacy and its learners in a contemporary landscape. **Due March 1, 2023**

In addition, issues of *Talking Points* typically include the *Classroom Voices* section, which provides space for shorter alternative pieces that highlight the richness of whole language in the classroom. We invite classroom vignettes, photo essays, book reviews, samples of students' work, teacher interviews, or anything else that helps us situate the principles of whole language in real classroom contexts. We recommend that authors rely on the Whole Language Beliefs to demonstrate how their work draws on and contributes to whole language principles and teaching practices.

Over the past year, *Talking Points* co-editors met with NCTE publications staff to review and revise the annual production schedule, which provides a structure to ensure timely two-way interactions. *Talking Points* co-editors are especially eager to work with NCTE staff on increased efforts to meet production deadlines, in pursuit of on-time issue publication.

*Talking Points* editors participated in two NCTE events aimed at highlighting journal participation: *Meet the Editors*, a virtual event conducted in February, 2022; and *What's New in Journals*, a live session presented at the National Council of Teachers of English Homecoming in July 2022.

The current editors meet together regularly and also attend monthly Board meetings to share their vision for the journal and their goals to honor the intentions of the organization. Ongoing goals for 2022-2023 include: continuing to attract quality manuscripts, working with the LLA board to align *Talking Points* themes with continued reinvigoration and expansion of the organization, creating new ideas for the *Classroom Voices* column, and working closely with NCTE staff to increase visibility through the *Talking Points* web page and other online venues. We are grateful for the support of *Talking Points* authors and reviewers; NCTE staff, most especially Tom Tiller; and the LLA Board.

Respectfully,

Sherry Sanden and Patricia Paugh, Co-Editors



## 2022 TETYC Editor Report to NCTE

6 September 2022

Darin Jensen

The following activities have been relevant to my work as editor of *TETYC* over the past year:

- Participated in the meet the editors event online
- Organized and chaired a special session at TYCA national on the journal
- BP Phillips, an editorial board member, has obtained a complete archive of the journal from Penn State
  - Our goal is to scan and add the early issues to the *TETYC* website during the 50<sup>th</sup> anniversary year of the volume 2022-23
- The first members of the new editorial board members are rotating off and we are currently looking for replacements
- The March 2022 issue was a special issue on disability and was edited Ada Hubrig
- The March 2023 issue will be a special issue on reading and will be edited by Joanne Giordano and Cheryl Hogue Smith.
  - Articles are being revised now.
- The March 2024 issue will be a special issue on grading and contract grading and will be guest edited by Virginia Schwarz, Lizbett Tinoco, and Chad Tsuyuki
- The March 2025 issue will be a special issue on race and will be guest edited by Charissa Che
- The 50<sup>th</sup> anniversary issue (May 2023) will have symposia by former *TETYC* editors and TYCA chairs
- Beginning with the Sept 2022 issue, the journal will begin publishing the TYCA chair's address from the national conference
- Over the course of the past year, I have worked with a group at TYCA national to found the TYCA Outstanding Book Award
- In September 2022, *TETYC* will begin publishing the Diana Hacker TYCA Outstanding Programs in English Award winner as an institutional "What Works for Me," so that the program can be highlighted nationally .

### Overview of Issues:

**December 2021**—Editor's introduction, two feature articles, two instructional notes, one "What Works for Me", and a book review

**March 2022**—Guest editor introduction, three feature articles, a symposium, and a book review

**May 2022**—Editor's introduction, TYCA White Paper on Two-Year College Faculty Workload, two feature articles, three instructional notes, and a review

**September 2022**—Editor's introduction, three feature articles, TYCA Program Chair Address, one book review, an institutional "What Works for Me"

## Journal Accountability Report:

Summary of activity for the journal office between Sep 01, 2021 and Sep 01, 2022.

This report was run Sep 06, 2022.

### Submission Statistics

<b>New Manuscripts Received (by First Receipt Date)</b> <i>Bona Fide manuscripts submitted by Authors during the specified time period. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	64
<b>New Manuscripts Received (by current Initial Date Submitted)</b> <i>Manuscripts submitted by Authors during the specified time period. This number may change if a submission is returned to the Author and resubmitted by the Author at a later date. In this case, the resubmission date is stored as the Initial Date Submitted, overwriting the original Initial Date Submitted. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	64
<b>Submissions Removed by the Journal Office</b> <i>Editorial staff may remove submissions from the system before an Editor is assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	2
<b>Submissions Transferred</b> <i>Manuscripts that were transferred to another publication before an Editor was invited or assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	0
<b>Manuscripts Submitted but not yet Assigned to an Editor</b> <i>Once a manuscript is submitted, the Editor can edit the submission and send it back to the Author for approval. This category includes any submissions being worked on, before any Editors have been assigned. Manuscripts included in this category are also included in New Manuscripts Received above.</i>	1
<b>Manuscripts Returned to the Author and Removed by the Author</b>	0

## Submission Statistics

<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>	
<b>Revisions Requested</b> <i>Journal rendered a Revise decision during the specified time period.</i>	39
<b>Revised Manuscripts Received</b> <i>Author submitted a revision during the specified time period. This figure is independent of the date the original manuscript was submitted, or when the revision was requested.</i>	28

## 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
<b>Revisions Submitted by Author</b>	22	6
<b>Revisions Declined by Author</b>	1	0
<b>Average Turnaround Time for Author (days)</b>	61.8	11.2

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## Journal Turnaround Time

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

<b>Submission to Editor Assignment</b> <i>Average number of days between the date the manuscript was received and the first Editor was assigned.</i>	8.1
<b>Submission to Reviewer Invitation</b> <i>Average number of days between the date the manuscript was received and the first Reviewer was invited.</i>	11.1
<b>Submission to First Decision</b>	49

#### Journal Turnaround Time

<i>Average number of days between the date the manuscript was received and the first decision.</i>	
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#### Reviewer Invitation Statistics

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

<b>Total Reviewers Invited</b> <i>Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.</i>	164
<b>Agreed to Review</b> <i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i>	4
<b>Reviewers who Completed Reviews</b> <i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i>	86
<b>Declined to Review</b> <i>Number of Reviewers invited during the time period who declined to review.</i>	7
<b>Have not Responded to Review Invitation</b> <i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i>	0
<b>Uninvited Reviewers</b> <i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i>	38
<b>Terminated Reviewers</b> <i>Number of Reviewers invited during the time period whose roles were subsequently terminated by an Editor who chose to make a decision without waiting for the review to be completed.</i>	29

### Reviewer Performance Averages

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

<b>Days to Respond to Invitation</b> <i>Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.</i>	1.1
<b>Days to Complete Review (from Date Invited)</b> <i>Average days between date Reviewer was invited to review and the date the review was completed.</i>	20.6
<b>Days to Complete Review (from Date Agreed to Review)</b> <i>Average days between date Reviewer agreed to the review invitation and the date the review was completed.</i>	19.5
<b>Number of Reviews per Reviewer</b> <i>Average number of reviews completed by each Reviewer during the time period.</i>	2
<b>Number of Late Reviews</b> <i>Total number of reviews completed after the due date.</i>	17
<b>Average Days Late</b> <i>For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.</i>	9.6
<b>Number of Early Reviews</b> <i>Total number of reviews completed on or before the due date.</i>	83
<b>Average Days Early</b> <i>For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.</i>	12.1

### 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.

<b>Reviewer Recommendation Term</b>	<b>Reviews Completed</b>	<b>Frequency of Recommendation</b>
Accept	24	24%
Accept Conditionally	18	18%
Decline to Publish	12	12%

#### Reviewer Recommendation Summary

Revise and Resubmit	46	46%
<b>Total Reviews Completed</b>	<b>100</b>	<b>100%</b>

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#### Decision Summary

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

<b>Accepted On Submission</b>	<b>Total Submissions</b>
During Submission By Editor	0
After Submission to Publication	0

#### Original Submission

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept	7	11.1%	56.1
Accept Conditionally	10	15.9%	52.9
Do Not Accept	26	41.3%	37.7
Revise and Resubmit	20	31.7%	111
<b>Total Editor Decisions</b>	<b>63</b>	<b>100%</b>	<b>65.4</b>

#### Revision 1

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept	9	42.9%	33.8
Accept Conditionally	5	23.8%	59.4
Do Not Accept	1	4.8%	31
Revise and Resubmit	6	28.6%	97

#### Decision Summary

<b>Total Editor Decisions</b>	<b>21</b>	<b>100%</b>	<b>57.8</b>
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#### Revision 2

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept	4	100%	20.8
<b>Total Editor Decisions</b>	<b>4</b>	<b>100%</b>	<b>20.8</b>

#### Revision 3

<b>Editor Decision Term</b>	<b>Total Decisions</b>	<b>Frequency of Decision</b>	<b>Average Time to Decision</b>
Accept	2	100%	92.5
<b>Total Editor Decisions</b>	<b>2</b>	<b>100%</b>	<b>92.5</b>

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#### Summary of Correspondence History

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

<b>Letter Purpose</b>	<b>Letters Sent</b>
Author Notice - Technical Check failure	2
Author Notice - MS Outside of Publication Scope	2
Author Notice of Manuscript Number	60
Author Requests Deadline Extension on Revision	1
Author Requests Deadline Extension on Submission	1
Author Submits New Manuscript Confirmation	64
Author Submits Revision Confirmation	28
Editor Decision - Accept	19
Editor Decision - Accept Conditionally	15
Editor Decision - Do Not Accept	27
Editor Decision - Revise and Resubmit	25
Editor Notice All Reviews Complete	2

**Summary of Correspondence History**

Editor Notice Author Approve Changes	1
Editor Notice Reviewer Agrees to Review	123
Editor Notice Reviewer Declines to Review	7
Incomplete Submission Deleted - Notification	3
Incomplete Submission Deleted - Warning	5
Journal Office Notice All Reviews Complete	39
Journal Office Notice Author Declines to Revise	2
Journal Office Notice Completed Review	95
Journal Office Notice Editor Decision Notification	85
Journal Office Notice New Submission	128
Journal Office Notice Revised Submission	56
PDF Built and Requires Approval	136
Reviewer - First Late Reminder	15
Reviewer Instructions and Due Date	126
Reviewer Invitation	169
Reviewer Invitation Declined	7
Reviewer Notification of Editor Decision	135
Reviewer Reminder - Before Due Date	59
Reviewer Thank You	98
Reviewer Uninvited Notice	45
Terminate Assignment	1



## **Voices From the Middle (VM)**

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

### **SECOND VOLUME YEAR IN PROGRESS**

Volume 30 that we have titled “Genius in the Middle” is well underway. Our first issue on the theme “Embracing Identities” will be released in September and featured a short graphic novel on the fold-out, full-color cover by graphic novelist Jamar Nicholas who is bringing his character Leon the Extraordinary to our journal covers this year. 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 30, we have announced the calls for manuscripts for Volume 31 “Speculating from the Middle.”

### **Interrogating the World through Inquiry**

*September 2023*

Why are things this way? In order to speculate about possible futures, it is important for youth to first understand how structures came to exist and who benefits from those structures. And it is vital that teachers create space for students to ask their own questions. So how do we make that space? How do we assist students in drawing upon their own lived experiences to frame questions that allow them to speculate about possible futures? In this issue, we invite you to share your approaches to using inquiry in and out of the classroom to help students interrogate the world. What questions do you use to guide your interrogation of your own curriculum? How do you assist students in formulating the questions they most want to explore? How can you structure learning experiences that use inquiry to shape how students interact with the world? What role does critical pedagogy play in these processes? How do you extend learning beyond the classroom and create authentic opportunities for students to explore their questions with community partners?

**Manuscripts Due: December 15, 2022**

### **Stories of Inquiry**

Story connects humans together. We learn new perspectives and ways of being through story. Speculative literacies are about reimagining and telling new stories, but they are also about listening to stories of the past. Through story, we can learn new questions to ask. So we ask you, what stories can you share about students’ experiences with inquiry? Who can you highlight? What did you or your students learn? How do the stories your students share shape your teaching practice? What lessons have you learned from your students through stories? How have the stories of your colleagues inspired your work and teaching craft? We invite you to share those stories in short, narrative pieces of 500-750 words.

**Submissions Due: March 15, 2023**

## **Gaining Perspective through Networking**

*December 2023*

Networking means connecting human to human, whether face-to-face or online. Inquiry cannot happen in isolation. It requires people to come together, considering ‘what ifs’ in ways we cannot speculate on our own. Digital tools can allow us to connect to people who in the past we never knew existed. They can allow us to forge new relationships and understandings, to gain a broader perspective of our local communities and the wider world. Yet, so often, schools shut down those avenues, limiting students’ access to other ideas. How can we push against these constraints so that students can interact with others around the world in safe but meaningful ways? How can we leverage networking to help students become interactive, productive citizens? We invite you to explore with us the possibilities of networking. How can we network with our local communities to ask questions that are meaningful to our neighbors? What tools and skills can we use to effectively connect our students to others around the world? How do we build our own networks to reimagine our own practices and build new pedagogies? How do we use networking to amplify student inquiry? How do we find fissures within structures that limit networking in order to teach our students how to effectively interact with others? How can networking be used to speculate new worlds?

**Manuscripts Due: March 15, 2023**

## **Stories of Networking**

In this issue, we continue to use story to connect humans together. Through networking, we can learn others’ stories. What stories have you or your students learned through networking? What stories can you share about students’ experiences with networking? Who can you highlight? What did you or your students learn? What have you learned from your students’ experiences and stories? We invite you to share those stories in short, narrative pieces of 500-750 words.

**Submissions Due: June 15, 2023**

## **Dreaming Possibilities through Imagination**

*March 2024*

Imagination often gets the short shrift in education. So much of our time is spent learning content and conveying information in a straightforward manner that there is little time left to dream. Yet, if we cannot dream, we cannot answer a question integral to Mirra and Garcia’s commitments: What kind of future do we want to build together? Too often, we get bogged down in the very serious business of education---teaching our students to be critical consumers, meeting all the standards, helping students perform well on standardized tests. And while these are important responsibilities, too often we forget to play and to find joy together. So, in this issue, we ask you to share approaches to privileging imagination in our learning spaces. Where do students find joy in your classroom? When do you open up a time for “blue sky” creative brainstorming? How do you nurture imagination to solve problems? What role do games play in your curriculum? How do you encourage students to express their learning and ideas in creative ways? In what ways can we merge imagination and critical literacy? How do we build opportunities for students to ask playful questions? When do students have opportunities to imagine together?

**Manuscripts Due: June 15, 2023**

## **Stories of Imagination**

In this issue, we ponder imaginative storytelling. Where have we seen our students dream possibilities? What imaginative stories have you or your students leveraged in the classroom? What stories can you share about students’ experiences with play? Who can you highlight? What did you or your students learn? We invite you to share those stories in short, narrative pieces of 500-750 words.

**Submissions Due: September 15, 2023**

### **Building Change through Advocacy**

*May 2024*

Advocacy allows students to move from speculation to action. As Mirra and Garcia remind us, schools are connected to communities, which means that civic learning and engagement cannot be confined to the classroom. Students must be encouraged to take their ideas into the neighborhoods to which they belong. So, how do we, as educators, weave advocacy into the fabric of our classrooms? How do we help our students enact their imaginations to make change in the world? In this issue, we are advocating for a new approach to pedagogy that centers students as changemakers. Thus, we ask you to share how you integrate advocacy into your curriculum. How do you provide students with avenues for communicating their ideas with stakeholders in the community? Where do you model advocacy for your students? What role do youth activists play in your curriculum, and how do you help students see themselves using their voices in similar ways? How do you use genres such as protest art to model various ways to advocate within the community? What changes have been made due to students' actions?

**Manuscripts Due: August 15, 2023**

### **Stories of Advocacy**

In this issue, we celebrate stories of advocacy. Where have students found platforms to push for change? What stories can you share about students' experiences with advocacy? Who can you highlight? What did you or your students learn? We invite you to share those stories in short, narrative pieces of 500-750 words.

**Submissions Due: November 15, 2023**

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



Reports of  
the Assemblies

## **The Assembly for Expanded Perspectives on Learning**

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

We have not presented at NCTE Zoom conferences but will in the in-person Anaheim conference.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

All Zoom

We had 50 at our virtual CCCCs panel on the use of art in the writing classroom, and around 15, including Advisory Board member Doug Hesse at our CCCCs SIG.

July 22nd poetry reading.

August 5th workshop on Empathic Leadership.

August 12th Rumi Open Mike.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

The most important accomplishment, in a year in which we were mostly dormant, was assembling a new like-minded board almost all of whom are committed to the advancement of empathy: particularly our new CCCCs liaisons, Eric Leake and Lisa Blankenship, who are editing a book on empathy in the writing classroom and will keynote, in June 2023, our first in-person conference since 2019, which we believe will be highly successful financially as well as substantively.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

1) Above all, we want to recover from a mishap involving lack of African-American and Hispanic representation in an announcement of speakers for a series on "Humanistic and Spiritual Approaches to Critical Race Theory" that we needed to postpone, due to criticisms and a letter on social media. The letter writers accepted our apology and applauded our general efforts. But the Chair's (now Associate Chair's) personal difficulties--occurring between the approval and broad announcement of the series--put this on the back burner until recently. As a kind of miracle, we had a wonderful African-American attendee at our Empathic Leadership workshop who is now being voted for as an ExOfficio board member, whose main initial duty will include being an organizer for a bell hooks Memorial Zoom conference this fall.

2) Our two Zoom conferences in 2020 and 2021 have sustained us financially during Covid, with revenues for over three years of our print journal publication, on top of \$25,000 we already had in the bank. But these are not nearly as satisfying as our in-person conferences, which we will resume in 2023, hopefully forever.

3) As with many spiritually-oriented organizations, AEPL has experienced many internal divisions since its founding in the 1990s, including one last term that was particularly debilitating

and has had ongoing ramifications. We are hence proposing conflict management policies (to try to reflectively avoid dysfunctional strategies before one initiates conflict and then to personally heal in its aftermath if conflict is not avoided) that board members will be expected to read and try to adhere to before serving. In the light of NCTE's advocating of "structural kindness" (in a collection in tribute to the late Kent Williamson), we will share how these work with NCTE as a whole.

Please describe your Assembly's goals for the upcoming year.

- Conference on bell hooks, with follow-up sessions, "What I Learned from bell"
- in person conference on empathy in the writing classroom
- re-initiating Humanistic and Spiritual Approaching to Critical Race Theory Zoom series
- continuing poetry series
- to cultivate empathic presence to one another that will extend into our classrooms and lives

Submitted by Geraldine DeLuca, Chair

## **Assembly for the Teaching of English Grammar**

ATEG is a national forum for discussing the teaching of grammar. We promote approaches to grammar instruction that are inclusive and non-discriminatory. ATEG holds an annual conference focused on innovative grammar instruction.

In addition, the organization publishes the peer-reviewed ATEG Journal. Seeking to foster discussion and analysis of the teaching of English grammar at all levels K-16, the ATEG Journal solicits manuscripts that describe best practices of grammar instruction. Consistent with ATEG's mission, the journal promotes approaches to grammar instruction that are inclusive and non-discriminatory. For more information about the ATEG Journal, please visit

ATEG also presents two awards each year: The Grammar Teacher of the Year Award (presented by ATEG and GrammarFlip) and the ATEG Future Teacher Award.

ATEG members receive discounted conference registration and a subscription to the ATEG Journal. Membership is \$12 per year for nonstudents and \$7.50 per year for students.

### **2021 ATEG Virtual Conference Schedule, July 16<sup>th</sup>, 2021**

#### **8:45: Welcome and announcements**

#### **9:00 Live session: Keynote address**

Presenter: Dr. April Baker-Bell, Michigan State University

**10:00 Pre-recorded session time:** This time is designated for conference participants to watch one of the pre-recorded sessions

#### **11:00 Live session: Teaching English by way of Linguistic Justice: Pedagogies Inspired by Dr. April Baker-Bell**

Presenters:

Dr. Amanda M. Greenwell, Central Connecticut State University

Zenab Elzein, Pearson Online Academy

Kelly Mahoney, Central Connecticut State University / Oxford High School

Shannon Williams, Central Connecticut State University / Manchester High School

#### **12:00-12:30 Break for Lunch**

#### **12:30 Live session: Beyond Beliefs: Professional Savvy for Antiracist Language Pedagogy**

Presenters:

Dr. Amy Carpenter Ford, Central Michigan University

Aidan Koelzer, Central Michigan University

Olivia Barnes, Central Michigan University

**1:30 Pre-recorded session time:** This time is designated for conference participants to watch one of the pre-recorded sessions

**2:30 Grammar roundtable discussion**

Moderator: Sherry Saylor, Prince George's Community College

**3:30 Live session: Tools, Not Rules: Approaches to Inclusive Grammar(s) and Language Awareness in the Creative Writing Classroom**

Presenter: Joseph Salvatore, The New School

**Assembly Roster**

Sean Runday, Co-President

Sherry Saylor, Co-President

Bradley Bethel, Vice-president

Kevin Thomas, Journal editor



## **Assembly on Literature for Adolescents of NCTE**

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.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

On November 22-23, 2021 , ALAN presented its second fully virtual workshop, with over 600 attendees, and 600 book boxes shipped throughout the U.S. and Canada. The workshop was a resounding success, based on exit surveys from attendees.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

- Development of an ALAN Mentorship committee, to recruit and retain new members, particularly those from diverse and underrepresented populations.
- Expansion of the redesigned ALAN website.
- Expansion of the ALAN Censorship committee, in response to the strong current of book banning across the nation. The ALAN committee also plans to work more closely with NCTE's Standing Committee Against Censorship (SCAC) in the future.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

- Updating our policies & procedures manual (has not been updated since 2012). We are forming an ad hoc committee to evaluate and suggest changes.
- Updating our organization's constitution, as needed.
- Reaching and retaining new members.

**Please describe your Assembly's goals for the upcoming year.**

- Updating our policies & procedures manual (has not been updated since 2012). We are forming an ad hoc committee to evaluate and suggest changes.
- Updating our organization's constitution, as needed.
- Reaching and retaining new members.
- Developing state-level groups, to support the wider organization.

Submitted by Mark Letcher, Executive Director

## Assembly on American Literature

This assembly promotes communication and cooperation among people who have a special interest in the field of American literature; presents programs and special projects on this subject; encourages the development of research, experimentation, and investigation into effective teaching and scholarship; promotes writing of articles and publications devoted to it; and integrates the efforts of those with an interest in the subject. The assembly does not promote only the “canon” of American literature, but encourages teachers to explore and utilize the rich and diverse cultures within American literature in their classrooms.

Members participate in AAL sponsored sessions and receive the AAL publication [Notes on American Letters](#) (NAL) which includes peer reviewed articles of members’ research on American authors and the teaching of American literature.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

11/20/21

Topic: Speculative fiction

Attendance: 45

The session was well-attended and engaging.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

None

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

- Conference presentation
- Collaboration around writing annual convention proposal
- Engaging with young scholars

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

We continue to consider new ways to recruit members.

**Please describe your Assembly’s goals for the upcoming year.**

- Invite new voices to share ideas about teaching American Literature
- Secure a publishing contract for a book based on one of our sessions.
- Publish an edited volume of chapters by our members.

Submitted by KaaVonia Hinton

## **Assembly on Computers in English**

The purposes of this assembly is to promote communication and cooperation among all individuals who have a special interest in technology infusion into the English language arts and literacy instruction. We offer workshops on technology use in teaching English language arts and literacy, share lesson ideas and projects, and resources during the NCTE Annual Convention meeting. We invite members-at-large to join the conversations and share ideas, experiences, resources, and questions with others during ACE annual workshop.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

The Assembly for Computers in English (ACE) was prepared to offer a workshop during the 2021 NCTE Annual Convention. In line with the conference theme, "Equity, Justice, and Antiracist Teaching," this one-day conference workshop sponsored by ACE invited participants to explore various ways digital tools—such as iMovie, Google Slides, and Splice—and social media apps—like Twitter and TikTok—can help to develop equitable classrooms while also supporting students' digital literacies.

Unfortunately, NCTE canceled our workshop and did not make it a part of the virtual conference.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

This year we established an initiative that allows consultants and presenters to be more active with NCTE. We have begun a series of online workshops, cohosted by ACE and NCTE, called "Digital Literacy in the ELA Classroom." We have had two workshops so far: Eva & Patrick McGrail led a workshop on May 16 about podcasting with students, and Megan Kowalski and Troy Hicks led a workshop on June 16 about strategies for equitable and digital classrooms. We have another online workshop planned for this fall. We would like to continue this initiative in collaboration with NCTE, as these workshops have already shown to be valuable, practical, and well-attended.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

Our virtual workshops, described above, stand out as very positive experiences from this past year. In our first workshop, Eva and Patrick McGrail delivered a helpful session where attendees practiced making podcasts and considered how they might utilize the process and tool in their classrooms. In our second workshop, Megan Kowalski and Troy Hicks shared a variety of apps and activities they have used with students and gave time for attendees to try them out and engage in discussion with each other.

Both workshops were fantastic examples of how we in ACE pride ourselves on facilitating and leading practical, hands-on experiences with digital tools and open dialogue about their use in a variety of learning settings.

In addition, Robert Williams and Dan Woods (both members of ACE and NCTE) wrote a blog post advocating for digital equity. The post can be seen at the following link:

<https://ncte.org/blog/2021/10/digital-activism-digital-equity/>

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

We are trying to increase ACE membership, so we've made a point of encouraging attendees at our virtual workshops to learn more about ACE and to attend our workshop at the 2022 NCTE Convention. We are in a leadership transition period, with a new chair and treasurer planning to assume responsibilities after the 2022 NCTE Convention. To make this transition a smooth one, the current and incoming chairs have been co-chairing this year (2021-22), with our current chair focused on mentoring and coaching the incoming chair as they lead together.

**Please describe your Assembly's goals for the upcoming year.**

First, we are focused on facilitating consistent, meaningful online workshops. We are off to a good start, but the goal now will be to identify presenters, recruit them to lead workshops, and encourage them to join ACE (if they are not members already). This will help our assembly become stronger and more visible among NCTE members.

Our second goal, related to the ideas of recruitment and visibility, is to create a social media presence. We have been publicizing our online workshops through our own personal social media accounts (and will continue to do so), but we also hope to build our social media presence to where we can facilitate online dialogue through synchronous or asynchronous chats about using digital tools in the classroom, cultivating a space where like-minded educators can go to pose questions and to gather ideas for teaching with technology in their English classrooms.

Submitted by Johnny Allred, Co-Chair

## **National Council for Teachers of English Assembly for Research**

The purposes of this assembly are to promote inquiry into literacy practices and to consider continually what it means to engage in that inquiry; to provide opportunities for researchers in different sites and from different perspectives to come together to learn from one another; to encourage greater participation in research by teachers from all levels of schooling; to promote the growth of research and researchers through the forum provided by the Assembly for Research; to support the development of early-career researchers through assembly activities; and to provide a democratic body that strives to incorporate research activities into the broader goals and practices of NCTE.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

NCTEAR did not have any sessions at the 2021 Virtual Conference.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

NCTEAR Mid Winter Conference took place virtually between February 4th and February 6th, 2022. The conference theme was "Reimagining Literacy Research for Social Change." Overall we had a total of 229 conference registrants who attended our various sessions across three days.

Given our virtual conference platform, we were encouraged by the passionate and lively discussions that were had by presenters and participants at the various sessions we had. These sessions included Keynote presentations, Keynote Panels, and a series of Mentoring Workshops. Our keynote speakers Dr. Valerie Kinloch and Dr. Ghody Muhammad. Our conference also hosted our second annual Early Career Cohort Program Sessions. Overall our conference proved to be a success by the participation of our NCTEAR members, and the number of new members, teachers, graduate students and faculty members.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

In the last year, our assembly is proud of our continued expansion of the Early Career Cohort Program which has served a growing number of early career faculty members seeking a community for support and accountability aligned with the goals of NCTEAR. We also continued to sustain our membership to support our upcoming 2023 in person NCTEAR conference taking place at the University of California Davis in March 2023.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

We continue to speak of issues related to operating as an assembly while being more streamlined with NCTE services for uploading conference proposals, reviewing proposals, and organizing our program. With the 2022 virtual conference we realized the ease with which partnering with NCTE can have for a streamlined experiences for the executive committee and our members. 17.

**Please describe your Assembly's goals for the upcoming year.**

Our top goal is to have our first in person conference in March 2023 at the University of California, Davis. Our conference theme, "Literacies of Solidarity" seeks to bring our members together to imagine literacy research for our continued challenges that require us to engage in the challenging and complex work of imagining solidarities with and across racial, ethnic, and historically stigmatized and marginalized communities. As an executive team we are working to organize a safe and timely in person meeting that will attract our long time and recent members, new members, graduate students and teachers.

Submitted by Danny C. Martinez, Chair

## Children's Literature Assembly

This assembly provides a forum for interested people with all points of view and levels of experience in the field of children's literature. It undertakes programs and projects of special concern to people interested in children's literature, promotes the field of children's literature, and serves as a clearinghouse for information on this topic. The assembly offers sessions at the [NCTE Annual Convention](#), including a breakfast and art auction, a master class, a Notable Children's Books in the Language Arts book award session, as well as other concurrent sessions that include authors and illustrators. Their Journal of Children's literature, a refereed journal published twice a year, features critical analyses, provocative research, and discussions of trends and issues in children's literature. It also features book reviews, author and illustrator interviews, as well as curricular materials and educational practices. Each year the Assembly awards grants for research in children's literature as well as the Bonnie Campbell Hill National Literacy Leaders Award.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

November 21, 2021 NCTE Convention

- The CLA Breakfast featured notated Native American authors and illustrators: Cynthia Leitch Smith, Michaela Goade, Carole Lindstrom, Kevin Noble Maillard, and Traci Sorell. The session was attended by over 120 participants and the session has been viewed repeatedly on the CLA website.

November 20, 2021 NCTE Convention

- The CLA Master Class had over 50 participants and has been viewed repeatedly on the CLA website.

November 18, 2021 NCTE Convention

- Virtual Student Social at NCTE: A gathering organized by CLA's Student Committee where participants shared their favorite recently published children's book and how it aligned with the year's conference theme: "Equity, Justice, and Antiracist Teaching."

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

None

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

1) The Student Travel grant was renamed "The Vivian Yenika-Agbaw Student Conference Grant" in honor of our colleague Vivian Yenika-Agbaw who passed away last year. We have had several donations from members toward funding for the award.

2) an op-ed writing workshop organized by the Diversity Committee had over 277 individuals signing up to attend the workshop with Kevin Kumashiro. The goal of the workshop was to review what op-eds are and how engaging in such public scholarship can support local educators. Attendees worked in breakout rooms to develop their own op-eds.

3) Awarded the 2021 Bonnie Campbell Hill National Literacy Leader Award to Dr. Steven Layne, : Professor and Chair of the Dept. of Education at Wheaton College

4) Awarded the 2021 Children's Literature Assembly Early Career Award to Dr. Jon Wargo of Boston College

5) Awarded the 2021 Research Award to Eun Young Yeom, Doctoral student at the University of Georgia

6) Awarded the 2021 CLA Student Conference Grant to two students: Bethany Lewis and Courtney Samuelson, doctoral students at North Carolina State University.

7) CLA gave away over 30 children's books to members who joined or renewed their memberships during the NCTE conference.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

- Concerns about how to address the persistent attack on the reading materials teachers integrate in their curriculum are addressed through our journal publications, member gatherings, and CLA monthly blogs.
- Continuing to create meaningful dialogue for CLA members to participate in with authors, illustrators, librarians, teacher educators, teachers, and students.

**Please describe your Assembly's goals for the upcoming year.**

- Expand our CLA membership through recruitment events both online and at the NCTE convention in the fall
- Continue to offer timely materials through the CLA blog
- Continue the strong publication record of the Journal of Children's Literature

Submitted by Ruth Lowery, President



## **Early Childhood Education Assembly**

This assembly works to support and integrate the efforts of NCTE constituents concerned with language and literacy issues in Early Childhood Education — defined as the education of children from birth to age 8. The ECEA sponsors the Day of Early Childhood on Saturday during the NCTE Annual Convention and publishes an online peer reviewed journal, *Perspectives & Provocations* and twice-yearly newsletter. Each year it recognizes an outstanding teacher educator and teacher with an award and provides 3 scholarships to attend the Convention. ECEA's Affirmative Action Committee has created the Professional Dyads and Culturally Relevant Teaching project and developed multiple resources including a list of consultants to facilitate early childhood educators' anti-racist work.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

*Attendance is N/A due to virtual convention*

On-Demand: Race, Place, and the Disruption of Black Boyhood Play

On-Demand: "But You're Too Young" Is Not Acceptable  
On-Demand: Digging Deeper into Multiple Facets of Learning

On-Demand: Multicultural for All

On-Demand: We Are Grateful: Opening Doors to Social Justice Teaching in Early Childhood

On-Demand: Resisting Ableism and Racism in Early Literacy

Friday, 11/19: Prerecorded: Counternarrative Read Aloud: Beyond Critiquing Dominant Narratives

Friday, 11/19: Prerecorded: Play-Based Early Childhood Education and the Perpetuation of White Supremacy

Friday, 11/19: Prerecorded: Translanguaging Literacies of the Heart

Saturday, 11/20: Prerecorded: Stories as Tools for Inquiry and Equity: Regaining Our Voices through Our Stories in School

Sunday, 11/21: Prerecorded: "Too Polite to Discuss Race": Tackling Hard Topics and Centering

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

- Two Teacher Awards, one for a classroom teacher and one for a professor.
- Social Justice Award to a teacher.
- Asian American and Pacific Islander Event, which was a virtual meeting where we engaged in an evening of books, publishing company, and poetry written by and about Asian Americans and Pacific Islanders.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

- Filling vacancies- displaying vacancies through multiple platforms and seeking nominations (self or nominated by a member)
- Recruiting new members- asking current members to spread the word of our assembly through word of mouth and through flyers

**Please describe your Assembly's goals for the upcoming year.**

Our Assembly's goals for the upcoming year is to continue supporting educators through sessions and providing information on ways to teach our youngest learners in safe andculturally relevant environments. As well as ways to provide classrooms and school communities where students see themselves and learn about others who are not of their ownculture. We will also assist and support teachers in providing these learning environments as well as providing a safe place for teachers to connect and learn.

Submitted by Jennipher Frazier, Chair

## **English as a Second Language Assembly**

The purposes of the English as a Second Language Assembly (ESLA) is to promote interchange among teachers of English at all levels on issues in bilingual education and English as a second language; to encourage scholarly collaborations among higher education faculty and classroom teachers to bridge theory and practice; to disseminate scholarly findings and best practices for teaching English Language Learners in language arts and English classrooms; and to advocate English Language Learners' equal-opportunities- to-learn to develop academic language in literacy.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

N/A since there were no meeting held in 2020 or 2021.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

None

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

I do not have members to work with and have no support or infrastructure to rely on. I am located in southeast region of the country and attending a conference in CA is extremely challenging since traveling is so expensive.

**Please describe your Assembly's goals for the upcoming year.**

Form a coalition with other assemblies.

Submitted by Clara Lee Brown, Chair

## **Genders and Sexualities Equality Alliance**

GSEA's purpose is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students, teachers, issues, and academic materials as they pertain to the teaching of English at all levels of instruction. The GSEA is committed to including LGBTQ+ issues and texts in literacy studies and English language arts classrooms; fostering research and scholarship; addressing heterosexism, cisgenderism, homo/biphobia, and transphobia in academic and school settings; supporting LGBTQ+ students and teachers; and broadening cultural diversity through more inclusive understandings of difference. The Assembly shares information to its members and sponsors sessions at the NCTE Annual Convention each year. Please visit our website, Facebook page, and Twitter at @GSEA\_NCTE

For more information, contact [ncte.gsea.assembly@gmail.com](mailto:ncte.gsea.assembly@gmail.com).

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

Sunday November 21, 2021

Event: Queer Intersections of Equity, Justice, and Antiracism

Type: Roundtable Sessions

Time: 3:00 - 4:15 PM Eastern Time

Location: Live Session

Attendees: 50

The session was well attended, with a keynote speech from the local community partner that the GSEA sponsored. Additionally, there were 6 roundtable presentations, featuring 23 presenters and approximately 30 attendees. Those in attendance remarked on the quality of the session and the hope that the session would continue in future convention years.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

The GSEA does not have a conference outside of the NCTE Convention, though members do attend and convene at the ELATE conference during the summer.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

We have revised our group's purpose to be more trans-affirming and to address cisgenderism as affecting ELA, too. Additionally, we have a new leadership board, and those members have created a new website, created an online membership form, sent a newsletter to members with the intention to have at least one per semester moving forward, reached out to other NCTE assemblies to determine if there is a desire to collaborate in the future, communicated with the LGBTQ Advisory Committee leadership to consider ways that these two groups might deliberately work together in the future.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

1. having greater diversity of membership within the GSEA; this is one of the main reasons that we have reached out to other assemblies for potential collaboration

2. recruiting and retaining new members; this is why there is a new membership form, a new website, and new efforts to collaborate with other assemblies and the LGBTQ Advisory Committee
3. ensuring committed and consistent leadership both now and in the future; the current leadership has discussed the ways that we might work with other assemblies to recruit new members, and we have considered strategies for involving more graduate students- including possibly a graduate student leader within the executive board, and we believe that the return to in-person meeting will help with all three of these concerns.

**Please describe your Assembly's goals for the upcoming year.**

1. To make the GSEA more visible and active within NCTE
2. To build connections between GSEA and other assemblies and the LGBTQ Advisory Committee
3. To gain new members and regain previous members lost 2020-2021
4. To support teachers' efforts to incorporate LGBTQ+ materials into classroom curricula

Submitted by Stephanie Anne Shelton, Chair

## **Global Society of Online Literacy Educators**

The Global Society of Online Literacy Educators (GSOLE) is an international organization connecting those who teach reading, alphabetic writing, and multimodal composition as digital literacies in online educational settings.

Dedicated to diversity, inclusivity, and access in literacy-based online education, GSOLE disseminates peer-reviewed research and information through its annual meeting, online conference, research support, educational and community-building webinars, website, and two open-access online journals, Research in Online Literacy Education (ROLE) and the Online Literacy Open Resource (OLOR), as well as planned online literacy certification programs.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

GSOLE did not hold any NCTE convention sessions this year.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

On January 28, 2022, GSOLE held its synchronous sessions for its annual virtual conference: Visions and Sites of Online Literacy Education. Asynchronous opportunities for engagement began January 21st. Our CFP garnered 35 submissions (compared to 45 last year), including 20 Individual Paper proposals, 6 Praxis Post(er) proposals, and 9 Site Share Panel proposals. This was similar to the previous year's submissions of 27 Individual Paper proposals, 7 Praxis Post(er) proposals, 7 Site Share Panel proposals, and 4 ignite talks. The 2022 Conference Committee opted not to include Ignite Talks or the Keeping the Conversation Going Forum from the 2021 conference. Instead, we encouraged social media posts to #gsole2022.

There were 160 total paid registrants for 2021, compared with 162 for 2021.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

The organization continued to grow in membership, up approximately 10% from the previous year, surpassing the 500-member mark—over three times the membership of just two years ago. GSOLE sustained its programming, including the number of webinars, number of conference attendees, and enrollments in the OLI certification program as compared to 2021.

GSOLE established a standing committee for Inclusion, Diversity, Equity, and Access (IDEA) to address and confront issues of representation and empowerment in our organization and in the broader field of OLI. The committee conducted an extensive audit of our organization and identified specific recommendations to do better. To support those efforts, GSOLE established a dedicated "IDEA Fund." At the start of each year, 10% of the previous year's membership dues are transferred to this fund. The committee will start allocating these funds in the upcoming year to support IDEA initiatives across our programs. Individual members can also donate directly to this cause as well, by visiting <<https://gsole.org/support/IDEA>>.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

We continue to struggle with diversifying organizational membership and leadership to include more representation from BIPOC and multiply marginalized scholars. To respond to this issue, we have created a process wherein the Inclusivity, Diversity, Equity, and Accessibility committee reviews election ballots and requests a new call if the ballot is deemed to be lacking in diverse representation.

We continue to work on increasing our conference reach beyond those attending in EST. In post-conference follow up, there were several requests for spreading the conference over two days due to Zoom fatigue and noting that the timing of the conference in January meant that, for some, asynchronous engagement occurred during the first weeks of spring semester, making it difficult to participate. Next year's conference committee will be working to address this concern for the 2023 conference.

Of the 37 participants enrolled in the OLI Basic Certification Course for 21-22, only 6 successfully completed the course. The Certification Committee is working to restructure the course into an a la carte format to better support students and ensure participants can successfully complete the course in a way that works for them.

**Please describe your Assembly's goals for the upcoming year.**

While we conducted a major bylaws revision in 2021-2022, there are still a few outstanding bylaws revision issues to be completed related to our policies and procedures.

We would like to increase student involvement by developing Communities of Practice/Internships for undergraduates In addition to our formal affiliations with other professional organizations, we would like to explore possibility of an exhibition hall/partnerships with entities like The Association for Authentic, Experiential, & Evidence-Based Learning

Submitted by Meghan Velez, Secretary and Affiliates Co-Liaison

## International Writing Centers Association

New Purpose and Vision Statement (Article I of our Constitution as amended by a membership vote on May 31, 2022)

Article I: Name, Affiliation, Objective, and Values

Section 1: The name of the organization shall be the International Writing Centers Association, hereafter referred to as IWCA.

Section 2: The International Writing Centers Association (IWCA) is an Assembly of the National Council of Teachers of English (NCTE).

Section 3: IWCA fosters the development of writing center directors, tutors, and staff by sponsoring meetings, publications, and other professional activities; by encouraging scholarship connected to writing center-related fields; and by providing an international forum for writing center concerns.

Section 4: IWCA advocates for expansive and evolving definitions of writing centers, literacy, communication, rhetoric, and writing (including a range of language practices and modalities) that recognize the theoretical, practical, and political value of these activities to empower individuals and communities. IWCA also recognizes that writing centers are situated in broad and diverse social, cultural, institutional, regional, tribal, and national contexts; and operate in relationship to diverse global economies and power dynamics; and is, consequently, committed to facilitating a dynamic and flexible international writing center community.

IWCA is, therefore, committed to:

Supporting social justice, empowerment, and transformative scholarship that serves our diverse communities.

Prioritizing emerging, transformative pedagogies and practices that give underrepresented tutors, directors, and institutions equal voice and opportunities in the decisions that affect the community.

Providing support to underrepresented tutors and institutions globally.

Promoting effective pedagogical and administrative practices and policies among colleagues in and around writing centers, recognizing that writing centers exist across a range of diverse contexts and circumstances.

Facilitating dialogue and collaboration among and across writing center organizations, individual centers, and practitioners to foster the broader writing center community.

Providing ongoing professional development in writing centers to tutors and administrators to support ethical and effective teaching and learning.

**Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

With its Affiliate Member, the Secondary School Writing Centers Association, IWCA presented "IWCA -- Disrupting Barriers by Building Inclusive Spaces: Secondary Writing Centers as a Hub for Equity and Social Justice" at NCTE 2021. This session was pre-recorded.



On November 20th, 2021, from 5:15-6:30 PM, we offered an (online) Special Interest Group devoted to issues of starting and staffing secondary school writing centers. Ten people attended, which was down significantly from past F2F SIGS, such as the last one in 2019, which attracted 35 educators.

**Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

2021 Annual Conference Online via WHOVA: This year's conference, Together Apart Again, was hosted by the IWCA Executive from October 20-23 for over 600 attendees. Instead of a keynote speaker, we sponsored featured speakers from Colombia, Canada, and Hawaii.

On the first day of CCCCs 2022, we hosted our Online Collaborative for 86 participants. The Theme was Innovate and Thrive, and it featured 17 sessions.

The IWCA Summer Institute served 46 participants across a week in June 2022.

**List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

We managed to host a highly successful multi-day online conference for over 600 people that featured over 85 sessions from people all over the world.

We commenced a revision of our Bylaws and Constitution. While this effort is ongoing, it yielded a new Purpose and Vision Statement, drafted by ISJ's Inclusion and Social Justice Task Force, to replace what had been our Mission Statement.

With the help of our new editorial team, we moved our flagship journal, The Writing Center Journal, online and have made it open access.

IWCA's Accessibility Task Force drafted an Online Presentation Guide to ensure that conference presentations are accessible to attendees. This guide outlines the organization's expectations for conference presentations and professional development seminars.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

1. We are an international organization, but the organization's members and leadership are overwhelmingly drawn from the U.S. WCs don't look the same across the globe. While messaging and programming have not been consistent with our international vision and purpose, we are hosting our first annual conference outside the U.S. in October and our last conference substituted an International Indigenous Tutor Panel and featured speakers from outside the U.S. We've also encouraged our non-U.S. members to run for executive office. Moreover, our social media focus has improved its coverage of non-U.S., non-English writing center issues because we have a non-U.S. social media guru. Finally, our flagship publication is focusing more on writing center scholarship outside the U.S. and in other countries.
2. In addition to struggles to resist a U.S.-centric bias, our community continues to struggle to recruit and retain BIPOC leaders and tutors, which means our organization and individual writing centers don't reflect the face of higher education generally or our individual writing centers specifically. In response, we formed a task-force that drafted the organization's new Purpose and Vision Statement and hosted a series of Listening

Sessions. The next step, as part of an ongoing review of our Constitution and By-laws, is to determine how our Board positions and policies need to change to eliminate barriers.

3. While WCs did an excellent job of reorienting services during COVID, our member organizations are still trying to determine how to allocate their ever-decreasing resources in this new world: how to balance online and F2F; how to recruit consultants (and pay them) in a more competitive market, etc. Universities are looking for programming to cut and a documented history of solid programming with results often is not enough to fend off WCs being absorbed into larger programs with leaders who don't understand the field, etc. We have advocated on behalf of individual members, but we need to develop a more systematic way to help our members, something we plan to address during our upcoming annual conference in October.

**Please describe your Assembly's goals for the upcoming year.**

1. We are in the process of reviewing and revising our Constitution and Bylaws—and thereby our policies and practices— to make the organization more accessible and equitable with the hopes that we can recruit leaders from diverse countries and backgrounds and better meet the needs of all our members and potential members.
2. While we have had great success providing fully F2F and fully online professional development, we are working to offer more hybrid experiences and events (annual conference, summer institute), so more members of our community can participate and interact with each other.

Submitted by Sherry Wynn Perdue, President

## **Assembly for Advisers of Student Publications/Journalism Education Association**

This assembly, which includes all members of the Journalism Education Association (JEA), 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.

### **Please list date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year along with remarks on the success of the session(s).**

"Scholastic media empowers students to use their voices to address inequalities and inform their communities" at the November 2021 virtual NCTE conference

<http://jea.org/wp/blog/2022/01/20/scholastic-media-empowers-students-to-use-their-voices-to-address-inequalities-and-inform-their-communities/>

JEA President Sarah Nichols, MJE, led a panel with Evelyn Lauer, MJE, and JEA Vice President Val Kibler, MJE, and editor Rachel Phengsithy from Harrisonburg (Virginia) High School. Nichols said, "Our session showcased the value of journalistic storytelling to empower students as they navigate issues of identity, intolerance, conflict and truth, and the response was really positive. Teachers know how much students want productive, meaningful ways to use their voices. We got great feedback about the collection of news stories, features, podcasts and multimedia packages we included as part of the materials in our presentation."

### **Please list date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s).**

The 2021 Fall JEA/NSPA National High School Journalism Convention "Gear Up" was offered in an all-virtual format. The fall convention comprised a learning management system platform with all breakout sessions offered on-demand from March 15 to May 15. The fall convention had 5,855 attendees. Attendees expressed appreciation for the on-demand access of the convention content.

The 2022 Spring JEA/NSPA National High School Journalism Convention "Celebrate Journalism" returned to in-person programming in Los Angeles April 7-9. Spring attendance at 2,150 was lower than the pre-pandemic precedents. The vaccination requirement for all attendees, speakers and vendors, and school-imposed travel restrictions contributed to the lower attendance rate but everyone was thrilled to be back in person.

The 2022 JEA Advisers Institute took place in New Orleans July 11-14 with 96 adviser-only attendees with no online supplement. Attendance was slightly lower than previous events prior to the pandemic. This was also the first event, and second week on the job, for our new executive director.

### **List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.**

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 (<http://jea.org/wp/home/for-educators/diversity-equity-and-inclusion/>) to educators.

This spring at the spring convention, JEA President Sarah Nichols, MJE, presented the first Diversity Report to board members, outlining the accomplishments, next steps for JEA's diversity efforts in line with this commitment (<http://jea.org/wp/blog/2020/08/13/jea-commits-to-racial-justice/>) and plans for a National Diversity Audit to launch in September.

JEA remains committed to scholastic press rights, advocating and educating against censorship and prior review. This spring, JEA's Scholastic Press Rights Committee (<https://jeasprc.org/>) 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 (<https://curriculum.jea.org/wp/>), 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.

**Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.**

After the struggles and stress of two years of pandemic teaching, we've seen an increase in resignations from outstanding, experienced journalism teachers above the typical rate of teacher turnover. Journalism teacher retention and recruitment are key areas we need to refocus on immediately and ongoing. Mentorship and outreach are established programs that address this issue. 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 (<http://jea.org/wp/home/news-events/outreach-academy/>) is a one-day training session attached to the national convention. The Mentoring Program (<http://jea.org/wp/jea-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.

**Please describe your Assembly's goals for the upcoming year.**

- Develop and implement a new strategic plan
- Maintain and grow membership
- Continue to focus on diversity and antiracist teaching resources
- Provide resources, training and support to underserved populations
- Continue to forge and develop partnerships with organizations to advance scholastic journalism
- Conduct a national census to measure the status of scholastic journalism education

Submitted by Lindsay Porter, Assistant director



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.*

Doris Bowman  
Benjamin "Benji" Chang  
Virginia Everson  
Shirley Haley-James  
Ruby Herlong  
Bobbi Ciriza Houtchens  
Gerald "Gerry" Kuroghlian  
John Manear  
William "Bill" McBride  
Madeline Elaine Rowe Mead  
Frank Morales