

## Standing Committee on Research (SCR)

Actions, projects, initiatives, or studies in progress

In 2022, a committee was formed to develop a position statement on youth-engaged research. The committee had to suspend its work in 22–23 due to unexpected personal circumstances, but hopes 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 within the SCR (Nicole Mirra, Lauren Kelly, Estrella Torrez, Leigh Patel, and Limarys Caraballo), met in spring 2023 to plan toward structures that might sustainably support youth engagement and voice at NCTE. 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. The subcommittee designed a panel session entitled: “Sustaining Youth Voice in NCTE and Beyond: An Opening Dialogue.”

Accomplishments and timeline for future work

In November 2022 we presented the following guaranteed SCR Sessions:

“Pursuing the Light: Re-Visioning Research with Educators, Youth, and Communities in “Unprecedented” Times”: Structured as a facilitated dialogue among researchers, educators, and youth, this intergenerational panel seeks to disrupt imagined boundaries between researchers, practitioners, and activists as we consider what ethical and justice-oriented praxis can and should look like in the current context—where teachers, students, and families continue grow beyond formidable challenges, pursuing sueños.

Limarys Caraballo, Chair, Teachers College

Clifford Lee, Mills College

Michelle Knight-Manuel, University of Denver

Joanne Marciano, Michigan State University

Vaughn Watson, Michigan State University

“Out of the Darkness: Transformative Teaching and Healing in Transformative Times”: This session shares insights from teachers and researchers who, rather than seeking a return to traditional structures of schooling, have pushed through the darkness to develop transformative and healing practices to combat the multiple pandemics that have challenged our social, educational, economic, and physical worlds since 2020.

Lauren Leigh Kelly, Chair, Rutgers University

Sakeena Everett, University of Georgia,

Sarabeth Leitch, McDaniel High School, Portland Public Schools

Reshma Ramkellawan-Arteaga, Rutgers University

Nicole Mirra, Discussant, Rutgers, University Graduate School of Education

In February 2023 Danielle Filipiak, Sakeena Everett, Estrella Torrez and Limarys Caraballo participated in Stage 2 review for the 2023 Convention and the SCR subcommittee organized sessions based on peer reviews.

In spring 2023 we re-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.

We continued to serve in our advisory and support capacity for Research in the Teaching of English, NCTEAR, and the Research Foundation. We welcomed the new RTE editorial team, beginning 2023: Mollie Blackburn, David Bloome, Michiko Hikida, Dorian Harrison, Laurie Katz, Stephanie Power Carter.

In spring 2023 we convened a committee (Detra Price-Dennis, Michiko Hikida), who selected Linsey Rowe's study, "Disrupting monolingual ideologies: Constructing biliterate composing practices in a second-grade classroom," as the 2023 PRA. The award was announced in May 2023 and will be celebrated during the fall conference.

The Standing Committee on Research anticipates the following activities in the current calendar year, 2023:

- We will review all Research Strand proposals for NCTE 2024 and provide oversight for research-related Convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2024.
- 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, providing support as we enjoy the first volumes edited by the new editorial team for *RTE*.
- We will nominate NCTE members in good standing for the role of Member.
- We will organize and submit guaranteed research sessions for NCTE 2023, including the following, as proposed by the subcommittee. The SCR Youth Subcommittee designed a third panel session entitled: "Sustaining Youth Voice in NCTE and Beyond: An Opening Dialogue," and this is the type of session that we would like to see as a third guaranteed session for the SCR, focused on youth engagement and voice.
- In addition to our usual activities, the committee members have each signed up to participate in at least one subcommittee.

Contributions to shaping the profession of teaching and/or the understanding of literacy in educational contexts:

In order to identify and address issues of broad concern to NCTE members interested in advancing research in English language arts, the Standing Committee on Research is charged as follows:

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

The SCR committee continues to grow in its diversity in important and intersectional ways, and 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 supports the organization's priorities in the context of research, policy, and practice. While the political context in the coming years might invite complacency or further aggression about white supremacy, this group can shape NCTE's commitment in the type of research we support and highlight. Extending NCTE's focus on teaching, the SCR seeks to promote research about teachers' and students' experiences, perspectives, and contributions.

Significant changes or trends in our field:

As discussed in a previous report, there are several ways in which this work could be supported by actions from the Executive Council. Below are some areas of growth and development to which the SCR remains committed:

- Supporting an ongoing SCR subcommittee on youth engagement, with a Chair or designated member that could serve as liaison to the local engagement committee and/or executive committee
- Forming a youth board/committee that would liaise with the SCR and local engagement committee, and having that committee be a standing part of the organization
- Supporting the development of the position statement on youth voice, engagement, and participation by assigning a new committee chair and appointing committee members

In addition to these points, ongoing polemics in national discourse about the context for teaching, such as "the reading wars" and ongoing efforts to ban or restrict books in many US communities, continue to incite NCTE members to negotiate and take a stand on important issues; NCTE leadership therefore continues to consider how best to support educators in these efforts.

Significant changes or trends in our field:

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

- designating youth sessions, where proposals would be reviewed and selected by youth board in collaboration with SCR and local committees; for example, assigning a third guaranteed session to the SCR, with the stipulation that it be intergenerational, based in the local community, or organized and led by youth, would offer initial support for sustainable youth voice and engagement at NCTE on an ongoing annual basis
- reserving a Summer Sandbox Session each year that focuses on or features youth and serves as a pipeline program for future youth board/committee members
- establishing an appropriate budget for youth and chaperones to travel to the conference, locally and/or nationally, to support initiatives above

~~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.~~