



National Council of
Teachers of English®

ANNUAL REPORTS 2023

NCTE Annual Reports

2023

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

2022 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.

Section Steering Committee: College Section Steering Committee

Assemblies: National Council of Teachers English Assembly for Research, Assembly on Literature for Adolescents, English as a Second Language Assembly, Assembly for Advisors of Student Publications

Results of the 2023 NCTE Elections

The following are the results of the Spring 2023 elections, which closed June 1. With the exception of members of the Nominating Committees, which took office September 1, 2023, all those named below will take office at the close of the 2023 NCTE Annual Convention in November.

NCTE General Elections

NCTE

Vice President

Antero Garcia, Stanford University, Stanford, CA

Elementary Representative-at-Large

Kara Hinderlie Stroman, Irvington Elementary School, OR

Middle Representative-at-Large

Tiana Silvas, East Side Community, NY

Trustees of the Research Foundation

Ayanna F. Brown, Erikson Institute

Sandra Lucia Osorio, Erikson Institute

Timothy J. San Pedro, Ohio State University

NCTE Nominating Committee

CHAIR: Henry "Cody" Miller, SUNY Brockport

Renata Love Jones, Georgia State University

Haeny Yoon, Columbia University

Keisha Smith-Carrington, Princeton Public Schools, NJ

Hui-Ling Malone, University of California, Santa Barbara

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

Roberta Price Gardner, Kennesaw State University, GA

Elementary Section

Steering Committee

Islah Tauheed, Bronx, NY

Jennipher Frazier, University of South Carolina

Nominating Committee

CHAIR: Idalia Nuñez, University of Illinois Urbana-Champaign

Hiawatha Smith, University of Wisconsin-River Falls

Natasha Thornton, Educational Consultant and Adjunct Instructor

Middle Section

Steering Committee

Eva Goins, Northwest Independent School District, TX

Tanisca M. Wilson, ELA Teacher, Louisiana

Nominating Committee

CHAIR: Michelle Yang-Kaczmarek, Dobbs Ferry, NY

Donna Yvette Herrera, Mercedes ISD, TX

Kristie B. Williams, Birmingham City Schools, AL

Secondary Section

Steering Committee

Mónica Baldonado-Ruiz, San Diego State University, CA

Joel Garza, Greenhill School, Addison, TX

Nominating Committee

CHAIR: Sawsan Jaber, East Leyden, IL

Barrett Rosser, Graduate School of Education at the University of Pennsylvania

Melissa Alter Smith, High School English Teacher

College Section

Steering Committee

Raven L. Jones, Michigan State University, MI

William P. Banks, East Carolina University, NC

Vivett Dukes, State University of New York at Stony Brook

Nominating Committee

CHAIR: Tashema Spence-Davis, New York City Department of Education

Chea Parton, Purdue University, IN

Melinda J. McBee Orzulak, Bradley University, IL

ELATE

Executive Committee

Anthony Celaya, Western Washington University

David E. Low, California State University-Fresno

Grace D. Player, University of Connecticut

Nominating Committee

CHAIR: Lakisha Odlum, CUNY Queens College, NY

Lakeya Omogun, University of Washington

Jennifer M. Higgs, University of California, Davis

Kisha Porcher, University of Delaware

Lucía Cárdenas Curiel, Michigan State University

TYCA

Associate Chair: Charissa Che, Queensborough Community College, NY

Secretary: Bethany E. Sweeney, Des Moines Area Community College, IA

LLA

Executive Board

Kathryn Mitchell Pierce, Saint Louis University, MO

Dorothy Suskind, Longwood University

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
2022-2023

2022–2023 Executive Committee Members

President:

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

President-Elect:

Shelley Rodrigo, University of Arizona, Tucson, AZ

Vice President:

Tonya B. Perry, Miles College, Fairfield, AL

Past President:

Valerie Kinloch, University of Pittsburgh, Pennsylvania, PA

Representatives-at-Large:

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

Lakisha Odlum, CUNY Queens College, Flushing, NY (Middle)

Darius Wimby, DeKalb County School District, Atlanta, GA (Secondary)

Elementary Section Chair:

Nancy Valdez-Gainer, Texas State University, San Marcos, TX

Middle Level Section Chair:

Sarah Bonner, University of North Carolina, Wilmington

Secondary Section Chair:

Josh Thompson, Virginia Tech, Blacksburg, VA

College Section Chair:

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

Conference on College Composition and Communication Chair:

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

Conference on College Composition and Communication Associate Chair:

Frankie Condon, University of Waterloo, Ontario, Canada

Conference on English Leadership Chair:

Emily Meixner, The College of New Jersey Ewing, Township, NJ

English Language Arts Teacher Educators Chair:

Nadia Behizadeh, Georgia State University, Atlanta, GA

Two-Year College Association Chair:

Joanna Baird Giordano, Salt Lake Community College, Salt Lake City, UT

Literacies and Languages for All President:

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

Parliamentarian:

Victor Del Hierro



NCTE
Staff

NCTE STAFF

Executive Director's Office

Emily Kirkpatrick, Executive Director
Lisa Avetisian, Senior Liaison
T'Aira Duncan, Executive Assistant

Affiliated Groups

Kristen Ritchie, Director of Affiliated Groups
Sarah Miller, Senior Coordinator
Ashley Sisk, Special Projects Coordinator
Michaela White, Administrative Liaison

Finance

Jon Coffman, Chief Financial Officer
Jeffrey Reeves, Controller
Miriam Goewey, Accounts Payable Specialist

Marketing and Communications

Jack Holmes, Marketing & Communications Senior Leader
Lindsay Semph, Director of Policy & Communications
Geno Church, Creative Director
Jon Reigelman, Content Editor
Helen Peirce, Digital Marketing Specialist
Lisa Fink, Professional Learning and Member Engagement
Marvin Young, Visual and Member Communications Coordinator
Meg Yon, Membership Manager

Operations

Dyan Urquhart, Director of Operations
Victor Adams, Director of IT
April Gain, Business Analyst
Yetta Gardner, Customer Service Professional
Christine Gammie, Customer Service Professional
Nechia Dailey, Customer Service Professional

Events

Matt Burress, Director of Events
Lori Bianchini, Program Manager
Alejandra Conner, Manager of Sponsorships and Events
Kaitlin Schmitt, Coordinator of Event Technology

Publications

Colin Murcray, Director of Publications
Cynthia Gomez, Senior Editor, Digital Publishing
Kurt Austin, Senior Books Editor
Emily Gilbert, Editorial Assistant
Kimberly Morse, Journals Editor
Tom Tiller, Journals 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**

Friday, November 18, 2022

Anaheim, California

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 Valerie Kinloch at 5:07 p.m., November 18, 2022.

Platform guests included Alfredo Luján, NCTE Past President; Katrina Bartow-Jacobs, Resolutions Committee Chair; Shelley Rodrigo, NCTE Vice President; María Fránquiz, NCTE President-Elect; Valerie Kinloch, NCTE President; Victor Del Hierro, Parliamentarian; Emily Kirkpatrick, NCTE Executive Director; and members of the NCTE Resolutions Committee: Minda M. López, Emily Nemeth, Brian Ripley Crandall, and Brent Gilson.

President Kinloch called for a motion to adopt the rules for the Annual Business Meeting. Beverly Ann Chin, MT, moved to adopt the rules; seconded by Chris Bronke, IL. The motion CARRIED.

An NCTE member named Ronnie, whose last name and state was not audible on the meeting recording, moved to adopt the agenda; seconded by Darius Wimby, GA. The motion CARRIED.

Susan Dillon, CA, moved to dispense with the roll call of directors; seconded by Kirstey Ewald, IA. The motion CARRIED.

Liz McAnich, CA, moved to dispense with a formal reading of the 2021 Minutes of the NCTE Annual Business Meeting; seconded by an NCTE member from IL whose name was not audible on the meeting recording. The motion CARRIED.

Nicole Mirra, PA, moved to accept the posted 2022 Annual Reports; seconded by Ann David, TX. The motion CARRIED.

President Kinloch called Past President Alfredo Luján to the podium, who introduced the NCTE past presidents and executive directors in attendance: Kylene Beers, David Bloome, Randy Bomer, Beverly Ann Chin, Anne Ruggles Gere, Yetta Goodman, Jerome Harste, Carol Jago, Ernest Morrell, and Kathy Short.

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

President Kinloch asked the audience to share words expressing thoughts in the moment. Words were Legacy. Connection. Gratitude. Openness. North Stars. President Kinloch reminded the group why they were all present for Convention, why they come.

Kinloch introduced Tiffany Rehbein, member of the NCTE Nominating Committee. Rehbein solicited nominations for the 2023 ballots.

President Kinloch called María Fránquiz, President-Elect, to the podium to read “A Moment in NCTE History” prepared by NCTE Historian Jonna Perrillo:

Jonna’s remarks: “Good Evening, I want to begin by apologizing that I am not at this year's conference to meet all of you in person. It is exceptionally difficult for me to get away this year, but I look forward to being at this gathering at next year's meeting. As the incoming Council historian for the NCTE, I'd like to introduce myself, tell you some of what I've been working on recently that complements my position in the organization, and share two of my goals for the near future. I also want to invite María Fránquiz, who is reading this on my behalf, to share my email widely: I would love to hear from all of you. We are in a crisis-driven moment for English teachers for many, many reasons. What would you like to see from a Council historian? What kinds of problems, challenges, or trends do you think you could be more equipped to address or counter if you had a stronger understanding of their history? I am an education historian and professor of English education at the University of Texas at El Paso. I published a book this spring titled *Educating the Enemy: Teaching Nazis and Mexicans in the Cold War Borderlands* that traces what happened when 118 Nazi scientists and their school-aged children relocated to El Paso in 1946 at the US War Department's behest. The scientists' children were welcomed into the city's segregated schools and flourished from all of the advantages that every other white child held.

It's a book about how white supremacy and white privilege served as the organizational and pedagogical backbone of a school system in a city where most students were Mexican American. It pushes us to think about how and why that was and the current legacy of these events. The book opened a pathway for me to write for the public about current issues that are of primary importance to many English teachers. In September, I published a *Washington Post* column that compares book banning during the Cold War with what many states are facing now. NCTE shared the article with its members in its newsletter during Banned Books Week. Our current climate is often compared to the Cold War, but in the McCarthy era the greatest focus on book bans in schools was on textbooks. Now, as we know, the focus is on books that young people most often read for pleasure, a potentially even more dangerous prospect.

I made this same argument as part of a panel that PEN America organized in October called Freedom to Learn in Historical Perspective. I'm excited to have had the opportunity to talk about issues that shape the lives of students and teachers to broad and different stakeholders. There are two partnerships that I will be working on in the coming year that I would like to bring to your attention. The first is a virtual National Endowment for the Humanities institute for K–12 teachers that my colleague Drew Newman, who chairs the English department at SUNY Stony Brook, and I will co-direct next summer. Our institute titled "Making the Good Reader and Citizen: The History of Literature Instruction in American Schools" will serve 30 teachers, and we hope that many of them will be NCTE members. I also hope that this and other NEH institutes being directed by other NCTE members will mark the beginning of thinking about more partnerships between NCTE and other national organizations that work on supporting K–12 faculty and schools.

As with my work on academic freedom, I also hope to make some of the conversations that come out of this institute more accessible to NCTE members broadly through the *Council Chronicle* and other means. Second, NCTE Executive Director Emily Kirkpatrick has initiated a partnership with the American Antiquarian Society and the American Council of Learned Societies to digitize and make usable a large collection of early American children's writing. This is an extraordinary prospect for people who teach what I do and for you all, I hope. My goal is to help make the digitized collection more classroom ready, possibly through identifying some themes or strands in the materials or through providing contextual information, including a list of references to a rich body of existing scholarship on early American literacy practices and education for interpreting what is happening in the primary materials.

Again, I welcome any feedback or information that you would like to provide to me via email. I'm also available on Twitter for the time being. Finally, if you are interested in the ideas I've listed, please encourage teachers you know to apply to the NEH institute. You can find our website online through NEH or by Googling "Making the Good Reader and Citizen." Applications will open in late December. Thank you.

President Kinloch gave her Presidential report:

At this time, I have the honor of offering a few words as President. I'm going to start with this poem by June Jordan that you probably have heard. I used the last stanza in the call for proposals for the 2021 Convention, and the poem is titled "Poem for South African Women." And as many of you know or you've heard me talk about, it's a poem that June Jordan wrote to commemorate the 40,000 plus lives of children and women who marched against compass laws in apartheid South Africa. And they started protesting in 1956, and it took them 30 years in order for these laws to be repealed. And they never stopped protesting. They never stopped marching and they never stopped resisting. June Jordan wrote this poem and presented it at first in 1978 at the United Nations, and I want to share it with you.

And she writes, "Our own shadows disappear as the feet of thousands by the tens of thousands pound the fallow land into new dust that rising like a marvelous pollen will be fertile even as the first woman whispering imagination to the trees around her made for righteous fruit from such deliberate defense of life as no other still will claim inferior to any other safety in the world." She continues, "The whispers too they intimate to the inmost ear of every spirit now aroused they are carousing in ferocious affirmation sound a certainly unbounded heat from a baptismal smoke where yes there will be fire. And the babies cease alarm as mothers raising arms sound a certainly unbounded heat and hearts high as the stars so far unseen nevertheless hurl into the universe a moving force irreversible as light years traveling to the open eye." And she says, "And who will join the standing up? And the ones who stood without sweet company will sing and sing back into the mountains and even, if necessary, under the sea. We are the ones we've been waiting for." I've said this before, and I will say it again, that I believe that we are the ones we have been waiting for. Our professional organization, the National Council of Teachers of English. Thank you so much.

And so, it begins transitioning into my found poem since I've been here. And so it begins, transitions, acceptances memories, remembering, histories of ourselves and of others, of our lives, our dreams, our dreaming, we dream, walking and waking and wondering, pursuing and becoming home together here in person at NCTE. You said gratitude, comfort, openness, curiosity, inspiration, being present, having presence, courage, courageousness, courageously, leading for equity, justice and anti-racist teaching, engaged and engaging and engagement and revolutionary work because of revolutionary love, including red bicycle moments of adversaries and adversities of challenges and circumstances and chances and chaos and sometimes complexities too, of stories and storytelling, often of happenstance or maybe because of happenstances, of confluences and conflicts, adversarial moments that can, that should, and that must lead to joy and joyfulness and joyful, full, yes, joy, always of impact and promise. Potential possibilities whether we are learning one with another, thinking one with another, or talking and engaging or even maybe disengaging.

And as bell hooks reminds us of as we teach to transgress and as Marian Wright Edelman reminds us of because we must leave the world better than we found it, as we story places, as storied places and places of stories with one love, with heart, with feelings.

So, take the expected and unexpected joys in life and the beauties too, being in and within and caught up in and because of stories and storytelling, because of human life.

It's been an interesting journey from creating a partnership with Medgar Evers College, NCTE, and the Pitt School of Education to celebrate Black writers, and to honor them near our National Day on Writing for NCTE in October, to having a lot of important work done on anti-censorship, to having our Intellectual Freedom Center work to having our Cultivating New Voices among Scholars of Color program fully endowed, to re-imagining our public language awards in order for us to understand the importance of affirmative and positive language in the world, to getting to 2021's Annual Convention and our theme of equity, justice, and antiracist teaching, to interviewing forever First Lady Michelle Obama, to listening and learning from Amanda Gorman, to having an African American Read-In annually, and having NCTE uplifted. It's because we are in fact the ones we have been waiting for.

For the time is now for us to collectively examine our commitments and to be recommitted to the work of equity and justice. And I will say this, you joined me. You walked with me. You thought with me. You pushed me and you encouraged me. And I could not be more honored to have had the pleasure of re-imagining language, literacy, English education, teacher education, and the work that we do in classrooms across this country and across the world, because of the membership of our National Council of Teachers of English. It has been a true privilege. Finally, I will say that you joined me and co-creating a healthier, a more just, a more sane, a more civilized world, not just for ourselves and our families and our schools and our communities, but for each other and more importantly, for our children, for our students, and for our young adults.

We can do this work with NCTE, we can do this work across the world. And I am more motivated now than I've ever been before. So, I want to thank you for having me as your 2021–2022 President, and the work continues. Thank you. Thank you. Thank you. You know, what would a meeting be without a selfie. Right? Truly I am honored.

President Kinloch introduced Emily Kirkpatrick, NCTE Executive Director:

As I begin my report, I would like to acknowledge the incredible focus and commitment and courage that has been present over the last year in the elected leadership of this organization. Led by Valerie Kinloch and joined in lockstep by the Presidential Team members and in partnership with an incredibly insightful and effective executive committee, we have made incredible strides. You know, dreams and vision would be empty if you didn't have consistent focus and if you weren't willing to commit to something and stay with it, and that's exactly what this organization has done. Vision would also be an empty dream if it weren't for a committed staff. Ambidextrous is a common trait, both flexible and focused, and I would like to recognize all members of our staff team who have made this possible. And on a lighter note, also recognize that a member of our team is also celebrating a birthday. And that's our dear colleague, Marvin Young.

So, with that framing, we began the Executive Director's Report. I'm pleased to report that NCTE's membership is now stable after quite interesting conditions, both positive and very frightening during the pandemic. This stability does not come from the stasis of membership efforts. It's actually quite sobering how hard we have to work to remain at a point of equilibrium as there are so many shifts in the education workforce. But it is indeed something to celebrate that we're at a point of stability and as I mentioned, this is an organization that continues to excel through courage and creativity. NCTE's Annual Convention, which was held for a second year online

last November, continued to attract the attention of many people inside and external to the literacy education field. This year, as a result of last year's success, NCTE earned the top award for any association event from the American Society of Association Executives. We also won a Gold Stevie Award, and as a reminder, the year prior an international award for our excellence in creativity in bringing as many components as possible of in-person connection to life in a virtual environment.

We have applied that ingenuity to the benefit of NCTE's assemblies as well as conferences. And I recognize new relationships that have been forged and continue to sustain with our state and regional affiliates, and assemblies such as ALAN, where the ingenuity of NCTE staff and affordances of our technology selections and beyond continue to serve our extended parts as well as our conferences, including CCCC. Early in the year, we again celebrated the African American Read-In, which NCTE as an organization as well as its Black Caucus continues to be incredibly committed to, but we pressed new boundaries and held the first ever national virtual African American Read-In this February. This was moderated by NCTE Member leader Dr. Ayanna Brown and was an incredible experience for students across the country to spend time celebrating writing, celebrating the tenets of the African American Read-In with not only a national author, but also an illustrator and live illustrations. It was incredible.

We have moved forward and continue to press on in modernizing NCTE's publishing operation, which is no small task when you consider that this focused organization publishes such a waterfront of publications including 10 quarterly journals. We have a brand-new distribution arrangement with Ingram, which moves NCTE forward by having dedicated sales channels and a distribution network unlike anything we've ever imagined before. This was brought to life and went live on October 1 of this year. In quarter one of 2023, you can also expect to see all of NCTE's journals published in a digital first environment. This was a substantial research project and then a decision made by the NCTE Executive Committee. We are not leaving the important pieces of print publications behind, but we will be offering our publications first in a digital environment. We have selected the publishing platform chosen by the United Nations, and what you see before you is a very early rendering of how a basic publication page will appear.

The benefits to researchers, to teachers, and this organization are countless, and we look forward to launching this again in the first quarter of 2023. As we know censorship has been on the rise. NCTE saw this coming and added things like a 24-hour response line early in the year 2021, as well as increased our partnership and arrangement with the National Coalition Against Censorship. Thank you. We also continue to partner very closely with the NCTE Standing Committee Against Censorship, chaired by Annamary Consalvo and co-led by Ann David, who is in the audience today. Working so closely with them, we moved NCTE's book rationales, which many of you have contributed to over decades, to an online database that's searchable at any time by teachers. We are continuing to invest in this database, which now holds about 600 titles, and very much need volunteers and peer reviewers to continue growing this incredible resource.

Here you see an image of the book database. We also broadened our outreach this year fighting censorship by engaging NCTE's affiliates and offering membership of the affiliates opportunities to learn from NCTE staff as well as national experts that we can leverage and bring to the table. Here you see an important learning experience that we offered in September, and I'm very proud to say that 25 NCTE's affiliates actively participated, recruited their members, and it was an incredibly informative exchange, again, in partnership with the Standing Committee Against Censorship. NCTE has made documented progress in the nation understanding what we do in defense of intellectual freedom.

NCTE is now compared with great frequency to the American Library Association's office on intellectual freedom. And this came forward in a very formal way in the month of September when the United States Congress, the United States Senate acknowledged NCTE and ALA as best practices in intellectual freedom through a bicameral resolution. Our work continues with a lot of outreach and leadership. NCTE approached our teaching organization peers, the logos for which you see on the screen, and together we wrote an NCTE-conducted press outreach for an unprecedented statement in defense of teachers' freedom to teach. To our knowledge and the knowledge of each association that you see on the screen, no such statement has ever been published in unison across each organization.

This statement has been used by individual teachers to defend their practices, to push against an encroachment of their freedoms. It's also been used on the national level. *The Washington Post* covered this piece and actually reprinted the statement in full when it was published and it caught the attention of the Secretary of the Smithsonian, Lonnie Bunch. As a result, the executive directors of each of the participating associations were invited to give a preliminary panel at the Smithsonian's Education Summit this July. Our strategic outreach continues. Valerie and I presented at a forum by the American Association of Colleges for Teacher Education.

A member and I presented at the 100th Convention of the National Council of Social Studies. We also had an Executive Committee representative attend the Educator Shortage Summit, Lisa Scherff. Thank you. And most recently, NCTE co-sponsored a forum at the National Women's Studies Association Conference and recruited the participation of Anita Hill, drawing upon her successful interview with Staci Perryman-Clark this March at the CCCC Convention.

We also broke the mold, and I'm pleased to see so many of you who attended the NCTE Homecoming be present this evening. Staff and the Executive Committee, the Presidential Team knew we felt a hunger for our members to be together, to mourn, to collect ourselves as a new academic year was upon us. And so, we held a first-time event known as NCTE's Homecoming. This was also an opportunity for our totality to come together rather than sprinkle small events throughout the summer. And the sum was truly larger than the parts when we had the Standing Committee on Affiliates join us for their annual leadership meeting. The ELATE summer meeting also joined us alongside Literacies and Languages for All, and the Chair of the Conference on English Leadership also delivered a workshop.

A strategic point this year has been to draw closer to the humanities community and specifically the National Endowment for the Humanities. We recruited Chair Shelly C. Lowe, the first chair of the National Endowment for the Humanities from an Indigenous community, to deliver a keynote talk. She was so engaged that this was later reported in their publication *Humanities Magazine*. From there, we have built a new partnership with the National Humanities Alliance. As you may be aware, the National Endowment for the Humanities holds an annual lecture, a very prestigious lecture known as the Jefferson Lecture. This year celebrated its 50th anniversary. For the first time ever, teachers and students were intentionally invited, and those teachers and students were from the network of this Council. Here you see a collection of students who were in attendance that evening. They're now eligible to participate in a writing contest with grant awards of \$1,000 supported by the Teagle Foundation. And if we have anything to do with it, we are just getting started.

As we close this year, we acknowledge several active policy engagements on the national level for which NCTE has played instrumental roles in getting to the point where they are. And we look forward to the reconstitution of Congress, the United States Senate to continue moving these bills forward. The first is the Raise Act of 2022 led by Senator Cory Booker of the state of New Jersey. This is legislation that NCTE has been working on for five years. And when it takes shape, when it is finally enacted, it will likely become part of another bill. It will give teachers much new support, including tax support for the supplies that we know they continue to contribute to their classrooms. It expands that support for clarification. The Loan Forgiveness Act of 2022 will indeed be moving forward in the form of a new bill in 2023. This is an effort that reconstitutes an existing program that has not been modernized for over 15 years. Its development has been led by the United States Senator Ben Ray Luján, who happens to be the first cousin of NCTE Past President Alfredo Luján, which is an amazing connection.

You can tell that literacy runs in the family. We have also been instrumental in broadening a bill, the Right to Read, in support of student and teacher freedom for book material in the classroom and in libraries. And this will indeed be moving forward. We need your engagement on testimonies for this particular bill come January and February. And in closing, because of NCTE's wide mission, because of all that we know about the discipline of English language arts, and because of NCTE's forward leaning orientation, always looking into what's next in our creativity, we are increasingly called into new conversations. One of those most important ones being around civics and literacy. We have just released a new publication written by NCTE member Nicole Mirra, who is here this evening, *Reading, Writing, and Raising Voices: The Centrality of Literacy to Civic Education*. And that's a great way to end this year. Thank you so much for your attention. That concludes my report.

President Kinloch called on Shelley Rodrigo, NCTE Vice President, to announce upcoming meetings and locations for Council meetings. Rodrigo reported the following dates and sites: 2023 NCTE Annual Convention, November 16–19, 2023, Columbus, OH; CCCC Convention, February 15–18, Chicago, IL; TYCA Conference, February 15, Chicago, IL; CEL Convention, November 19–21, 2023, Columbus, OH.

President Kinloch moved to "New Business" and called on Katrina Bartow Jacobs, Chair of the Committee on Resolutions. Bartow reported no formal resolutions to be voted on during the meeting and shared a memo of recommendations from the Committee on Resolutions.

President Kinloch asked if anyone had any declarations to make.

Susan Dillon, CA: Invited everyone to Monterrey, California in March 2023 for the CATE (California Association of Teachers of English) Annual Convention.

Bruce Novak, CO: Memoriam Event for bell hooks, "From Oppression to Love," a 90-minute session of making tributes clips from previous memorials.

Speaker from TX: The Texas Council for Teachers of English Language Arts, TCTELA, will hold its 58th annual convention, "Embracing Boldness and Exploration of the Power of Language," in Denton, TX, February 3–5. Invite all to attend.

Rebecca Chatham, CA: Arizona English Teachers Association invited all to join a webinar series to reach more rural members; it is open to all affiliate members from across the country.

Kirstey Ewald, IA: Issued an invitation to the Affiliate Breakfast on Sunday to celebrate all the wonderful work that affiliates have done this year, as well as session at 10:30 on Sunday, the affiliate extravaganza.

President Kinloch called Executive Director Emily Kirkpatrick to the podium to recognize her leadership and full heart dedicated to NCTE.

President Kinloch called Alfredo Luján to the podium to recognize his giving of time, energy, and brilliance to the NCTE Presidential Team and NCTE.

President Kinloch asked for any other declarations. Hearing none, she asked for a motion to adjourn.

Staci Perryman-Clark, MI, moved to adjourn the meeting; seconded by Darius Wimby, GA. The motion CARRIED, and the meeting was adjourned at 6:17 p.m. in Anaheim, California.



Reports of the
Presidential Team and
Research Foundation

President
María E. Fránquiz

This report describes my transition from responsibilities as President-Elect to responsibilities as NCTE President. At the end of the Anaheim NCTE 2022 Convention which I chaired, my ongoing engagement on the NCTE Presidential Team shifted from President-Elect and Program Chair to President. In my new role the transition was facilitated by best practices skillfully applied on “matters of Council policy, activity, and communication” (NCTE Executive Committee Handbook, page 25) by my colleagues on the team. These best practices promoted in the Handbook have been and continue to be developed among the members of the Presidential Team, the Executive Director, the NCTE Senior Liaison, and the Executive Committee. As President I found these tried-and-true practices to be incredibly democratic, useful, and respectful in getting the work of the Council done while at the same time contributing to the health and well-being of the organization.

There were three main Presidential Priorities that I presented for consideration and action during my role as President.

- First, I offered the idea of cultivating cross disciplinary collaborations or what many teachers know as language and literacy across content areas. Throughout the years discussions between the Executive Directors of NCTE and another organization have occurred and ripened the opportunity for a formal collaboration. The Executive Committees of both organizations have agreed to co-host a joint conference in Summer 2024 that will bring teachers from these disciplines together to share materials, teaching strategies, and innovative ideas on ways connections and networks can be created and sustained. This will be a historic conference and has the potential of recruiting new memberships. Although I will be Past President when the conference takes place, I volunteered to be Program Chair along with the incoming President of the other organization.
- My second Presidential Priority was to continue elevating the hard work and voices of K-12 Teachers during very challenging times. This priority is an extension of the work done for the Annual Convention in Anaheim when NCTE leadership and staff came together and emphasized bringing light to issues that darkened teacher, student, and family lives during the pandemic. As President I've asked for and offered names of K-12 teachers to join NCTE as members and in committees. In conjunction with the collaborative NCTE/NCTM conference the program planning committee is made up of majority K-12 teachers from both organizations.
- The third priority I offer as President is to foster in NCTE language and literacy spaces that invite other languages and cultures. In that spirit, the theme for the 2022 Convention in Anaheim was “¡Sueños! Pursuing the Light!” and this year it is “Conexiones: Communicate, Collaborate, Create.” As global citizens it is important to create visual symbols that can be seen as an invitation for every member to learn more about other languages, cultures, and communities.

As a member of the Presidential Team, I join my colleagues for biweekly meetings. In addition, the team meets together with the Operations Subcommittee, the Executive Committee, and for a Presidential Team retreat. These meetings are representative of our work and responsive to the mission and vision of the organization and all its constituent groups. The feedback the Presidential Team discusses and provides to committees, affiliates, sections, conferences, assemblies, the Research Foundation, and more continue to expand my understanding of both the complexity and the expertise NCTE provides to the profession.

Specific areas where I provided my expertise is as reviewer of General Session proposals for the 2023 Annual Convention. I also served as liaison for the Charlotte Huck and Orbis Pictus Children's Book Awards. Each year at the Annual Convention I participate in the Latinx Caucus Mentoring session titled “Creating Dialogue Across Generations of Scholars.” In September 2022 I participated in a membership

meeting where I was able to provide my comments and reflections on a Panel for Latinx Heritage Month organized and supported by NCTE staff. Most recently, I participated on behalf of NCTE in the Latinx Kidlit 2023 Fiesta and the session was uploaded to YouTube. This was a significant accomplishment for me because my former mentee in the NCTE Cultivating New Voices Among Scholars of Color program, Tracey Flores, is the coauthor of the book and was featured with me in the Latinx Kidlit event. Our book, *Cultivating Young Multilingual Learners: Nurturing Voices and Stories in and beyond the Classroom Walls*, is published in the NCTE Principles in Practice series and will be available by the 2023 Annual Convention in Columbus, Ohio.

**President-Elect and Program Chair
Shelley Rodrigo**

I transitioned from Vice President to President-Elect in November 2022. This past year I have regularly attended virtual Presidential Team (PT) meetings, Operations Subcommittee meetings, Executive Committee (EC) meetings, and in-person EC and PT retreats.

This year I served as the PT liaison to the following committees:

- LGTBQIA+ Advisory Committee
- Public Language Award Committee
- Recognizing Excellence in Art and Literary Magazines Committee
- Standing Committee on Literacy Assessment
- College Steering Committee
- Research Foundation

As the President-Elect I am the Program Chair for the 2023 NCTE Annual Convention. Needless to say, I have spent a large amount of my NCTE energy working towards November 2023. This work started in early 2022 in developing the Convention theme, *Conexiones*. The planning work was also informed by strategically attending events during the 2022 Convention, including a number of caucus events, the Children's Literature Awards Luncheon, and related events including the Conference on English Leadership (CEL) and Assembly on Literature for Adolescents of NCTE (ALAN) Workshop. I am thrilled to restart the offering of the Classroom Idea Exchange at the 2023 Convention. The Classroom Idea Exchange provides presenters the make brief presentations (5 minutes) and share a handout that focuses on a specific classroom activity or assignment. We also increased the number of presenters by inviting people who had proposals that were rejected for individual presentations to resubmit their proposal for a poster presentation.

As the official representative from NCTE, I traveled to and:

- served as the elected representative at the meeting of the Executive Committee of the Delegates of the American Council of Learned Societies (ACLS; September 2022);
- presented at the Arizona English Teacher Association's conference (AETA, the NCTE affiliate for Arizona; September 2022);
- participated in the NCTE PT Retreat (February 2023);
- represented the NCTE PT and EC at the annual conference of the Two-Year College in English Association (TYCA; February 2023);
- represented the NCTE PT and EC, as well as presented, at the annual conference of the Conference on College Composition and Communication (CCCC; February 2023); visited the Columbus, Ohio, convention center and hotel to help with Convention planning (February 2023);
- served as the NCTE delegate attending the annual meeting of ACLS (April 2023); and
- participated in the NCTE EC retreat (July 2023).

I also attended other conferences and traveled to speak at various institutions in which I always continued to represent and reference NCTE as a leader.

In my responsibilities as a faculty member and administrator at the University of Arizona, I have continued to research and publish, including revising a book manuscript to NCTE that is set to publish by the end of 2023, having articles accepted for publication in *College Composition and Communication* and *Teaching English in the Two-Year College*, and having an article published for the journal of AETA.

I also collaborated on a number of other publications, most studies of the impact of various digital technologies on literacy learning.

As a teacher-scholar-administrator that specializes in the technologically mediated teaching and learning of writing, I have enjoyed participating, and in some cases representing NCTE, in discussions about teaching literacy in a digital age. In the past year I have participated in various discussions about reading and writing in multiple media and modalities on the impact of generative artificial intelligence on literacy practices, teaching, and learning. I similarly shared my expertise in discussions about and piloting the new digital publication system.

Rochelle (Shelley) Rodrigo, President-Elect

**Vice President
Tonya B. Perry**

I was elected Vice President of NCTE in late spring 2022. Beginning September 2022, I began attending virtual Presidential Team (PT) meetings, Operations Subcommittee meetings, Executive Committee meetings, and the annual PT retreat. I also transitioned from the CNV Director to Vice President during the September-November time period. Co-directors Leigh Patel and Latrise Johnson were appointed the new leaders of the impactful program.

As the newest member of the team, I spent the year learning about the operations of NCTE. My primary focus was gaining a higher-level understanding of the work of Affiliates, Assemblies, and Committees. I officially began my term in November 2022. Learning most consistently occurred through PT meetings held biweekly. I listened and learned from NCTE staff and PT members, which has been a rich experience. During the year, I have spent significant time learning more about committees and groups across NCTE, particularly the ones listed below:

1. Standing Committee Against Censorship
2. Standing Committee Against Racism and Bias
3. Standing Committee on Affiliates
4. Standing Committee on Literacy Assessment
5. Children's Book Award Committee
6. Research Trustees (includes CNV)
7. National Writing Project

I have especially appreciated working closely with the Standing Committee on Literacy Assessment as they think more deeply about their role in NCTE. As literacy assessment continues to develop and change, so does the charge of the committee. With this information, I have also used this lens to think about and work with others to consider the role of NCTE and collecting usable, authentic, and relevant data to make informed decisions.

One of my first large conferences as Vice-President Elect was the NCTE Homecoming. At Homecoming I both participated as a pre-PT member, roaming to different meetings, and supported CNV scholars and mentors. I also presented at Past President Alfredo Luján's Red Bicycle Moment reflection session and NCTE Former President Kylee Beers's middle level reading and writing session. Participating in various events throughout Homecoming provided numerous opportunities to listen to members and their current needs from NCTE.

I have represented NCTE at several events. As the Vice President, I spoke at the Gulf Shores Reading and Writing Conference in Gulf Shores, Alabama, in June 2023. I talked to a conference of literacy educators about engaging students in productive writing practices. I then traveled to Atlanta, Georgia, to keynote the ELATE Conference held at Georgia State University, discussing the role of ELATE in shaping the future of diversity and teacher education.

I also serve on the Board of Directors for the National Writing Project. In this role, I also am the liaison between NCTE and NWP as NWP prepares for its 50th Anniversary at the 2024 NCTE Annual Conference.

Tonya B. Perry, Vice President

Past President Valerie Kinloch

For the period July 1, 2022, through June 30, 2023, I provide the below brief overview of work in which I have engaged during my term on the NCTE Presidential Team. My involvements that I note are connected to a number of entities, particularly my leadership role with NCTE and my former role as Dean of the School of Education at the University of Pittsburgh, as my work is intertwined via leadership and equity commitments. Additionally, as I transitioned from my role as President (which ended at the close of the 2022 Convention) to Past President, I continued to partner with members of the Executive Committee and the Presidential Team on priorities related to further elevating our professional organization, NCTE. Throughout the leadership transition, 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 and collectively move our literacy work forward.

In so doing, I also continued to advocate for and/or support the following overarching goals (which I restate here from last year's Annual Report because of their importance): (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; (4) to shape and refine what I see as my contributions to NCTE as a member of its Presidential Team; and (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 a member of the NCTE Presidential Team and, in particular, as NCTE's Past President.

From reflecting on a new partnership that launched during my term as President (involving the Pitt School of Education, Medgar Evers College/Center for Black Literature, and NCTE) to expanding our reach (including with various groups and through offering multiple local and national presentations), I have immersed myself in conversations about governance, organizational structure, curricular efforts, and cultivating a diverse and engaged membership.

During the year, I served as liaison for NCTE committees; chaired, co-chaired, and attended NCTE Presidential Team meetings, Executive Committee meetings, Operations Subcommittee meetings, hosted the annual awards ceremony, and met with journal editorial team members. My additional obligations as Past President included, among others, the following:

- July 2022: Meeting with Sala Udin, President of PPS School Board
- July 2022: Podcast Recording with the authors of the book *When You Wonder*
- July 2022: Call with Lynn Gangone
- July 2022: "Genius, Joy, and Love" Educators Program at the Children's Museum
- July-August 2022: "Genius, Joy, and Love" High School Students Institute
- July 2022: NCTE Inaugural Homecoming Co-Chair
- July 2022: NCTE Homecoming Panel Discussion on "Where is the Justice?"
- August 2022: HERS Leaders "Next Stages, Next Steps" Workshop in Chicago, IL
- August 2022: Keynote Presentation with Buffalo, NY Public School Leaders
- September 2022: Opening Plenary Presentation (recorded) at ASTC
- October 2022: PCTELA Keynote (recorded)
- October 2022: Presidential Team Retreat
- November 2022: NCTE Annual Convention
- December 2022: TEDx Talk
- February 2023: Presentation on Leadership and Building Culture (NC A&T)
- February 2023: Annual Convention Program Review
- March 2023: CNV/NCTE Planning
- March 2023: STAR Scholars Leadership Series Interview on Leadership

- March 2023: Cross-Disciplinary Conference at Pitt (planning committee/co-sponsor)
- April 18, 2023: NCTE Children's Poetry Committee Discussion with Emily Kirkpatrick
- April 2023: AERA Annual Meeting & Presentations on Leadership in Chicago, IL
- April 2023: Presentation for Carta Invitacion Seminario SIELL 2023 on Equity/Literacy
- May 2023: EdLeader21 Acceleration Series Presentation
- September 2023: Meeting with Emily Kirkpatrick in Washington, DC

I remain pleased with prior efforts to continue to support PDCRT (Professional Dyads and Culturally Relevant Teaching) as an official NCTE program and to endow resources to continue to elevate CNV (Cultivating New Voices Among Scholars of Color) within NCTE, and I look forward to seeing how additional connections within and across NCTE are further elevated and/or strengthened (including our deep partnerships with the Affiliates, our work on Intellectual Freedom and organizations that share our core commitments, etc.). As I transition off of the NCTE Presidential Team in November 2023, I remain excited by what I believe is important work that NCTE has committed to and that NCTE leads. This is especially true when it comes to work that centers equity and justice in literacy teaching, learning, and research.

Finally, I am honored to have served on NCTE's Presidential Team and to lead with colleagues in NCTE. In such difficult and painful times of ever increasing and ongoing school shootings and violence, systemic racism, criminalization of our Youth of Color, the targeting of LGBTQIA+ communities as well as attacks on public school teachers, censorship, and book bans, to name just a few, I remain thankful to NCTE and our mission and vision. I will continue to move forward in my own professional leadership role, now as President of my undergraduate alma mater—Johnson C. Smith University in Charlotte, NC—by elevating teachers and the significant work we do in schools, within communities, and across the world.

Indeed, it has been a challenging and productive year, and I am still hopeful that we will continue our freedom work with and alongside all educators, students, families, and communities near and far. Thank you for allowing me to serve NCTE.

Research Foundation

Names, affiliations, and geographic region for members:

| Name | Affiliation | Region |
|----------------------|---------------------------------------|-----------|
| Betina Hsieh, Chair | California State U, Long Beach | West |
| Latrise P. Johnson | U of Alabama | Southeast |
| Leigh Patel | U of Pittsburgh | Northeast |
| Korina Jocson | York University, Ontario | Northeast |
| Alicia Arce Boardman | Northern Parkway Elementary School | Northeast |
| Yolanda Sealey Ruiz | Teachers College, Columbia University | Northeast |
| Sonja Lanehart | U of Arizona, Tucson | Southwest |
| Justin Grinage | U of Minnesota | Midwest |
| Karen Keaton Jackson | North Carolina Central University | Southeast |

NCTE Support Staff: Kristen Ritchie

Actions, projects, initiatives, or studies in progress

- **Research Foundation Guidelines/Budget Revision:** Following discussion and review of financial implications, the board has continued the process of revising the RF guidelines. This revision of the guidelines will help us to provide more adequate compensation for the incredible mentoring work and guidance of the CNV director or co-directors in supporting new CNV cohorts. The RF trustees feel this adjustment to the guidelines will help 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. A preliminary proposed budget was submitted regarding compensation for the CNV Director and mentors, however the budget will be revisited in the 2023-24 fiscal year to address concerns brought back to the foundation in terms of funding, as we consider how we can adequately compensate our CNV co-directors while also fully supporting the important work of teacher research.
- **2023 Teacher Research Grant:** There was early discussion in this year to find ways to increase more applications for the teacher research grant that were competitive applications. In the last two funding cycles, there have been very few applications and those which were awarded were given to teachers who were also in graduate programs. We would like to support teachers in applying for research grants by offering a workshop on the Teacher Research grant application process and pushing the deadline for the teacher research grant until after the NCTE Annual Conference. However, we did not come to further resolution on this.
- **2023 Research Grants:** After reviewing the grant applications and budgets for the Research Foundation Grants, the trustees made the following notes for future calls & grant guidelines: Up to 25% of the proposed budget can be used for travel to the NCTE Annual Convention. Specifically, any travel funding requested to the NCTE Convention will be dispersed after July 1 in the year of Convention travel and/or adding on to the current travel funding statement to specify that travel to present at the NCTE Annual Convention should not be the sole budget item. The RF Trustee board also recommends adding a question regarding additional funding for projects (either in progress or applied for concurrently). Given the number of projects that we were not able to fund in this cycle (10) with only 2 projects fully funded as written, this information would be helpful for applicants and for future RF trustee board members. The board would like to emphasize in the call that the research grant funds should be used primarily to support the research itself and not (primarily or solely) for travel to present the research.

Accomplishments and timeline for future work

- Appointment of new CNV Co-Director(s): In early October, the Research Trustee Board selected Drs. Latrise P. Johnson & Leigh Patel as the first ever co-directors of the Cultivating New Voices Among Scholars of Color program. Drs. Johnson and Patel have worked closely together to collaborate on a very tight timeline to put together the initial institute for the 2022-24 CNV Cohort in Anaheim, CA, and have continued to work collaboratively to support the cohort through the spring retreat in South Carolina, and through a humanizing approach to mentoring and collaborative leadership.
- 2022-24 CNV Cohort Meetings & Events: The current CNV cohort (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, and Alexis Young) met at the 2022 Annual Convention in Anaheim with co-director Latrise Johnson. The focus of this initial meeting was to build community amongst the cohort. CNV fellows were matched with their mentors (April Baker-Bell; Allison Skerrett, Renée Moreno, Antero Garcia, Ebony Elizabeth Thomas, Sybil Durand, Laura Gonzales, Lauren Leigh Kelly, Tim San Pedro, Susi Long, Carmen Kynard, Jamila Lyiscott, Qiana Cutts, Givens, fahima ife) and met with them online in January 2023. The spring CNV institute was held April 23–25, 2023, at the Avery Research Institute in Charleston, South Carolina.
- New Trustees: Dr. Sonja Lanehart was re-appointed for an additional year as an RF trustee position until November 2023. Dr. Yolanda Sealey-Ruiz was elected to a three-year RF trustee position. Dr. Sealey-Ruiz joined the RF trustee board following the 2022 Annual Convention. Three new trustees were elected in the 2023 election: Drs. Ayana Brown, Sandra Osorio, and Tim San Pedro. The three new trustees will begin their terms at the close of the 2023 Annual Conference. At that time, a new chair of the board will take office as well. Dr. Sealey-Ruiz has accepted a nomination for chair which will be voted upon at the November trustee meeting.
 - 2023 Research Grants: The research foundation awarded six 2023 research grants, a total of our \$20,000 allocation in the 2023 Research Grant award cycle. The grants funded were to the following individuals and teams, for the following projects:
 - Justin Coles (\$4000): Black World Aesthetics: Storying Portraits of Black Youth Cultural Expressivities as Method/ology for Black Worldmaking and Educational Futurity
 - Sarah Fleming & Kelly Chandler-Olcott (\$4000): Revisioning Assessment in ELA: A Critical Community of Teachers for Equitable Assessment Practices
 - Katherine Higgs-Coulthard & Danelle DeFauw (\$3000): Exploring Elementary Teachers' Assessment Practices and Development of Pedagogical Content Knowledge of Writing
 - Kelly C. Johnston, Maria Lang, Camille Talbert (\$2000): Centering Children's Well-being through Literacy Experiences in a Community-Based Space
 - Cierra Kaler-Jones & Jennifer Turner (\$4000) : Dancing our Dreams: Black Girls' Embodied Literacies in a Community-Based Dance Program
 - Ting Yuan & Jayra Sanchez (\$3000) : Transcultural, Translanguaging Learning via Computational Storytelling: A Classroom Case Study
 - A couple of applicants who were not awarded research grants followed up with the RF board and Board Chair Hsieh followed up with each to give feedback on their grant applications.
 - Research Foundation Guidelines Revisions: Because we struggled to make quorum at RF Trustee Board meetings throughout the year, we were not able to finalize RF guideline revisions that were proposed from the 2021–22 FY. The RF trustees agreed to wait to make further changes on the RF guidelines until the new RF trustee board convenes given the need to consider both current budget constraints and the innovative co-director model for this current CNV cohort.

We were very excited this year to appoint the first ever CNV co-director team, Drs. Latrise P. Johnson and Leigh Patel. Drs. Johnson and Patel have worked together as a team to model professional collaboration and humanization for our current cohort of CNV fellows and mentors. The new CNV cohort met twice in person and once virtually (with their mentors). Many are working on multiple publications and presentations in their areas of focus and with their mentors. The RF Trustee Board eagerly anticipates their roundtable presentations at NCTE's Annual Convention and continues to explore how we can support the powerful work of these emergent scholars under the shared leadership of Drs. Johnson and Patel in their research on literacies in educational contexts.

This year's 2023 Research Grant awardees focus on a broad range of topics across various K–12 age ranges and teacher-focused research practices. Several of the awardees focus specifically on innovative literate practices of communities of color and emergent multilingual students. Assessment was also a theme among Research grant awardees, as was a focus on well-being and community literacies. The awardees contribute clearly to NCTE's role in shaping the profession of teaching and understandings of literacy in educational contexts through structured inquiry and research, a key part of the RF Trustee Board call.

Significant changes or trends in our field:

Over the last three years, the RF board has discussed issues of censorship and attacks against people of color, queer people and other marginalized groups. In the last year, censorship and attacks on marginalized groups continued to persist in many places across the country, with specific targeting of Black Americans (e.g. through bans of the AP African American history in Florida and Arkansas) and members of the LGBTQIA+ community (e.g. through harmful legislation banning gender affirming care, use of students' pronouns, book bans, and the banning of AP Psychology because of discussions of gender identity). NCTE must continue to consider our leadership as an organization to support curricular freedom and representations of diverse people groups in curriculum and in libraries, as well as access to these libraries and books for all children.

Specifically from the RF Board, we need to find ways to support teachers to engage in research projects and apply for Teacher Research grants. As noted in our report, our previous two cycles of Teacher Research grants have yielded very few applicants and several of the proposals submitted were not fundable given the incomplete nature or quality of the applications. We would appreciate the Council's support in helping the foundation support teachers interested in conducting research to understand the grant application process, to apply, and to submit quality applications that request funding for research and not solely for travel.

Trends to factor into medium- to long-term NCTE planning:

This year, we felt acutely the impact of inflation and our current budget crisis. It has become harder for teachers and academics to travel to conferences (with less funding to travel). There is a challenge in finding locations for large meetings in states which do not have discriminatory policies and yet are affordable for attendees. We believe the impact of the budget has impacted research proposals shifting the focus from funding to conduct research to using research projects as one way to be able to attend the conference itself. NCTE needs to consider rising costs (of everything) and the fact that teacher salaries and professional development funds are not keeping pace with these costs to consider how we as an organization can continue to be a professional home that has value and supports the teachers and work to which we are committed.

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

ESSC Leadership:

Tracey T. Flores, The University of Texas at Austin
Valenté Gibson, Richland School District
Wanda Jagers, JB Atkinson Academy
Aeriale Johnson, San José Unified School District
Yoo Kyung Sung, University of New Mexico
Laura Ascenzi-Moreno, City University of New York (CUNY)
Joanna Wong, California State University, Monterey Bay
Nancy Valdez-Gainer, Texas State University (Chair)

We are very grateful for your leadership and service to NCTE and our field. The following members will be transitioning off the committee this year. Thank you to:

Aeriale Johnson
Yoo Kyung Sung

We look forward to welcoming our new committee members at the 2023 Convention:

Islah Tauheed, Teacher, Bronx, NY
Jennipher Frazier, Elementary Literacy Coach and Adjunct Professor at the University of South Carolina

For the 2023 Convention, the Elementary Section is thrilled to announce the following award recipients that exemplify asset-based teaching and scholarship with and for our communities:

2023 Outstanding Elementary Educator in English Language Arts: Dr. Jill Hermann-Wilmarth and Dr. Caitlin Ryan

Dr. Jill Hermann-Wilmarth and Dr. Caitlin Ryan for their critical work to support educators on how to expand literacy instruction to be more inclusive through the use of LGBTQIA+ topics and themes, and in particular through children's literature in elementary classrooms. The Outstanding Elementary Educator in the English Language Arts Award was established in 1995 to recognize distinguished national or international educators who have made major contributions to the field of language arts in elementary education. Award recipients have influenced both local and national conversations about literacy, impacted literacy instructional design and practice, and have made ongoing contributions to both scholarship and practice which align to the mission of NCTE. Dr. Hermann-Wilmarth and Dr. Ryan's collaborative work speaks to teachers' minds and hearts to demystify and include conversations about LGBTQIA+ people and issues throughout literacy instruction.

Dr. Jill Hermann-Wilmarth is a former schoolteacher and a professor of social foundations in the Department of Teaching, Learning, and Educational Studies at Western Michigan University in Kalamazoo, MI. Dr. Hermann-Wilmarth's research and teaching examine issues of identity inside and outside of classrooms using lenses of literacy, social justice, and critical and deconstructive theories.

Dr. Caitlin Ryan is professor of reading education in the College of Education at East Carolina University in Greenville, NC. She previously taught literacy enrichment programs to grades K–5 in Washington, DC, Public Schools. Dr. Ryan's research interest centers on the relationship of children's literature, literacy, social positioning, and educational equity especially at the elementary level.

Drs. Caitlin Ryan and Jill Hermann-Wilmarth have dramatically influenced national literacy practice at the elementary level. Drs. Hermann-Wilmarth and Ryan have engaged with the language and literacy community of NCTE for over 20 years through presentations and service. They have been researching, writing, and presenting together since 2007. Drs. Hermann-Wilmarth and Ryan embody the spirit, mission, and vision of NCTE and the greater purpose of public education. Their direct and indirect impacts on children in terms of equity and inclusion in the field of literacy will last well beyond their careers.

2023 Outstanding Language Arts Journal Article: Each year, the ESSC is charged with selecting and honoring an outstanding English Language Arts Journal article.

This year's honor goes to: "Engaging Elementary Students beyond the Text through Multimodal Critical Literacy" by Dorian Harrison and Rebecca E. Linares. This article explores the process of enacting critical literacy practices in a fourth-grade classroom using tenets of cultural reader response theory.

Dorian Harrison is an assistant professor in the College of Education and Human Ecology's Department of Teaching and Learning at The Ohio State University at Newark. Her research explores how equity in literacy education is enacted, paying particular attention to the ways communities of learners are challenging deficit views and practices.

Rebecca E. Linares is an assistant professor of equity, bilingualism, and biliteracy at the University of Colorado Boulder. Her research examines the bilingual and multilingual literacies, transnational literacy practices, and translanguaging practices of emergent multilingual adolescents, particularly those who are speakers of Indigenous languages.

2023 Donald Graves Award Recipient: The Donald H. Graves Award for Excellence in the Teaching of Writing recognizes Lisa Helsel, third grade teacher, at Stone Academy in Greenville, South Carolina. In her essay she described her goals for cultivating a community of writers and supporting them in reaching their fullest potential. She writes, "Helping students discover their identities as writers and strengthen their knowledge of their own writing process begins with getting to know the writers in our classroom, not just the words that they put on the page but their likes and dislikes, motivations and roadblocks, and the ways in which they interact with other writers." She further describes the range of instructional approaches she draws on to teach, motivate, and engage writers. Uses a "writing process map" to learn about/collect data about their writers.

Professional Dyads of Culturally Relevant Teaching (PDCRT): The PDCRT program, initiated by the Affirmative Action Committee of the Early Childhood Education Assembly (ECEA) of the National Council of Teachers of English (NCTE) was developed to create a space within NCTE to support early childhood Educators of Color and educators who teach Children of Color, children who are emerging bi/multilinguals, and children from low-income households in studying about culturally relevant pedagogies and generating,

implementing, documenting, evaluating, assessing, and disseminating classroom practices and process reflections from work done in preK to fifth-grade classrooms.

2023-2025 Co-directors of PDCRT:

Sandra Lucia Osorio is an associate professor of raciolinguistic justice and Director of Teacher Education at the Erikson Institute, Chicago. She is a former bilingual educator who worked with children from diverse racial, ethnic, and linguistic backgrounds for over 10 years. Her own personal narrative growing up bilingual and having a deficient-based identity placed upon her because of her linguistic and cultural differences has served as a source of motivation to become an educator and researcher. Osorio considers the National Council of Teachers of English (NCTE) one of her professional homes. She participated as part of a dyad in PDCRT for Cohort 4. She is also a member of the Elementary Section, is a *Language Arts* journal coeditor, and has served as Latinx Caucus chair, Elementary Section Steering Committee member, Early Childhood Education Assembly chair, Rainbow Strand Program chair, and as a member of Cultivating New Voices (CNV), Nominating Committee, and Mentor Program Task Force.

Kamania Wynter-Hoyte is an associate professor in the Department of Instruction and Teacher Education at the University of South Carolina. Her scholarship is anchored in African diaspora literacies that foster liberation in teacher education and early childhood spaces. She teaches culturally relevant pedagogy, literacy methods, and linguistic pluralism courses with an emphasis on countering anti-Blackness and draws from her years of experience as an elementary school teacher in diverse school settings. Wynter-Hoyte is the recipient of the 2018 Early Childhood Education Assembly's Early Literacy Educator of the Year Award from the National Council Teachers of English. She has participated in PDCRT as a dyad in cohort 5.

ESSC would like to welcome the 2023-2025 PDCRT Cohort:

Jennipher Frazier
Kyanna Samuel
Cristina Celaya
Alexandria Estrella-Bridges
Kadesha Scharschmidt
Jarvais Jackson
Luis Bernard
Lilly Padía
Chris Hass
Alexa Weeks
Virginie Jackson
LaQuita Duvall

Pressing Issues and Concerns:

As a steering committee, we see several ongoing concerns affecting our section. We believe that NCTE executive leadership is also committed to addressing concerns around the attacks on teacher autonomy and book censorship and banning. We stand in solidarity with other sections to voice these collective concerns. We have heard from members about districts who are controlling funding to NCTE as intimidation tactics. Some teachers have reported that districts are requiring them to list all sessions they plan to attend at NCTE to obtain approved funding.

The attempts to control and de-professionalize is deeply troubling. We feel an urgency to hear from NCTE members. We wonder how NCTE might act as a safe space for teachers to come to share their stories and discuss their rights as professionals and how might NCTE work with local and national teachers' unions in support of teachers' rights to professionalism.

Moving Forward: Moving Forward for the upcoming meetings in September, October, and November, the committee will work on identifying issues affecting teaching at the elementary language arts classrooms. We hope to collect information from our members before the Convention if possible. We will continue to find ways that the ESSC can support the work of teachers. ESSC will host an online event featuring current members of the Professional Dyads of Culturally Relevant Teaching (PDCRT). ESSC also plans to host an online event featuring the work of Donald Graves winners.

Nancy Valdez-Gainer, chair

Middle Level Section Steering Committee

The Middle Level Section Steering Committee () 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 2022–2023, our section has proceeded across this year with the following key priorities, chosen for their urgency and relevance to our classrooms in this moment: Critical literacy, family and community engagement, experiential teaching and learning, and empowering student voices.

- **Critical Literacy:** Rather than studying literature for literature's sake, using literature as a vehicle into examining contemporary social issues through a critical lens has been a pressing point for the middle level section. As adolescents continue to try to make sense of the ever-changing world around them, the committee wanted to center conversation around how teachers in the middle can foster meaningful and important conversations that permit students to strengthen their criticality.
- **Family and Community Engagement:** As extremists continue their deprofessionalizing attacks on teachers today, the MLSSC wanted to focus on curating and cultivating positive connections with families and communities related to our students. We are designing Convention programming that provides time and space for middle level teachers to come together to discuss ways in which classrooms can be strengthened by going beyond their four walls. Not only do we plan to share our own strategies but also engage in dialogue that inspires new ways in which these shareholders can actively participate in our classrooms today.
- **Experiential Teaching and Learning:** Inspired by changing the "sitting and getting" methods of professional development, we wanted this year to focus on designing learning experiences for both teachers and students. A lot of our programming will be centered on hands-on experiences, interaction, creativity, and play. By doing this, we hope that other educators will join us in rethinking their work with students as they transform their classroom practices.
- **Empowering Student Voices:** From Convention last year, we heard many educators talking about the importance of student identity—which we've always known to be an important topic in the middle—in regards to authentic writing experiences. Pushing against traditional writing structures like the five-paragraph essay or the common research paper, the MLSSC wanted to design programming that expanded the definition of writing by empowering students to create authentic writing that reflects their personal beliefs and identities.

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 fall 2023 games and storytelling event and upcoming Build Your Stack event to celebrate young adult texts in the height of book banning. Moving forward, connection and communication with membership remains a central priority, and a challenge we intend to continue addressing with further activities at and beyond Convention.

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.

While we are still in deliberation for the Halle Award at this time, we have submitted our selection for the Outstanding Middle Level Educator award. Back in 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 system 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. Ultimately, the committee selected Caitlin O'Connor as our Outstanding Middle Level Educator. Ms. O'Connor's recommenders describe an exceptional and committed educator who goes above and beyond for her students, offering guidance in challenging times and showing a deep commitment to cultivating communities supportive to all of her students.

Section Journal Ties

Over the past year, the MLSSC continues 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 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.

Pressing Issues and Concerns

As a Steering Committee, we are concerned with the current vitriolic climate that educators continue to face as outside forces move forward with the deprofessionalization actions. In addition to this concern, we also wonder about the stance that NCTE will take in the face of these actions. For example, middle school teachers in Ohio have been required to outline their specific conference sessions they will be attending in order for conference funding to be approved. Teachers, in this case, are prohibited from attending the sessions of their own professional choosing simply because it may not align with the beliefs of certain administrators or school boards. Even one of our Steering Committee members noted how vague she had to be when submitting her Convention paperwork to her district in fear of potential repercussions.

In meeting with the other Steering Committee Chairs (Elementary, Secondary, and Higher Ed) on Thursday, August 31, 2023, this is a shared concern because it is impacting our members directly. These actions are not only designed as scare tactics but also used as a means to intimidate and curate an unwanted sense of fear. While we cannot stop our convention from being in Columbus, Ohio, this year, as a collective unit of steering committee chairs, we wonder a few things:

- Can we connect with AFT? Local OH networks/unions to bring in for additional support?
- What's not being done because of fear (with proposals, programming)? What's the cost of innovation?
- How will teaching contexts continue to impact or shape programming?
- How does NCTE offer a safe space for teachers to come and talk about their rights and learn what they can do (both in OH and beyond)?
- Survey for members—National state of funding for professional development and what's given to schools/districts? How did you get here? Who's paying for your experience?
- Will NCTE continue to support states that are deprofessionalizing teachers? (*support meaning having

national conventions in states where issues facing teachers seem prevalent—book banning, etc.)

As a collective steering group, we not only thought about these questions but we also wanted to proactively think of steps NCTE and its committees could take to support its members. These potential solutions are listed below:

- Hosting webinars around protection, safe spaces, etc.
- Coauthor articles/blogs about how talk to your school about going to NCTE; National School Board members journal
- Reach out to cross curricular contacts (NCSS; NCTM)
- Contacting AFT, ACLU, etc. for protection conversations
- Provide templates of attendance justification paragraphs to teachers who need to construct programming write ups for their districts
- Put out a member survey about what's happening in the field directly
- Connect with state affiliates
- Create/provide affinity spaces at our conventions and virtually throughout the year
- NCTE needs to reaffirm that we support all of our speakers, our programming, and academic freedoms
- Have a designated room, space, table, rotating group of steering committee members/other leadership, or something similar where attendees can talk to, voice their concerns, seek advice/resources
- Could the Censorship Office have a table or booth set up for something like this?

MLSSC Leadership

Sarah Bonner, Chair

Alex Corbitt

Michael Dominguez

Alethea Maldonado

Haley Shaffer

Sonam Shahani

Vanee Smith-Matsalia

Kristie Smith

Lastly, we want to provide an enormous thank you to Michael Dominguez, current MLSSC member and former chair, for his lasting dedication and hard work as he rolls off this year. Additionally, we want to thank Kristie Smith for stepping in and contributing her valuable thoughts. We also want to welcome Eva Goins and Tanisca Wilson as they begin their term in November.

Secondary Section Steering Committee

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

2022-2023 Secondary Section Committee Members

Layla Aldousany
Susan Barber
Jacquay Durant
Angela Moore
Rex Ovalle
Larry Reiff
Lisa Scherff
Josh Thompson, Chair

Outreach and Collaboration

Lisa Scherff and Josh Thompson led an online event in October 2022 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*.

Additionally, SSSC members remain open to fielding any media inquiries related to literacy and the Council's work. Josh Thompson was interviewed regarding Jonathan Swift's "A Modest Proposal" and the teaching of satire in high school English language arts classrooms. Susan Barber and Josh Thompson have also been interviewed about ChatGPT.

Other Council members have contributed to other areas of the Council's work, including Lisa Scherff who contributed to the Squire Office policy brief and will take part in a webinar related to this brief. Jacquay Durant collaborated with Shelley Rodrigo's working group on the Classroom Idea Exchange to occur during the Annual Convention. Moreover, the committee has worked closely with the incoming editors of *English Journal* to facilitate a smooth process for the High School Matters column.

2023 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 Lisa Scherff, Layla Aldousanny, and Josh Thompson. The award presentation will be held during the Secondary Section Luncheon.

2023 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 Susan Barber, Jacquay Durant, and Rex Ovalle. The award presentation will be held during the Secondary Section Luncheon.

2023 Secondary Section Get Together

This year's Secondary Section Get Together will feature an exciting interactive session/workshop with veteran spoken word educator, poet, and editor Peter Kahn and guests. Peter will share about his journey from poetry-phobe to poetry champion as well as about the impact poetry has had on his students in Chicago, London, and Columbus. His alumni include three national youth poet laureates, several acclaimed rappers, a singer-songwriter featured on NPR and PBS, a comedian/tv actor, and an NBA and *Dancing with the Stars* champion. Attendees will hear poems, write their own poems, and learn ways to excite students with poetry.

2023 Secondary Section Luncheon

This year's Secondary Luncheon speaker is Renée Watson. She is a #1 *New York Times* bestselling author, educator, and community activist. Her books have sold over one million copies. Her young adult

novel *Piecing Me Together* received a Coretta Scott King Award and a Newbery Honor. Her children's picture books and novels for teens have received several awards and international recognition. She has given readings and lectures at many places, including the United Nations, the Library of Congress, and the US embassies in Japan and New Zealand. Her poetry and fiction center the experiences of Black girls and women and explore themes of home, identity, and the intersections of race, class, and gender.

Pressing Concerns

Secondary Section Steering Committee members are concerned with the current harsh climate that educators continue to face as outside forces move forward with deprofessionalization actions. In addition to this concern, we also wonder about the stance that NCTE will take in the face of these actions. For example, middle school teachers in Ohio have been required to outline their specific conference sessions they will be attending in order for conference funding to be approved. Teachers, in this case, are prohibited from attending the sessions of their own professional choosing simply because it may not align with the beliefs of certain administrators or school boards. One of our committee members reported similar fears in their district and surrounding districts.

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Josh Thompson, Chair



Reports of the
Conferences and TYCA

**Conference on English Leadership (CEL)
NCTE Summer Executive Committee Report
July 1, 2022-June 30, 2023**

[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.

The theme for the work of the CEL Executive committee this year is “Cultivating Spaces of Belonging.” This theme will be used to guide us as we reflect on last year’s success and challenges, and as we continue to cultivate opportunities to connect with, support, and build our membership in 2023.

CEL Updates:

The CEL executive committee held its quarterly meetings on 7/13/22 (Zoom), 11/19/22 (Anaheim, CA), 1/17/23 (Zoom), and 4/22/23 (Zoom).

CEL 54th Annual Convention

Our CEL22 Convention chaired by Nicholas Emmanuele, engaged with the theme “Leading Literacy Coalitions: From Classrooms to Communities” in Anaheim, CA. The event included 39 concurrent sessions with five “problem of practice” sessions. The problem of practice sessions were 40-minute discussions moderated by a presenter around topics of literacy leadership. We had approximately 125 attendees. Dr. Sheldon Eakens opened the convention on Sunday, Dr. Isaac Huang spoke on Monday morning, Dr. Lee Ann Jung presented Monday afternoon, and Sarah Rafael Garcia was the final speaker on Tuesday morning. We stayed within the \$5,000 speaker budget, and Nick offered a mix of travel, hotel, and honoraria for each speaker depending on distance and their requests to honor their expertise and time. Responses to speakers were positive. Isaac and Sarah were both from California, with Isaac speaking on Asian and Asian American affinity leadership groups in the state and Sarah representing community literacies. Sarah also hosted a vendor table with multicultural and multilingual books from her collaborative in Orange County, LibroMobile. Supporting a local literacy-related business was important as we visited a new city.

We had buffet breakfasts and lunch, which seemed to work well. Our Sunday social hour (with full cash bar) had plenty of food, and we followed the social hour with facilitated dinners.

Attendance remained steady even into Tuesday morning, when attendance historically drops. Providing two rounds of concurrent sessions after Sarah spoke on Tuesday helped with attendance, and we had many local presenters. We closed with roundtable discussions for those who remained. These were small conversations, but those involved said they were fruitful.

CEL 55th Annual Convention

We are gearing up for CEL’s 2023 convention, “Literacy Communities as Sites of Reckoning and Repair,” in Columbus, Ohio, led by Program Chair Katie Cubano. We received 46 submissions for CEL23. After a peer review process with over 20 reviewers, 30 sessions have been accepted and themed into the following four strands: (1) Reenvisioning Professional Learning; (2) Prioritizing Restorative Leadership; (3) Leading Reparative Change in Curriculum & Instruction; and (4) Reculturing Literacy Communities.

Our four keynote speakers for the 2023 convention are as follows:

- [Dr. Carol D. Lee](#): Opening keynote
- [Dr. Cathy Fleischer](#): Monday morning keynote
- [Dr. Sawsan Jaber](#): Monday afternoon keynote
- [Lucas Johnson](#): Pre-recorded Tuesday interview/keynote

You can read more about each speaker [here](#).

Acceptances were sent out during the week of 6/3/23, and the online speaker service center opened in July for presenters to confirm their participation. Katie and the CEL23 planning committee are hard at work organizing session moderators, facilitated dinners, and zipping up other final details.

CEL 56th Annual Convention

Mary Luckritz (IL) has accepted the role of convention chair and is drafting the CEL 24 Call for Proposals. The theme for CEL 24 will be “LEADERSHIP Matters, Leadership *MATTERS*.”

Fall 2022 Content Offerings from CEL for Members and Non-Members

Social Hours:

From September 2022 to July 2023, CEL offered eight monthly virtual gatherings for members and nonmembers (September, October, November, December, February, March, April, and May). These events were hosted by new Members-At-Large Cathline Tanis (NJ) and Shervette Miller-Payton (GA). Sessions usually consisted of 10–15 people. Participants have expressed that the social hours strengthened their professional network and knowledge. They have also spurred collaborations on presentations and articles. Social hours will resume in September 2023.

On Leadership Series:

During the fall semester, CEL hosted two online On Leadership sessions. In October, Dr. Steven Weber, Associate Superintendent of Student Learning for Fayetteville Schools in Arkansas joined to talk about leading for the whole child. Then, in December, Dr. Katie Novak and Mirko Chardin, from Novak Education, joined to talk about leading equality work in schools.

This spring, CEL hosted three additional Zoom “On Leadership” events: “On Leading with Picture Books” in February with author, literacy consultant, and book ambassador JoEllen McCarthy; “On Leading to Ensure Equity for Arab and Muslim Students” in March with CEL member Dr. Sawsan Jaber; and “On Leading for Everyday Advocacy” in May with *Everyday Advocacy* authors Dr. Cathy Fleischer and Dr. Antero Garcia.

Because attendance at these events was not as robust as we had hoped (8–12 participants/event), we are weighing options for continuing and/or modifying this series to better meet the needs of our membership.

Book Clubs:

Chair Emily Meixner and Past Chair Janice Schwarze hosted CEL’s second online Zoom book club meetings in late January and February. Twenty-two CEL members registered for the event; 12 people attended the 60-minute discussion of *Design for Belonging* by Susie Wise.

Following JoEllen McCarthy’s On Leadership event, CEL Members Jill Davidson and Amy Marshall organized a CEL book study on her book *Layers of Literacy*. Two discussions were held on Zoom, both in May.

CEL Awards

(2022) As outgoing CEL Associate Chair, Emily Meixner worked with a committee to review any/all nominations for the three CEL annual awards. Awards were formally presented in Anaheim at the 2022 Convention. The 2022 Award recipients were:

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

At the July EC meeting, the EC discussed and then voted on proposed revisions of the Teacher-Leader award as well as clarification in how we publicize the Kent Williamson Award.

(2023) Nicholas Emmanuele, as incoming CEL Associate Chair, chaired a committee to review nominations for the 2023 CEL annual awards. The 2023 awards committee consisted of CEL members Allison Quijano, Donte Tate, and Jill Davidson.

Nominations for the 2023 awards were solicited online (via the organization's website, Facebook, and Twitter) with an April 1, 2023, deadline. Revisions of the criteria for the Teacher-Leader and Innovative Leaders award and clarification in how we publicize the Kent Williamson Award were put in place for the call for 2023 award nominations.

The award recipients were approved at the July 2023 EC meeting and will be formally presented in Columbus at the 2023 Convention. The 2023 Award recipients are:

- Kent Williamson: Alfredo Luján
- Innovative Leader: Valerie Bolling
- Teacher-Leader: Sawsan Jaber

English Leadership Quarterly

ELQ editor Cody Miller held a writing workshop for potential authors on November 1, 2022. This workshop was the third time the event was held. Cody provided an overview of *ELQ*, what potential authors need to know, and how to write for the journal. Cody presented material from the workshop at the 2022 CEL conference in Anaheim.

- Volume 45 (Cody's first volume)
 - August 2022: Designing and Leading Equity and Social Justice-Oriented Professional Development and Learning (published)
 - October 2022: Leading for Text Selection in Contested and Turbulent Times (published)
 - February 2023: Leading to Support and Learn with New Teachers (published)
 - April 2023: Leading toward New Collaborations and Coalitions (published)
- Volume 46 (calls for manuscripts published)
 - August 2023: Continuing Conversations on Collaboration and Coalition-Building (in press)
 - October 2023: Leading for Justice, Restoration, and Healing
 - February 2024: Early Career Educators of Color Speak to School Leaders (guest edited by Hiawatha Smith, in partnership with NCTE's ECEOC committee)
 - April 2024: Exploring Pathways that lead to Queer Composing (guest edited by Rae Oviatt and Emily Meixner)

We are thrilled with the continued high quality of the journal and the timeliness of the journal's themes. We appreciate Cody's vision and his ongoing willingness to solicit and mentor new authors.

Additionally, *ELQ* has a new editorial board for the 2023–2024 issue cycle. We are excited about this development and the input the board will be able to offer as the journal continues to grow:

- Mónica Baldonado-Ruiz, San Diego State University
- Shelby Boehm, Illinois State University
- Christian Hines, Texas State University
- Matthew Helmers, Ransom Everglades School

- Sawsan Jaber, East Leyden High School
- Jon Mundorf, PK Yonge Developmental Research School, University of Florida
- Hiawatha Smith, University of Wisconsin-River Falls
- Cathline Tanis, North Plainfield School District in NJ
- Ting Yuan, City University of New York, College of Staten Island

Emerging Leaders Program

This year we are happy to welcome 11 new Emerging Leaders Fellows to CEL (Cohort #13). As a result, we were able to create four new mentoring pods with likely mentors Matt Helmers, Cathline Tanis, Jessica Cavalier, and Jill Davidson. We were excited to offer participation in this year's program to the five applicants who weren't able to be placed during last year's cycle. This year's cohort of fellows includes literacy coaches, supervisors, department chairs, and curriculum specialists from across the country. We are particularly excited about the continued geographic diversity of our fellows as they work in schools and districts in NY, NJ, WY, PA, NC, and IL.

The three pods from Cohort 12 are now entering their second year under the leadership of mentors Heather Rocco (NJ), Matthew Parrili (IL), and Helena Hitzeman (IL). Two of these pods will be presenting at the 2024 CEL conference!

We thank our mentors and fellows from Cohort 11 who have completed the program as of July 31, 2023. They have made contributions presenting at convention and participating in our online programming as well.

CEL Member-At-Large Elizabeth Lietz will continue the role of the coordinator of the Emerging Leaders Fellowship Program until her tenure ends in 2025.

Executive Committee Elections

In 2022, we welcomed Elizabeth Leitz and Kia Jane Richmond to the Executive Committee as Members-At-Large and said goodbye to MAL's Zackory Kirk and Susan Ritter. Following Convention in November, Janice Schwarze (Past Chair) moved off the Executive Committee as Chris Bronke (Past Chair), Emily Meixner (Chair), and Nicholas Emmanuele (Associate Chair) transitioned into their new roles.

Nominations chair Elsie Olan and Amy Marshall have been building the slate for this year's candidates for Members-At-Large. This upcoming slate for our 2023 Member-At-Large elections includes:

- JoEllen McCarthy (NJ): Author, Literacy Consultant, and Book Ambassador
- Jenelle Williams (MI): Literacy Consultant at Oakland Schools, an intermediate school district supporting 28 districts in Oakland County, Michigan
- Dr. Kristine M. Lize (WI): Director of the English Education Program at the University of Wisconsin-Milwaukee
- Dr. Anna Schultes (IL): Instructional Supervisor of English at Glenbrook North High School

We are excited to see candidates from a variety of states and leadership roles running for MAL. We also recognize that we need to continue to increase the racial diversity of the Executive Committee and seek out and encourage more diverse representation in the organization's elected and volunteer positions.

Next Steps for CEL

As we consider programming for the fall, our focus will be on how the organization can widen its visibility and reach to attract new members and re-invigorate previous ones. To this end, we will continue to work with NCTE staff to enhance our social media reach to lapsed members. Another LinkedIn campaign is scheduled for the fall.

We will also be scheduling a focus group with former Emerging Leaders Fellows to identify what they are looking for in CEL and what might (1) entice them to participate more regularly in CEL programming and (2) inspire them to volunteer or run for leadership roles in the organization.

Respectfully submitted by Emily Meixner, Chair, CEL - September 15, 2023

Conference on College Composition and Communication

The CCCC held its annual convention both in person in Chicago, IL, as well as virtually, on Dr. Frankie Condon (University of Waterloo)'s theme, "Doing Hope in Desperate Times." The convention included both in-person and on-demand sessions offered through Whova's virtual website and platform. The conference theme was reinforced by Dr. Staci M. Perryman-Clark's CCCC Chair's Address, "I'm So Glad Trouble Don't Last Always: Reclaiming Our Discipline's Influence on Higher Education," and also included performances from LBGQTQIA+ poets, as well as a featured drag show to reinforce inclusivity and social justice.

For 2024, Dr. Jennifer Sano-Franchini is at work planning an in-person convention in Spokane, WA. The theme, "Writing Abundance: Celebrating 75 Years of Conversations about Rhetoric, Composition, Technical Communication, and Literacy," marks the 75th anniversary since the first CCCC Convention was held in Chicago in April 1949. NCTE Staff worked with CCCC officers to decide on the format of the 2024 convention in Spokane, WA. The CCCC Executive Committee approved not to offer virtual option. A summary of the reasoning is as follows:

- A virtual convention experience is not the same as an in-person experience. With a limited number of live sessions and mostly prerecorded content, the experience is inequitable for those attending virtually—they do not have the same level of access to collaboration and networking valued in an in-person convention.
- 225 of the 2,650 registrants (8%) for CCCC 2023 took advantage of the virtual option, with only 172 attendees engaging with the virtual content for over 20 minutes.
- The average cost per attendee utilizing the virtual platform for more than 2 hours was \$2,100 per attendee.
- While not everything about this concerns money, we note that the cost involved, ~\$100,000, to provide a hybrid CCCC Convention is beyond CCCC's means. Further, a half- or one-day fully online institute at an opposite time of year would serve all CCCC equitably and potentially creates a new signature offering addressing additional member interests and needs while protecting the value of the in-person convention. A separate offering is also considerably more cost-effective, allowing for both responsible budgeting and affordability for attendees.

In terms of future plans, with the support of Ersula Ore, Doug Kern, James Beasley, Timothy Oleksiak, Antonio Byrd, Romeo Garcia, and Mya Poe, The CCCC Chair and Associate Chair are in the process of completing a drafted letter to be sent out to CCCC membership (pending NCTE EC approval) outlining some of our plans moving forward. These plans include an infographic with resources for learning more about past and pending anti-Trans/Queer, anti-Equity, and anti-CRT legislation and for locating support for those who need it.

- On Thursday, August 10, at 4:00 p.m. ET, CCCC offered the webinar "Intellectual Freedom Concerns in Higher Education: A Conversation," a members-only event to discuss the current state of intellectual freedom in higher education with a panel of experts.
- NCTE Standing Committee Against Censorship member Ann David, American Association of University Professors senior program officer Michael DeCesare, and PEN America's Jeremy C. Young will take part in a moderated discussion led by a CCCC member leader who will be announced soon. In August and again in early fall, CCCC will offer a webinar featuring speakers from the AAUP, PEN, and the NCAC (the National Coalition Against Censorship).
- CCCC also plans to explore the possibility of a one-day conference at a regional site for those unable to attend the 2024 convention due to funding, health, or other concerns that make traveling very difficult for our members and attendees.
- CCC Journal and CCCC/SWR Book Series: Matthew Davis and Kara Taczak will serve a five-year term as coeditors of CCC. Stephanie Kerschbaum will serve a five-year term as the series editor. The CCCC EC recently approved membership to the editorial board. The series is currently exploring collaborations with the WAC Clearinghouse about open-access publications. The editorial members appointed to the series include:

- o 1-year term - Catherine Vieira, University of Wisconsin-Madison
- o 1-year term - Chanon Adsanatham, Thanmasat University
- o 4-year term - Dami n Baca, Arizona State University
- o 4-year term - Lauren Rosenberg, University of Texas El Paso
- o 4-year term - Patti Poblete, South Puget Sound Community College
- o 4-year term - Suresh Canagarajah, Penn State University
- o 4-year term - Jo Hsu, University of Texas Austin
- o 4-year term - Jonathan Alexander, University of California Irvine
- o 4-year term - Amy Wan, Queens College
- o 4-year term - Charissa Che, Queensborough Community College
- o 4-year term - Emily Suh, Texas State University
- o 4-year term - Cassandra (Cassie) Phillips, University of Wisconsin Milwaukee

Co-sponsored by the Modern Language Association, CCCC has completed its first draft of the *Working Paper on Artificial Intelligence (AI)*, which addresses the rapidly developing implications of AI technology and Large Language Models for writing, language, and literature teacher-scholars. During its retreat, the MLA/CCCC task force also worked toward the following goals:

- Finalized the first of several working papers that will lay out the issues and implications, express shared values of the organizations, and provide information to members about how large language models like ChatGPT (and others) are likely to affect their work.
 - Finalized topics for additional working papers and planned for an MLA/CCCC-sponsored webinar to be held on July 26 (11 a.m. PT/2:00 p.m. ET) by members of the Task Force.
 - Met with Executive Directors Emily Kirkpatrick (National Council of Teachers of English) and Paula Krebs (Modern Language Association) for a dialogue about organizational needs and updates on the work of the task force.
 - Planned for grant-fundable projects to support long-term professional resource development for students, educators, and scholars in relation to Large Language Models and future AI technology that will affect literacy education.
 - Met with a representative from Google to learn more about the future of AI and writing.
 - Discussed possible statements or responses to federal requests for public comment.
- The Task Force is chaired by Holly Hassel and Elizabeth Losh who can be reached for queries about the task force's work.

Finally, CCCC continues to inventory and identify the existing taskforces and make recommendations for determining which ones need to be constituted, sunset, or continued.

Bylaws: The final updated CCCC Bylaws will be added soon to the CCCC website now that we have worked through the proofing changes.

Position Statements: CCCC recently approved several new statements and revisions to statements noted below. You can learn more about these statements in this blog post: .

- *Student Veterans in the College Composition Classroom: Realizing Their Strengths and Assessing Their Needs* (March 2015, references and further reading updated November 2022)
- *Position Statement on Citation Justice in Rhetoric, Composition, and Writing Studies* (November 2022)
- *Statement on Language, Power, and Action* (November 2022)
- *Statement on Support for Gender Diversity/Trans, Two-Spirit, and Nonbinary Students, Staff, and Faculty* (February 2023)
- *Statement on Editorial Ethics* (April 2023)
- *Statement of Professional Guidance for New Faculty Members* (1987, Revised November 2015, Revised November 2022)

The following statements are currently in progress:

Statements Reviewed in 2023 and Needing Assignment to Task Forces

- *Position Statement on Undergraduate Research in Writing: Principles and Best Practices* (March 2017): The CCCC EC recommended that the current statement be revised to include more current scholarship on the value of doing undergraduate research and providing examples of undergraduate research in its position statement.
- *Statement on Globalization in Writing Studies Pedagogy and Research* (November 2017): The CCCC EC recommended revising the statement to include more critical frameworks such as transnationalism and decolonial perspectives. Updates are also needed to acknowledge the shifting global contexts.
- *Scholarship in Rhetoric, Writing, and Composition: Guidelines for Faculty, Deans, and Chairs* [March 2018 (replaces the 1987 CCCC *The Range of Scholarship in Composition: A Description for Department Chairs and Deans*)]. The CCCC EC recommended that the statement be updated to include a more expanded list of digital publications while also making connections to non-tenure track faculty called upon to teach writing, especially in English departments.

New Statements Currently Needing Assignment to Task Forces

- A statement directed towards institutions with guidance for working with new faculty.
- *Statement on Intersectional and Equity-Oriented Scholarly Engagement in Writing, Rhetoric, and Composition Studies*, or a CCCC *Code of Ethics* that centers intersectionality and equity-based perspectives.
- *Statement on Online/Social Media Engagement for Academic Purposes*

Statements Currently in Revision

- *National Language Policy* (March 1988, updated 1992, revised March 2015)
- *Principles and Practices in Electronic Portfolios* (November 2007, Revised March 2015)
- *Principles for the Postsecondary Teaching of Writing* (October 1989, Revised November 2013, Revised March 2015)
- *Promotion and Tenure Guidelines for Work with Technology* (November 1998, Revised November 2015)
- *Statement on Community-Engaged Projects in Rhetoric and Composition* [April 2016 (replaces the CCCC Position Statement on Faculty Work in Community-Based Settings, November 2014)]
- *Statement on Preparing Teachers of College Writing* [November 2015 (replaces the 1982 CCCC *Position Statement on the Preparation and Professional Development of Teachers of Writing*)]
- *Students' Right to Their Own Language* (April 1974, reaffirmed November 2003, annotated bibliography added August 2006, reaffirmed November 2014)
- *Working Conditions for Non-Tenure-Track Writing Faculty* (April 2016)
- *Statement of Best Practices in Faculty Hiring for Tenure-Track and Non-Tenure-Track Positions in Rhetoric and Composition/Writing Studies* (April 2016)

Finally, CCCC is currently working on the following initiatives:

- A. Revitalizing the CCCC Summer Conferences (targeted invitations): We continue to explore opportunities to target institutions in Canada.
- B. Revitalizing the CCCC Webinar Series (process for invitations or soliciting proposals)
- C. Potential statement of support for Ukraine and other anti-hate statements
- D. MLA/CCCC Task Force on AI and Writing (previously noted)
- E. Restructuring the CCCC Executive Committee and newly formed CCCC administrative and standing committees per the revised CCCC Constitution (2022) and Bylaws (2023).

English Language Arts Teacher Educators (ELATE) Annual Report 2023

ELATE serves 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 Membership

The current ELATE Executive Committee is comprised of:

Chair: Nadia Behizadeh, Georgia State University, Atlanta

Past Chair: Latrise Johnson, University of Alabama, Tuscaloosa

Recording Secretary: Luke Rodesiler, Purdue University, Fort Wayne

Keisha McIntosh Allen, University of Maryland, Baltimore County

Tamara Butler, College of Charleston

Cati V. de los Ríos, University of California, Berkeley

Maria Hernandez Goff, California State University, Fresno,

Keisha Green, University of Massachusetts, Amherst

Davena Jackson, Boston University

Lindy L. Johnson, William and Mary, Williamsburg

Jung Kim, Lewis University, Romeoville, IL

Joanne E. Marciano, Michigan State University, East Lansing

Keisha McIntyre-McCullough, Florida International University

T. Philip Nichols (*CITE (English)* journal editor)

Brad Robinson (*CITE (English)* journal coeditor) *took over full responsibility in Sept 2023

Melanie Shoffner (*English Education* editor)

Newly elected EC members will join in November 2023:

Anthony Celaya, Western Washington University

David E. Low, California State University-Fresno

Grace D. Player, University of Connecticut

2022–2023 Outgoing ELATE Graduate Strand Leaders (term ended July 2023)

Co-Chair: Stephanie Robillard, Stanford University

Co-Chair: Darius Phelps, Teachers College, Columbia

2023–2024 ELATE Graduate Strand Leaders (term started July 2023)

Co-Chair: Rubén González, Stanford University

Co-Chair: Katie Caster, Teachers College, Columbia University

2023–2024 Nominating Committee (term begins November 2024)

Chair: Lakisha Odlum, State University of New York at New Paltz

Lakeya Omogun, University of Washington

Jennifer M. Higgs, University of California, Davis

Kisha Porcher, University of Delaware

Lucía Cárdenas Curiel, Michigan State University

2022–2023 Nominating Committee

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, South Carolina

Membership

ELATE currently has 1,110 members (as of March 31, 2023) and many of them work throughout the Council.

NCTE 2022 Convention

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

ELATE-Sponsored Events include:

Thursday, November 17, 2022

7:30–8:45 a.m.

ELATE New EC Member Orientation and Breakfast (current chair, incoming chair, and three incoming members only), in the Hilton

ELATE Executive Committee, meeting from 9:00-5:00 p.m.

7:00-9:00 p.m.

ELATE Executive Committee Dinner, at SAVOR Stone Hearth Pizza & Wine

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 (Ballroom C)

Emig, Geneva Smitherman Cultural Diversity, Meade, and Moffett awards were presented and the 2022 Research Initiative and Graduate Student Research Award recipients was 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 March EC Meeting

The ELATE EC met March 27, 2023 - 1:30–3:00 p.m. ET via Zoom.

We engaged in:

- Community Building led by Nadia Behizadeh, ELATE chair
- Discussion of the ELATE 2023 summer conference budget, led by Kristen Ritchie (budget was approved)
- Discussion of Melanie Shoffner's request to extend her editorship of *English Education* to 2027 (motion passed)

ELATE May EC Meeting

The ELATE EC met May 25, 2023 - 3:00–4:15 p.m. ET via Zoom.

We engaged in:

- Community Building led by Nadia Behizadeh, ELATE chair
- Discussion of the 2023-2024 budget, led by Kristen Ritchie (budget was approved)
- Sunset of the Commission on Everyday Advocacy (motion passed)
- Discussion of the CITE editorship
- Discussion of the ELATE summer conference

ELATE July EC Meeting (informal)

ELATE EC members convened July 6, 2023, 1–2 p.m. ET in person in Atlanta. We engaged in community building and informal discussion.

NCTE 2023 Convention

ELATE Chair, Nadia Behizadeh, and EC member and *English Education* editor, Melanie Shoffner, are ELATE program chairs for the 2023 NCTE Annual Convention in Columbus, OH.

ELATE Sponsored Events will include:

1. L. Ramon Veal Research Seminar
 - a. The L. Ramon Veal Research Seminar is an ELATE-sponsored, invitation-only session at the NCTE Annual Convention created to support graduate students and teacher-researchers engaged in educational research. At NCTE, the Veal Seminar offers a professional space for supportive and directed discussion between experienced scholars in ELA teacher education and those entering the field. Applications were due in March and participants were notified in March. This initiative is led by Luke Rodesiler, EC member and current recording secretary for the ELATE EC.
2. ELATE Luncheon
 - a. Speakers will be Antero Garcia and Nicole Mirra discussing their new book: [Civics for the World to Come](#)
 - b. Janet Emig, Geneva Smitherman Cultural Diversity, Meade, and Moffett awards will be presented and the 2023 Research Initiative and Graduate Student Research Award recipients will be announced and plaques delivered.
3. A special session, "Critical Issues in English Education: Research by ELATE Research Grant and Award Winners," will be held during the conference.
4. Commission Meetings will occur twice during the conference.
5. The ELATE EC will also meet during the conference.
6. ELATE General Membership Meeting and Social Hour.
 - a. We will again announce award winners and research initiative winners here.

ELATE Biennial Summer Conference, 2022

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

ELATE Biennial Summer Conference, 2023

After having the ELATE conference merge with the Homecoming event in July 2022, the ELATE biennial summer conference returned to being on “odd” years, occurring July 6–9, 2023 at Georgia State University (GSU) in Atlanta. The College of Education and Human Development co-sponsored this conference by providing money, space, resources, and staff. To prepare for this event, the ELATE EC sent a survey to all ELATE members and used survey responses to craft this year's call. ELATE members, when asked about the needs of ELA teachers and teacher educators right now, two key themes emerged: (1) the need to continue to enact critical, culturally relevant, queer and trans, and antiracist pedagogies in the face of anti-CRT rhetoric and “divisive concepts” legislation and (2) the need to engage in self-care, rest, and practices that foster community, joy, and hope.

The theme for the 2023 summer conference is “Centering Hope and Organizing for Justice.” The call for conference and further details, including the full program, can be found [here](#).

Take-aways from the conference:

- We had about 190 attendees.
- There were four plenary sessions hosted in the College of Law.
- There were about 50 break-out sessions for attendees to choose from, hosted in the College of Education and Human Development.
- Registration included a reception, one breakfast, one lunch, and two brunches. All meals were hosted by the GSU dining hall.
- Attendees could choose to stay in dorm rooms on the GSU campus.
- The opening reception included words and artistic contributions from:
 - Dr. Paul Alberto, Dean of the College of Education and Human Development at Georgia State University
 - Dr. Nadia Behizadeh, ELATE chair, and Associate Professor of Adolescent Literacy at Georgia State University
 - Chyna Quarker, Director of Community Response Services for Policing Alternatives and Diversion (PAD) in Atlanta
 - Tim Duggan and Chris Goering, ELATE members and musicians
 - Dr. Shimikqua Ellis, ELATE member (led community building activity)
 - Darius Phelps, ELATE Graduate Strand co-chair, poet
- Plenary speakers including prominent NCTE/ELATE scholars: Gholdy Muhammad, Tonya B. Perry, Mollie Blackburn, Melanie Shoffner, and Nadia Behizadeh
- Plenary speakers also included local organizers: Mikayla Arciaga from the Intercultural Development Research Association; and Anthony Downer from the Teach for Freedom Collective.
- There was a well-attended social outing to local establishments on Saturday evening (about 50 attendees). Other attendees went to the High Museum on Friday night for a social event.
- There were two field trips: a walking tour to MLK's birthhome and a visit to the Center for Human and Civil Rights.
- A survey was sent to attendees and results will be reviewed in November.
- Other follow-up opportunities from the ELATE summer conference, sent to attendees:
 - Share your dream for ELA teacher education and how we might realize your dream! Please do so by Sunday, July 23, 2023.
 - Submit a research or praxis paper to *English Education* for the [call for the special](#)

- [issue](#) based on this conference. Submissions are due by October 15, 2023.
- Share your response to "What is English education?" Responses are due by Friday, July 14, 2023.

ELATE Journals

CITE (English) journal, the outgoing editor is T. Philip Nichols (2021–2023), Baylor University, Waco, TX. T. Brad Robinson, Texas State University, was selected to be the interim editor by a subcommittee of the ELATE EC (Antero Garcia, Lindy Johnson, and Nicole Mirra), after nominations were requested via a call sent to all ELATE members.

Then a call for applications for *CITE (English)* editor was circulated here: <https://ncte.org/groups/elate/cite-editor-search/>

The search committee to select the new editor was comprised of: Joanne Marciano, Keisha McIntyre-McCullough, and Lindy Johnson.

Brad Robinson was selected to be the incoming editor of *CITE* journal will serve as sole editor for three years (July 2024-June 2027), with the possibility of renewal for an additional three years. In the final year of the term (2026-2027 academic year), he will serve as coeditor with the incoming editor.

English Education journal, the editor is Melanie Shoffner (2020–2025) James Madison University, Harrisonburg, VA. The EC has voted to extend Melanie's term by two years, so her new term is 2020–2027. An example of a recent publication in *English Education* is a [symposium](#) on "English Education in an Artificial World."

There is a special call for an *English Education* issue based on the 2023 summer conference, coedited by Nadia Behizadeh and Melanie Shoffner. More details can be found [here](#).

Award Committee Appointments 2022–2023

Geneva Smitherman Cultural Diversity Grant

Chair: Tamara Butler

Member: Lindy Johnson

Member: Darius Phelps

Member: Luke Rodesiler

Emig Award

Chair: Keisha Allen

Member: Latrise P. Johnson

Member: Joanne E. Marciano

Britton Award Committee

Chair: Cati de los Rios

Member: Devena L. Jackson

Member: Maria Hernandez Goff

Member: Melanie Shoffner

Moffett Award

Chair: Jung Kim

Member: Lindy Johnson

Member: Keisha Green

Research Initiative Grants

Chair: Nadia Behizadeh

Ruben Gonzalez, Graduate Student Representative

Member: T. Philip Nichols

Member: Keisha McIntyre-McCullough

Chair, Veal Research Roundtable

Luke Rodesiler

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 have started using the new standards for Program review.

National Technology Leadership Summit

Latrise Johnson attended the NTLS on September 22–23, 2022, in Washington, D.C. and focused on the Modeling Innovative Technology Use strand. Information on the summit can be found .

Nadia Behizadeh attended the NTLS in Washington, D.C. in September 2023 and engaged in the strand: Generative AI: Possibilities, Promise, Perils, and Policy. She was joined by Melanie Shoffner (editor of *English Education*) and Merideth Garcia, Associate Professor at UW Lacrosse and co-chair of the Commission on Digital Literacies in Teacher Education. Information on the summit can be found [here](#).

Commissions

The work of ELATE continues to be the work of the commissions. Currently, there are 12 active commissions:

- 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 the History of English Education

The Commission on Everyday Advocacy was sunset this year.

More details on each commission can be found [here](#).

ELA Methods Syllabus Party, August 11, 2023

- Nadia Behizadeh, Stephanie Robillard, and Darius Phelps hosted an ELA Methods Syllabus Party on Friday, August 11, at 4:00 p.m. ET.
- We had about 40 attendees. After an initial framing by the co-hosts that included suggested critical questions and a protocol, participants we placed in trios to share their syllabi with each other.
- During the whole group debrief, a short resource list was compiled. It can be accessed here.

- Also, here is a [list of recommended texts for ELA methods courses from attendees](#) and you can access the recording of this event in the [NCTE Video Library](#). Log in to your NCTE account and click on the Video Library tile in the bottom right corner of your screen.
- Survey responses indicated this was a useful, engaging session. We plan to have another session before the spring semester.

Many thanks to all ELATE EC members, ELATE GS members, ELATE general members, editors and reviewers for *CITE (English)* and *English Education*, commission chairs and members, search committee members, award committee members, NCTE leadership, NCTE EC members, and NCTE staff (especially Kristen Ritchie and Lori Bianchini). Additionally, thank you to all the teachers and teacher educators committed to ensuring students have access to culturally relevant, critical, and joyful educational experiences.

Respectfully submitted,
Nadia Behizadeh, ELATE Chair
September 22, 2023

Literacies and Languages for All (LLA) Annual Report

July 1, 2022 – June 30, 2023

Literacies and Languages for All (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 literacies; and inquiry- and project-based learning that embody the work of 21st-century educators.

The LLA Executive Board

The LLA Executive Board consists of Michele Myers, President, Yang Wang, President-elect, and board members: Priscilla Alvarado, Brian Kissel, Mukkaramah Smith, and Grace Kang. Our newly elected board members are Kathryn Mitchell Pierce, and Dorothy Suskind. Our non-voting members are Sherry Sanden and Patricia Paugh (Coeditors of *Talking Points*) and Kristen Ritchie and Michaela White (NCTE representatives). We celebrate our immediate past board members, Sally Brown and Keri-Anne Croce.

Kathryn Mitchell Pierce is an associate professor in Education Studies at the St. Louis University School of Education in St. Louis. She has earned a PhD in Reading and Language Education from Indiana University. Her research interests include classroom talk, talking and learning in small groups, teacher study groups/action research groups, professional learning communities, and collaborative assessment. She is a renowned author, speaker, and member of several national and international organizations.

Dorothy Suskind is an assistant professor in the Education and Counseling Department at Longwood University in Farmville, Virginia. She supervises preservice teachers in the field and teaches classes in early literacy, disciplinary literacy, behavior management, secondary education, and a capstone course focusing on women as disruptive change agents in their community. She holds a PhD from the University of Virginia. Dorothy is a frequent presenter at national and international conferences. She has co-published one book and numerous articles in reputable journals.

Strategic Planning

The Board remains committed to growing our membership and PR. We have prioritized two initiatives to assist in this regard. First, we created a social action sub-committee. The committee is charged with increasing the presence of the organization on all social platforms: Facebook, Twitter (now X), Instagram, and LinkedIn. In addition, the committee publishes a newsletter that is sent to members and potential members to share resources and information about the organization.

Second, we created a translanguaging sub-committee. This committee works on initiatives to ensure that materials, resources, and the LLA Summer Institute are accessible for speakers of Spanish and English. The committee has established a Multilingual Caucus.

2022 LLA Summer Institute

LLA executive board voted to join LLA for the 2022 NCTE Homecoming held in Louisville, Kentucky. The theme for LLA Summer Institute was “Love in Action: A Commitment to Freedom and Justice.” The opening keynote for the LLA tract was Dr. Yolanda Sealey-Ruiz. The closing keynote speakers were Drs. Kamania Wynter-Hoyte, Eliza Braden, Michele Myers, Sanjuana Rodriguez, and Natasha Thornton, the authors of *Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom (2022)*.

2023 LLA Summer Institute

After combining with NCTE and ELATE for Homecoming 2022, LLA’s executive board voted to hold the 2023 LLA Summer Institute virtually on July 14–15, 2023. The theme was “Teaching Readers (Not Reading).” The opening keynote was Peter Afflerbach, the author of *Teaching Readers (Not Reading)*:

Moving Beyond Skills and Strategies to Reader-Focused Instruction (2022). Dr. Afflerbach also wrote *Understanding and Using Reading Assessment, K–12* (2018). He is the editor of the *Handbook of Individual Differences in Reading: Reader, Text, and Context* (2016), and coeditor of the *Handbook of Reading Research*, Volume IV (2010) and Volume V (2020). He has published in numerous theoretical and practical journals, including *Reading Research Quarterly*, *Cognition and Instruction*, *Elementary School Journal*, *Journal of Adolescent and Adult Literacy*, *Language Arts*, *Theory into Practice*, and *The Reading Teacher*. Prior to his employment at Emory University and then the University of Maryland, Afflerbach served as an elementary school Chapter 1 remedial reading teacher, a reading and writing teacher in middle school, and a high school English teacher.

The board approved over 30 sessions from holistic educators and teacher educators. The board approved having several sessions in Spanish only to target our translanguaging audience. There were 72 registrants for the 2023 LLA Summer Institute. The opening keynote with Peter Afflerbach was the most attended and engaged with session. The second session with the most engagement was “Empowering Teachers as Curriculum Engineers and Reenvisioning Literacy as Dynamic, Authentic, and Meaningful.”

Scholarships

The LLA board awarded three scholarships to three recipients to attend the 2023 LLA Summer Institute. We budgeted for the three scholarships and used the remaining funds from the Constance Weaver Scholarship to offset their cost. The recipients were Ariel Andrian, Huaying Jiang, and Jing Zhang.

LLA Joy of Teaching Award

The LLA board voted to honor Jennifer Smalarz with the Joy of Teaching Award. Ms. Smalarz is a kindergarten teacher in Berkeley County Public Schools located in Charleston, South Carolina. Jennifer earned degrees in deaf education, teaching, learning, and advocacy and has an education specialist degree in literacy. Ms. Smalarz has met the literacy needs of diverse learners for over 28 years.

We did not receive any nominations for the LLA Service Award or the Lifetime Membership Award. We will continue to promote these awards on our social media for the next nomination process.

Summary of FY23 Financial Results

LLA's total revenue excluding the Summer Institute is tracking slightly below last year due to an 11.8% decline in membership and the related decrease in revenues from membership dues. This is offset by investment income being higher than last year. Expenses are significantly lower than last year, related to paying a penalty of \$30,051 for cancellation of the 2021 Summer Institute in FY22. The 2022 Summer Institute had a profit of \$5,193, which was slightly behind the prior year's online event's profit of \$5,428. Overall, LLA is anticipated to have net income after contingency reserves higher than the prior year and the FY23 budget.

LLA Journal

The *Talking Points* report was submitted as a separate document. The most recent call for the October 2024 issue is a Special Interest issue: “Addressing Censorship in the Schools.” The submission deadline is May 1, 2024.

Future of LLA

Membership - The LLA Board continues working to retain and build membership by maintaining an active presence on social media and planning virtual member events. We are working with NCTE staffers to send email correspondences to our LLA membership list asking them to renew. We have also budgeted for a targeted membership drive. We will also work with staffers to ensure that our webpage makes it easier for interested participants to (re)activate membership. We are asking members to assist with the recruitment efforts by inviting their students and colleagues to join.

Multilingual Caucus - We will grow our Multilingual Caucus. We will hold our first meeting at the NCTE 2023 Annual Convention in November 2023.

Social Action - We will continue to publish our newsletter. We will also continue to publish LLA events on all social media outlets.

Respectfully Submitted,
Michele Myers
LLA President

Two-Year College English Association (TYCA)

Overview

Two-Year College English Association (TYCA) membership consists of NCTE members who indicate two-year college interest on their NCTE member profiles and/or subscribe to *Teaching English in the Two-Year College (TETYC)*. TYCA 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 (EC) currently has 11 voting members: the TYCA Chair, Associate Chair or Past Chair, Secretary, Editor of TETYC, and a representative from each of the seven regional organizations. The TYCA Chair is a voting member of the NCTE and CCCC ECs. 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: Joanne Baird Giordano, Salt Lake Community College, Utah

Past Chair: Sarah Z Johnson, Madison College, Wisconsin (outgoing November 2023)

Secretary: Leigh Jonaitis, Bergen Community College, New Jersey (outgoing November 2023)

Associate Chair-Elect: Charissa Che, Queensborough Community College, New York (incoming November 2023)

Secretary-Elect: Bethany E. Sweeney, Des Moines Area Community College, Iowa (incoming November 2023)

Changes to the Structure of the Two-Year College English Association

During meetings at the NCTE Convention in November and at TYCA/CCCC in February, the TYCA Executive Committee voted to make important structural changes to the organization to reflect changing member needs:

Restructured the TYCA Executive Committee to include three at-large representatives elected from dues-paying TYCA national members. This change reflects the reality that TYCA has an increasing number of members who are active in TYCA and NCTE at the national level without belonging to a regional affiliate. These national members need an equitable opportunity to vote for representatives and run for EC elections. For future voting cycles, TYCA will also have three representatives elected by dues-paying members of national TYCA. Nominees for these positions will be selected by the TYCA Nominations Committee with rotating appointments of varying lengths of time for the initial voting. In the future, names will appear on the ballot at the same time as the TYCA national officers. All elected leaders of national TYCA and regions must be members of NCTE.

Created a TYCA National Leadership Council. This new committee will meet at least twice each year to collaborate on issues that concern TYCA regions (for example, regional membership, conferences, elections, websites, and professional activities). Council members will also organize training for new regional leaders. This change will provide more support to regions while also giving the TYCA Executive Committee more time to focus on national issues. This new committee of TYCA will include the TYCA elected officers and the seven Regional Executive Committee (REC) Chairs as voting members. An NCTE representative (determined by NCTE) and the "TYCA to You" (i.e., regional issues) editor will be nonvoting members. The word council is used in the title to reflect that a) the committee consists of leaders who assemble after an election by members of their regions, b) members of the group determine the issues that they work on each year, and c) the group is different from other TYCA committees that work on national issues under the direction of elected officers and the TYCA EC. Like other committees, the TYCA National Leadership Council will not have its own budget and must comply with the TYCA bylaws and NCTE policies. The first meeting will take place virtually in fall 2023.

Moved Regional Executive Committee Chairs and the “TYCA to You” editor from the TYCA EC. REC Chairs will now engage in national work through the TYCA National Leadership Council. They won’t attend TYCA EC meetings except as voting alternates in the absence of the representative from their region. Because “TYCA to You” focuses entirely on regional reports, the editor needs to be included in conversations with regional leaders. The reason for this move is to create more time for the TYCA EC to focus on national issues and regional leaders to advise each other on regional issues.

Voted to hold virtual business meetings four times each year. TYCA is moving away from holding business meetings in person. Meeting only twice a year makes it difficult for the elected officers to discuss issues, receive input from representatives, and make decisions in a timely, responsive way. Virtual meetings will also enable members to serve as regional or national representatives even when they do not have travel funding, which is an increasing problem for TYCA members because of lower community college enrollment during and after the COVID-19 pandemic.

Decided to hold an in-person retreat in connection with the TYCA National Conference and CCCC. TYCA officers, EC representatives, and REC chairs will meet annually in person to work on strategic planning. A retreat will allow elected leaders to engage in conversations about how to support TYCA members and move the organization forward in an equitable, inclusive, and responsive way. The officers will also organize additional in-person EC and/or member activities for the NCTE Convention. For Fall 2023, TYCA will hold a strategic planning meeting in person at the NCTE Convention in Columbus for all regional and national leaders, plus a TYCA member gathering. TYCA will hold a longer in person retreat for leaders in Spokane in connection with the April TYCA Conference and CCCC Convention.

Created a TYCA book award. A new Howard Tinberg Two-Year College English Association Outstanding Book Award will provide recognition for book length scholarship published about two-year college teaching and other issues relevant to TYCA members. The book award does not yet have funding attached to it; however, elected officers and the EC will work toward finding funding for the award (for example, conference registration or partial travel funding).

Moved “TYCA to You” regional reports from TETYC to an online format. “TYCA to You” currently appears in Teaching English in the Two-Year College and provides away for regional representatives to share work from their regions. “TYCA to You” will now appear online initially through the TYCA blog. TYCA regions need a timelier way to disseminate information instead of waiting for the journal to be published. This change will also free up space in TETYC to publish articles from a growing body of evidence-based scholarship on literacy research at community colleges. TYCA is currently seeking a new “TYCA to You” editor.

TYCA National Conference

The TYCA National Conference is held annually in connection with the CCCC Convention. The 2023 TYCA National Conference was held on February 15 in Chicago. The theme was “Growing Down to the Roots.” This year’s event included varied types of sessions: an opening session with a land and water acknowledgement, TYCA Chair’s address, awards, and a presentation from the conference chair; a keynote interview session with Decoteau J. Irby; roundtables with opportunities for attendees to discuss key issues with nationally recognized experts; five breakout sessions with presentations, panel discussions, and workshops; and a closing session to bring together issues from the conference. Jason Evans was the Conference Program Chair.

The TYCA National Conference will be held on April 3, 2024, in connection with the CCCC Convention in Spokane. The theme is “The Weird and the Wonderful: Unexpected Growth in Unfamiliar Spaces.” Leigh Jonaitis and Sarah Johnson (outgoing TYCA elected leaders) are co-chairing the conference. Proposals were due on September 15, and the review process is in underway with a conference program expected by December. TYCA elected leaders and past conference chairs are working on a conference handbook to support conference program chairs and committees in future years. TYCA leaders are also exploring the possibility of offering an annual TYCA workshop or other event each year at the NCTE convention. TYCA is in the process of seeking nominations for the 2025 TYCA Conference Program Chair.

Teaching English in the Two-Year College

Darin Jensen is editor of *TETYC*. The editorial board includes representatives from both TYCA national and TYCA regions. *TETYC* is seeking new members will join the board in Fall 2023 to replace members who are completing their terms. The 2023 special issue focused on teaching reading in open-access contexts. In Fall 2020, *TETYC* also published a 50th anniversary issue with symposia. Starting this year, the TYCA Chair's address from the TYCA National Conference will appear in the September issue. Forthcoming special issues of the journal will focus on grading and contract grading, race, and writing centers.

TYCA Tasks and Ongoing Projects for 2023 to 2024

During 2023, TYCA leaders worked on the following ongoing projects with a focus on creating a more inclusive organization and increasing support for literacy educators in open-access contexts:

- Updating the TYCA bylaws to incorporate recommendations from the TYCA Membership Task Force. Organizing the TYCA National Leadership Council to work on priorities for TYCA regions.
- Identified priorities for the first year of the Council include working on increasing regional memberships, helping regions create or revise their charters to create equitable practices and align their work with policies of NCTE and TYCA national, and developing an organized way for regions to share resources.
- Working with CCCC to investigate the possibility of moving the TYCA National Conference from Wednesday to Saturday in response to recommendations from a report by the CCCC Task Force on Engaging TYC Faculty in CCCC. This change would require CCCC to restructure the convention and/or give TYCA rooms that have been used in the past for CCCC sessions.
- Developing written resources to support new leaders as they transition to their positions. TYCA will work on creating a conference handbook, developing resources to help TYCA regions create their own bylaws and other guiding documents, writing bylaws and other guidelines for standing committees and awards committees, and creating resources for training new leaders through the new Leadership Council.
- Creating TYCA special interest networks to create an organized way for TYCA members with similar positions and interests to collaborate with colleagues nationally. Leaders have been identified for a few of the new networks, and others will be identified early in the fall 2023 to 2024 academic year.
- Revising the TYCA writing centers statement. Past Chair Sarah Z Johnson will organize a team to work on the statement.
- Reorganizing the TYCA Research Committee to work on investigating issues that are important to two-year college literacy educators nationally. The Research Committee was replaced by the Workload Issues Committee several years ago, and TYCA now has a need to work on research projects to benefit members in addition to
- Organizing a subcommittee of the TYCA Executive Committee (or a separate task force) to work on identifying needed virtual member resources.
- Collaborating with the Council of Writing Program Administrators to develop organized support nationally for literacy program coordinators who work at community colleges and other open-admissions institutions. The TYCA Chair (Joanne Giordano) and *TETYC* Editor (Darin Jensen) co-facilitated a session at the CWPA Conference on how national organizations can support two-year college literacy program coordination work. CWPA has been invited to facilitate a roundtable session at the TYCA National Conference. The two organizations will also collaborate on present a session at the TYCA National Conference and offer some online workshops in collaboration with TYCA leaders.
- Working on creating a written document for each TYCA Committee that outlines membership requirements and terms of service, goals, and responsibilities. This work will help create more consistency and transparency for committees and help new committee members understand their responsibilities.
- Creating a new logo for TYCA.
- Implementing a new TYCA book award to recognize scholarship on two-year college teaching. TYCA will also investigate the possibility of creating a scholarship award for the best two-year or open-admissions literacy education scholarship published in any journal. Currently, TYCA only has an award for scholarship published in *TETYC* and doesn't have a way to recognize relevant

- scholarship published in other NCTE publications and other journals.
- Developing a mechanism for “TYCA to You” to provide timely regional updates and news through an online platform.
- Reviewing existing position statements and white papers and identifying the need to revise statements and/or create new ones.
- Organizing two new teaching-focused special committees on trauma informed education and digital literacy (building on the NCTE *Definition of Literacy in a Digital Age* and the MLA—CCCC Joint Task Force on Writing and AI).
- Working with the CCCC Conference Chair to enhance the experience of two-year college faculty at CCCC.

TYCA Regional Conferences

TYCA’s regional associations each hold their own conferences, which are organized by regional executive committees and local conference committees. The information below outlines completed and planned conferences for 2022 and 2023:

2022 TYCA Regional Conferences

Southeast (February 23–26), "Shifting Currents: 21st Century Literacies and the New College Majority," Atlantic Beach, FL; Visiting Officer: Sarah Z Johnson

Midwest (October 6–8), "Creative Crossroads," Iowa City, IA; Visiting Officer: Sarah Z Johnson

Northeast (October 20–22), "Beyond the Mask: Two-Year College in Transition Conference Website," Syracuse, NY; Visiting Officer: Leigh Jonaitis

Southwest (October 13–15), "Bodies in Space: Fostering Connections in Theory and Practice," Oklahoma City, OK and Virtual; Visiting Officer: Sarah Z Johnson

Pacific Northwest (October 20–21), "Community, Shared Space, and the Teaching of Writing," Virtual
Visiting Officer: Joanne Giordano

2023 TYCA Regional Conferences

Southeast (February 22–25), "The Roaring '20s: Celebrating a Century of Resilience," Chattanooga, Tennessee; Visiting Officer: Sarah Z Johnson

West (September 29–30), "Show Your Work: The Importance of Process," Salt Lake City, Utah; Visiting Officer: Joanne Giordano

Northeast (October 12–14), "Shapeshifting: Challenges, Changes, and New Beginnings," Bethesda, Maryland; Visiting Officer: Joanne Giordano

Midwest (October 12–14), "Blank Slate," Wahpeton, North Dakota; Visiting Officer: Bethany Sweeney

Pacific Northwest (October 21–23), "Composition Everywhere All at Once," Yakima, Washington; Visiting Officer: Sarah Z Johnson

Southeast (postponed/date TBA), "Finding our way in OZ: Artificial Intelligence, Academic Freedom, and the Equitable Classroom! Oh My!"; Visiting Officer: Joanne Giordano

TYCA Committees and Task Forces

TYCA committees and task forces include members of TYCA National who work at two-year colleges, representatives from regions, and members of TYCA or NCTE who work at four-year universities (and who usually have previous experience teaching at a community college). TYCA has two standing committees, and both submitted reports for their 2022 to 2023 academic year work.

TYCA Standing Committee on Diversity, Equity, and Inclusion (Ongoing, 3-year terms): During the most recent academic year, the DEI Committee worked on making connections with TYCA regionals associations, presented at regional conferences, held a listening session at the TYCA National Conference, and worked on developing a DEI toolkit. Committee priorities include a) toolkit enhancement, b) communication with TYCA regions with a focus on DEI rep promotion, and c) membership retention and involvement. Work for the 2023 to 2024 academic year will include making the DEI toolkit available online for TYCA members and finding new committee members.

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

TYCA Workload Issues Standing Committee: The Workload Issues Committee completed its work on researching how the COVID-19 pandemic affected teaching and labor conditions for community college literacy issues. Committee members submitted their final pandemic report during the spring 2023 semester. In the upcoming academic year, the Workload Issues Committee will work collaboratively with a committee of CCCC members to investigate and report on class size.

Chair: Liz Tinoco, Texas A&M San Antonio

National Survey of Two-Year College English Programs and Faculty, Special Committee (3 years): The National Survey Committee is working on an extensive study 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 has completed drafts of two surveys and is working on distributing them.

Chairs: Darin Jensen, Salt Lake Community College; Holly Hassel, Michigan Tech

Task Force to Study the Impact of 2020 on Two-Year College English (1–2 years): 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. The task force is working on a case study interview with approval from the University of Cincinnati's IRB. A preliminary report is planned for fall 2023. Chairs: Virginia Schwarz, San Francisco State University; Sonja Andrus, University of Cincinnati Blue Ash

Special Committee on Writing Centers (2 years): A new Special Committee on Writing Centers has received a charge to review and update the "Statement on Two-Year College Writing Centers" (published in *TETYC* in March 2006), make recommendations for resources to support two-year college writing center work, and make recommendations for organizing a TYCA writing centers special interest network. Chairs: Clint Gardner, Salt Lake Community College; Sarah Z. Johnson, Madison College

Priorities for 2023

Two-Year College English Association priorities for 2023 include:

- Working with NCTE to clearly define and determine who is a member of national TYCA and finding a way to keep track of all NCTE members who want to belong to TYCA;
- Creating new member resources and increasing the benefits of membership (for example, through online resources, national activities, and virtual events co-sponsored with regions);
- Working with CCCC to implement recommendations from the CCCC Task Force on Engaging TYC Faculty in CCCC and helping CCCC recognize that most active national TYCA members are also CCCC members;
- Creating organized governance documents for committees to help new leaders transition to their national work with TYCA;

- Work with struggling regions to help them increase membership and create a sustainable way to develop regional programming post-pandemic;
- Finding an inclusive place in National TYCA activities for everyone who wants to participate.

Respectfully submitted,
Joanne Baird Giordano
Two-Year College English Association Chair



Reports of the
Standing Committees

Standing Committee Against Censorship

Names, affiliations, and geographic region for members:

CHAIR: Annamary Consalvo, University of Texas at Tyler
Katie Burnett, Edgewood High School in West Covina Unified School District, West Covina, CA
Katharine Covino-Poutasse, Fitchburg State University, MA
Ann. D. David, University of the Incarnate Word, San Antonio, TX
Christina L. Dobbs, Boston University, MA
Christine Emeran, National Coalition Against Censorship
Gennella Graham, Corinth High School, Corinth, MS
Drew Hall, Quitman County School District, Marks, MS
Mark Letcher, Lewis University, Romeoville, IL
Pamela A. Mason, Harvard Graduate School of Education, Cambridge, MA
Sydney L. McGaha, Oxford Middle School, Oxford, MS
Sharon Ryan, Acton-Boxborough Regional School District, Acton, MA
Tadayuki Suzuki, SUNY Cortland, Cortland, NY
Executive Committee Liaison, Tonya B. Perry, Miles College, Fairfield, AL
Sarah Miller, NCTE Staff Liaison

SCAC members have written, in teams of two, two-plus sets of book rationales. To accomplish this, we work closely with Sarah Miller of NCTE's Intellectual Freedom Center. We are supporting the work of the website [This Story Matters](#).

A sub-committee of SCAC members (with input from other ELATE members) created an updated version of the NCTE position statement *Students' Right to Write*—which was given consideration by the Executive Committee and is still a work in progress.

Ad hoc committee (this is true each year) to select the 2023 winner and honorable mention of the NCTE Intellectual Freedom Award.

This group of SCAC members responded to an editorial invitation:

Dobbs, C., Consalvo, A., Covino, K., David, A., Emeran, C., & Mason, P. (Accepted/Invited) (2024, January). "Lots of Ways to Be Brave": A Teacher's Guide to Facing Censorship Challenges. *English Journal*, 113(3). [invited, special issue]

As leaders in SCAC, and having given an invited presentation at TCTELA's annual conference — Ann David and I wrote this just-published, invited piece aimed at supporting Texas teachers:
David, A. & Consalvo, A. (2023). The censorship storm is upon us: Prepare, respond, report. *English in Texas*, 53(1), 35-38.

These three members of SCAC proposed and are now editing a new *EJ* column on censorship:
David, A., Consalvo, A., & Covino, K. (2023-2026). Column: Not "If" but "When": Teaching in a Time of Censorship. In *English Journal*.

Invited presentations by members of the SCAC:

Consalvo, A., & David, A. (2022, September 22). This Story Matters: An Intellectual Freedom Discussion with NCTE Affiliates. Invited webinar for State Affiliates of National Council of Teachers of English to the Standing Committee Against Censorship.

Consalvo, A., & Mason, P. (2022, September 21). Censorship Resources for NCTE State Affiliates: Montana. Invited webinar by the Montana Affiliate of NCTE to the Standing Committee Against Censorship.

Mason, P. and other SCAC members (Feb. 2023): Censorship and Educational Gag Orders in K-12 U.S. Schools to Towson University

Mason, P. and other SCAC members (April 2023): The State of Censorship: Strategies and Supports for Educators Today for the Minnesota Affiliate.

In addition, SCAC members ran two protected sessions concerning issues of censorship at NCTE 2022 in Anaheim.

We (SCAC members) plan to offer two protected sessions concerning issues of censorship at NCTE 2023 in Columbus.

Standing Committee on Diversity and Inclusivity

Names and states for members:

Kamania Wynter-Hoyte (2024) (Co-Chair) – SC
Susi Long (2024) (Co-Chair) – SC
Lynsey Burkins (2024) – OH
Shekema Dunlap (2023) – GA
Shashray McCormack (2023) – KY
Jason Irizarry (2024) – CT
Diana Liu (2024) – NY
Sanjuana Rodriguez (2024) – GA
Tim San Pedro (2024) – OH
Dywanna Smith (2024) – SC
Caitlin O'Connor (2024) (withdrew from committee 9/23)
Lamar Timmons Long – NY

Nominations for upcoming year:

1. Tamara Butler, College of Charleston – SC
2. Joaquin Munoz, University of British Columbia – Canada
3. Jazmen Moore, University of Washington – Washington (state)
4. Hui Ling Malone, University of California, Santa Barbara – CA
5. Grace Player, UCONN, – CT
6. Jarvis Jackson, Georgia Southern University – GA

Actions, projects, initiatives, or studies in progress

1. Examining Presence and Absence of Indigenous People and Presentations, and Issues within NCTE Structures: Committee member, Tim San Pedro and UBC faculty member Joaquin Munoz are in the process of examining NCTE convention programs from the past ten years to determine trends in Indigenous presence/absence in addition to developing a panel discussion for NCTE 2023 in which audience can listen to the issues put forward regarding Indigenous presence at NCTE.

2. The following ideas have been submitted to the EC and we are ready to move forward with them when approved:

a) Revamping Convention Proposal formats:

- To make them more accessible to teachers with changes like these:
 - o If you are a teacher, respond to these questions . . .
 - o If you are a teacher educator or educational researcher, respond to these questions . . .
 - o If you are a school administrator, respond to these questions . . .
- Include proposal questions to ask how the presentation will address issues of equity and justice in their respective spaces
- Revamp rubrics to align with new proposal formats
- Make rubrics available to proposers (transparency)

b) Standing Position on Each Nominating Committee for Member of D&I Committee

To help to ensure that slates of nominees for NCTE offices, section steering committees, and boards have a proven history of equity/diversity work, we propose that a representative from the Standing Committee on Diversity and Inclusivity always sit on each Nominating committee.

c) One General Session Speaker Chosen by Diversity Committee Each Year

To bring visibility and solidarity to issues of justice and equity, we propose that the Standing Committee on Diversity and Inclusivity be responsible for inviting the speaker to one of the major **General Sessions** annually which all conference attendees attend.

Often issues such as anti-Blackness, anti-Indigeneity, anti-Fat discrimination, and anti-LGBTQIA+ are hidden within the many sessions offered at NCTE. NCTE's commitment to addressing those issues would be communicated to more members if major general sessions were headlined by key people in these areas. In addition, these general sessions would end by pointing toward regular sessions that take up the issue of focus so that attendees can continue their learning, solidarity-building, and work toward change in literacy education.

d) Establishing Six Annual "Good Trouble" Awards based on John Lewis's famous quote: "Never ever be afraid to make some noise and get in good trouble, necessary trouble."

Six annual awards would be given by the Committee at each year's Convention to honor individuals or groups who bring to life John Lewis's commitment to "speak up, speak out, get in the way" through documented, ongoing dedication to equity, activism, and justice in literacy education. The six "Good Trouble" awards would be given in the following categories to individuals or groups:

- PreK–12 Classroom Teachers
- PreK–12 Students
- Teacher Educators
- Preservice Teachers
- Administrators (K–12 or higher education)
- Community Members

Criteria will be established by the committee upon approval of the award.

Each awardee would receive:

- \$500 per award = \$3,000 total per year, funded by NCTE to prioritize and bring visibility solidarity to the work.
- Registration for the upcoming NCTE national Convention.
- A place on the program annually for a "Good Trouble Panel."
- An interview with awardees to be published in NCTE's journals.

The establishment of these awards:

- Responds to attempts across the country to silence the teaching of whole histories and ban books with Black, Brown, Indigenous, and LGBTQIA+ stories of joy, pain, resistance, and resilience as well as attempts to remove Educators of Color from school boards and other leadership positions including ODEI offices in K–12 and higher education.
- Recognizes and honors the courage and conviction of teachers, administrators, students, preservice teachers, teacher educators, and community members who persevere with justice-oriented literacy pedagogies, are actively engaged in navigating challenges and the continual creation of what justice means in their educational spaces, uplift communities, and speak out to inform and educate.
- Acknowledges that oppressive systems are not new: The silencing of hard-won justice-oriented pedagogies, policies, and materials is reflective of efforts that have been in place since the time of colonization and continue today. Thus, the annual recognition of courageous efforts goes beyond of-the-moment measures in the work to build cadres and provide examples of courageous, thoughtful work over time.
- Recognizes the responsibility of national professional organizations to give courage to all educators and students by bringing to light those who are the most courageous in standing against inequities and injustices and who persevere in replacing dehumanizing literacy practices with those that invite joy, resistance, resilience, and criticality for all ages.

Accomplishments and timeline for future work

1. 2022 Convention Presentations:

- o The Role of NCTE, Literacy Educators, and the Community in Support of Anti-Racist Literacy Education
- o Using Our Voices for Change: Support from the Standing Committee on Diversity and Inclusivity

2. 2023 Convention Acceptances:

- Workshop: "Strategies for Addressing Book Banning and Attempts to Remove Racial Histories from Teaching in Public Schools and Universities" - Kamania Wynter-Hoyte, Susi Long, Wintre Johnson, Kindel Nash
- "Blame It on the Juice: Promoting Fat Love and Body Inclusivity in the ELA Classroom" - Dywanna Smith and Jarvis Jackson
- "Beyond Land Acknowledgments: Centering Indigenous Presence (and Absence) at NCTE" - Tim San Pedro, Joaquin Munoz

3. Google document sharing NCTE 2023 presentations by all committee members:

https://docs.google.com/document/d/1V6PLhkBsffBUW5V_2rVGanV5oWzhkO0B/edit?usp=sharing&oid=102450135802864334461&rtpof=true&sd=true

4. Posters for the 2023 Convention focused on anti-Fat phobia, stigma, and discrimination.

5. Journal Special Issues with focus on anti-Fat bias, ace, and gender

- *English Teaching: Practice and Critique* (Editor: Vaughn Watson): May 2024 - Dywanna Smith and Jarvis Jackson, Guest Editors Manuscripts were submitted Sept 20th; currently under review.
- *English Leadership Quarterly* (Editor: Cody Miller): February 2025 issue - Dywanna Smith and TBA, Guest Editors. Call for manuscripts will be disseminated December 2023
- *Language Arts* (Editor: Sandra Osorio): November 2025 issue - Dywanna Smith and Janice Baines, Guest Editors, Call for manuscripts has been sent to journal editors for fall 2023 dissemination

6. PD Workshops: Focus on Anti-Fat Bias Intersecting with Race and Gender: Proposal for 3 sessions submitted to Emily Kirkpatrick Sept 2023 to be carried out in spring 2024

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.

CHAIR, Grace Lee (2025)
(Hinckley-Big Rock Middle School, Big Rock, IL)

Aaron Chase Eddington (2025)
(Selwyn School, Argyle, TX)

Hee Young Kim (2024)
(University of Arizona, Tucson, AZ)

Heerak Kim (2024)
(Savoy Elementary School, Washington, DC)

Lisa Pelkey (2023)
(Northwest Missouri State University, Maryville, MO)

Darius Phelps (2025)
(Teachers College, Columbia University, NY)

Cynthia Ryman (2025)
(California State University Monterey Bay, Seaside, CA)

Robyn Waters (2025)
(Brooklyn School of Inquiry, New York, NY)

Executive Committee Liaison, Tonya B. Perry
(Miles College, Fairfield, AL)

I became a chair of the Committee in November 2022. Since then, we have continually published our monthly NCTE blogs and promoted interest and knowledge of global connections and issues across the Council.

The SCoGC met at the Convention to discuss promoting Decolonizing English at NCTE conferences. Mary Fahrenbruck, Kelowna Moton, and Rex Ovale have completed their membership duration. We discussed the need to promote and recruit new members. The flyer for SCoGC was created and distributed at the Convention. Members have agreed to look for additional members for the committee in the hopes of growing the committee to 10–12 members. Since then, we have been able to invite eight new committee members.

Currently, we are utilizing Google Docs to share our thoughts and ideas about making a bookmark for this or next year's Convention. Also, we proposed an Author Event with Minh Lê; Emily Kirkpatrick confirmed the webinar event set for January 2024. Our committee is very excited about this opportunity!

On Friday, September 15th, we will have a Zoom meeting to informally share thoughts and ideas about the author event and any other new agendas. We will continue to work together over emails and Zoom meetings to take on the initiatives of the NCTE.

Grace Lee

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.~~



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.*

Names, affiliations, and geographic region for members:

CHAIR, Jennifer Curl, Academy of Advanced Studies, McDonough, GA
Parsa Choudhury, Columbia College, Chicago, IL
Kristy Girardeau, Douglasville, GA
April Simmons, Dorchester School District, Summerville, SC
Shauna Wight, Utah Tech University, St. George, UT
Rebecca Leigh, Oakland University, Rochester, MI

Actions, projects, initiatives, or studies in progress:

We submitted the 2024 writing prompt: Define Yourself

"If you don't get out there and define yourself, you'll be quickly and inaccurately defined by others." - Michelle Obama (Becoming, 2018)

As a teenager, you may feel that there is constant judgment from those around you. Your parents tell their friends about what you have been up to. Your teachers discuss your work or behavior with your parent(s) or guardian(s). Your peers post about you on social media. However, how accurate are any of these views when compared to your own perceptions of yourself?

Reflect on the many facets of your identity. Compose a personal piece that defines who you are and how you show it. Below are some ideas to help you get started; however, you are not limited to the options in this list:

1. How do you define yourself and why? How do you see your identity? What has made you the person you are today? If you are still exploring exactly who you are, then imagine the person you will become. How will you get there?
2. Evaluate different perspectives people have of you and compare those to how you see yourself. You might describe a time when someone else's ideas about you impacted or surprised you. What did you learn from the experience? Did it change how you see yourself today or how you communicate with others about your identity?
3. Rally against the need to define yourself at all. Consider the limitations of definitions, especially given the changes that happen during adolescence. Convey your ideas through a format that best represents you (e.g., a traditional essay, personal narrative, photo or graphic essay, spoken word poem, video essay, etc.).

* Committee members will send their ideas for the 2025 writing prompt 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

Accomplishments and timeline for future work:

- Expanded the committee.
- Will be drafting the 2024 prompt this fall and submitting it to NCTE in the summer.

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

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.

Trends 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

Names, affiliations, and geographic region for 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)

Jodi-Beth Hazel (2025)
Agape Education (San Antonio, TX)

Carol Jago (2023)
California Reading and Literature Project (San Diego, CA)

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)

Aliza Werner (2023)
(Bookelicious/MKE Film, Wauwatosa, WI)

Executive Committee Liaison, María E. Fránquiz University of Texas
(Austin, TX)

NCTE Staff, Sarah Miller

Major Activities:

August 2022 - #NCTEchat: #BuildYourStack for Back to School was co-hosted by Jen Vincent (@jvincentwrites) and Carrie Santo-Thomas (@CMSThomas). This was a conversation that centered teacher self-care while they developed booklists for their classrooms in anticipation of the upcoming school year.

October 2022 - Committee Chair Jen Vincent joined the Middle Level Section Latinx Heritage Month Build Your Stack virtual event to share Latinx books in honor of Latinx Heritage Month.

November 2022 - At Annual Convention, the Build Your Stack Committee hosted over 25 sessions across a range of topics in the Build Your Stack space in the exhibit hall. There was a range of presenters who presented 20-minute sessions live. Convention is one way that we are able to live the Affiliation element of the NCTE Vision Statement in that we connect with groups across the organization. For example, we have included presenters from the Poetry Committee.

February 2023 - Build Your Stack with Nonfiction Texts - Sarah Miller welcomed presenters who shared stacks of nonfiction texts across grade levels and topics were shared.

April 2023 - Build Your Stack: Poetic Possibilities - Committee member Gary Gray Jr. hosted this virtual event that shared verse texts.

June 2023 - Best Books of the 2022-2023 School Year - Committee Chair Jen Vincent hosted presenters who 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.

In alignment with the area of Access of the NCTE Vision Statement, the committee worked on developing materials and a process to support NCTE members who would like to host their own Build Your Stack events. We are still in the process of finalizing these materials so we can share them.

Upcoming Activities:

The Build Your Stack Committee is currently planning for the Annual Convention in November 2023. We have over 25 sessions across a broad range of topics where presenters 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 finalize materials to share with NCTE members who would like to host their own Build Your Stack events. We also plan to finalize and share a process that supports people in hosting their own Build Your Stack events.

Impact:

Through blog posts, virtual events, 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 where they can see themselves and see others in order to make an impact on students' lives.

Recommendations:

The Build Your Stack Committee is cognizant of the continued practice of book banning and censorship and the need to ensure our work advocates for inclusion of a wide range of books for all students.

We believe the prevalence of book banning and censorship continues to be top priority for NCTE to consider and address as they support educators at all levels.

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/>.

Names, affiliations, and geographic region for members:

| Name | Affiliation | Geographic Location |
|---------------------|-----------------------------------------------------------------------------|----------------------------|
| Cecilia M. Espinosa | Professor Lehman College/CUNY | New York City, NY |
| Grace Choi | Literacy Resource Teacher, Fairfax County Public Schools | Fairfax, VA |
| Suzanne Costner | School library media specialist, Fairview Elem. | Maryville, TN |
| Hiawatha Smith | Associate Professor UW-River Falls | Twin Cities WI/MN |
| María Leija | Assistant Professor The University of Texas at San Antonio | San Antonio, TX |
| Tiffany Rehbein | Principal Bain Elementary School Laramie County School District #1 | Cheyenne, WY |
| JoAnne Powless | Teacher Onondaga Nation School | Onondaga Nation, NY |

| Name | Affiliation | Geographic Location |
|--------------------|------------------------------------------|----------------------------|
| 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, | University of Texas at San Antonio, | Southwest |
| Darius Phelps | Teachers College, Columbia University | East |
| JoAnne Powless | Onondaga Nation School | East |

Actions, projects, initiatives, or studies in progress

From Past Huck Award Committee Chair, Donna Bulatowicz - 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 17th, we met in person for the deliberation meeting. Prior to our deliberation meeting, each person was assigned six books to review in depth. Each person re-read the books and reviewed and added to notes regarding the Huck criteria, looking at how the book did or did not meet specific criteria. In the deliberation meeting, each person led a discussion of the books they reviewed, using the criteria as a guide. We chose those that best met the criteria to be our winner, honor, and recommended books. We announced these books at the Children's Book Award Luncheon on November 19th. We also had a session at the conference on November 18th that highlighted the honor books from the previous year. We partnered with Orbis Pictus for this session. No Huck honor author or illustrator was able to attend, unfortunately. On November 19th, we had a session where we talked about serving on the book award committees and encouraged attendees to ask questions and to apply to serve on the committees.

Significant changes or trends in our field:

There is a trend in education to make conferences more accessible for all. NCTE has been a leader in this, providing online sessions in previous years. Accessibility also has to do with affordability, and NCTE has worked to keep the conference costs minimal and provided a scholarship for registration. NCTE can continue to work toward accessibility for the conference by changing a few things, such as having the book awards as a free presentation rather than a luncheon. The luncheon cost can make it difficult for people who are paying for the conference out of pocket. Additionally, the scents of the luncheon and the noise of so many people talking at once can be a challenge for those who have sensory differences, including some on the autism spectrum.

December 16, 2022-present (2023 Current Huck Award Committee Chair, Cecilia M. Espinosa)

The committee chair selected four new members to the Huck Award Committee. All of them were approved by NCTE. Sarah provided an Orientation to all members and Cecilia Espinosa and the assistants to the chair, Maria Lieja and Joanne Powless provided a specific one for the new members to the Huck Award. The committee chair met with NCTE Senior Coordinator, Sarah Miller. She also communicated regularly with Sarah Miller in order to ensure quality communication with NCTE. Emails were sent to publishers explaining the award criteria and the committee member contact list.

The committee has been reading and reviewing books received each month in light of the criteria. Members of the committee continue to locate books on their own (NetGalley, Edelweiss, bookstores, libraries, conferences, and other physical or online location) and books that publishers sent to each member. The committee meets once a month online (usually via Zoom) to discuss the books that we have read in light of the 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 the convention to choose those books that best meet the criteria to be our winner, honor, and recommended books. We will announce these at the Children's Book Award Luncheon on November 18th. We also plan to present two sessions at the NCTE conference, one centered on informing the membership what the awards involve, as well as one session within the Build Your Stack initiative with a focus on diversity and the Huck Award. We also plan to be available at scheduled times for people to visit and discuss our committee's work and how to apply to participate in the committee.

Accomplishments and timeline for future work

In addition to what has been listed in the response to the previous question, the committee has organized a list of recommended books not yet received in order to send out requests to publishers to invite them to submit books for consideration for the award. When committee members locate a book the committee has not yet received, the committee member adds it to the list of recommended books to be sent for request to publishers. We share this list with Sarah Miller, Senior Coordinator at NCTE.

The committee members have 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 that 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. Specific book requests are added to the list of recommended books. 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 the criteria and should remain under consideration or not. Starting in August, members also fill out individual top 20 forms, where each member lists the 20 books that he/she/they feel best meet the 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.

The committee members feel strongly that we should not have to pay for the Awards Luncheon on Saturday of the NCTE Annual Conference. Rationale: The Huck Award Committee members work for 11 months reviewing hundreds of books, locating quality books, discussing them thoughtfully each month, and toward the end meeting more often. They also spend a whole day of the conference (Thursday) on deliberations. On Friday, they prepare and finalize the presentation of the award winners. At the Awards Luncheon, they help organize the room and they present the award. They eagerly participate in this work because of their deep commitment to the field of children's literature, NCTE, and its membership.

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

An excerpt of NCTE's vision 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.... NCTE has a rich history of deriving expertise and advocacy from its members' professional research, practice, and knowledge. Today we must more precisely align this expertise to advance access, power, agency affiliation, and impact for all learners." Our committee's work aligns with this vision. The Huck Award Committee this year is composed of a diverse group of members. Each member brings a unique perspective and a wealth of expertise in children's literature. Their experiences as educators is deeply informed by the power of language and literacy to inform and aid work that pursues social justice and equity for all. One criterion for the award is with regards to ensuring that the fiction we select "connects children to their own humanity and offers them a rich experience with the power to influence their lives. We consider literature that centers minoritized groups, tells stories that challenge biases and narratives of deficit. The committee also considers stories that defy the status quo and work toward social justice and equity while stretching "children's thinking, feelings, and imagination", and "inviting compassion, imagination."

Children's Poetry Award Committee

Names, affiliations, and geographic region for members:

Mary-Kate Sableski, Chair, University of Dayton, Dayton, OH
Willeena Booker, Hatboro-Horsham School District, Horsham, Pennsylvania
Ryan Colwell, Fairfield University, Fairfield, Connecticut
Deanna Day, Washington State University, Vancouver, WA
Rebecca Kai Dotlich, poet, Carmel, Indiana
Joseph Pizzo, Black River Middle School, Chester, New Jersey
Junko Sakoi, Tucson Unified School District, Tucson, Arizona

Actions, projects, initiatives, or studies in progress

A 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 62 books submitted as of this date and several more have been requested. October 15th is the deadline for accepting 2023 titles. We will use our committee session time on Thursday, Nov. 16 from 8:30 to 4:30 to discuss our final selections. Requesting books from publishers has proven somewhat challenging as the contact person from each publishing house changes frequently. It's difficult to keep the contact list up-to-date. Without a specific person to contact at the publishing house, requests for titles often go unfilled. We have a Google sheet with contacts of each person and try to keep it updated as individuals change. We are also planning our two Conference presentations - NCTE 2023 Excellence in Children's Poetry Notable Poetry and Verse Novels and Georgia Heard's Excellence Award Winner session – in Columbus. These sessions 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 will speak during her session and engage the audience in poetry activities.

Accomplishments and timeline for future work

We wrote and submitted an article about the 2023 Notable list for *School Library Journal*. Our committee members prepared an article about the 2023 Notable books for Language Arts, and another article about Georgia Heard, the Excellence winner. We intend to select our Notables for 2024 by November 16th, and will proceed with articles about these books in 2024. Early in the year, we spent time contributing to a proposal to revise the Poetry Notables list from a list to an award, which went before Executive Board and is now being revised for resubmission.

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

Poetry is a genre that not all teachers are comfortable teaching or promoting in the classroom. The goal of our committee is to do just that—promote good poetry and provide teaching ideas through our conference presentations and journal publications. We have shared, and will continue to share, not only what we consider the best poetry available from the current publishing year and offer suggestions to teachers to make them more comfortable in reading and teaching poetry in the classroom. We want to encourage the writing of poetry on the part of students and the enjoyment of listening to and discussing poetic language. Because one of our goals is to seek out poetry from diverse languages and cultures, we hope to promote the multicultural and diverse language and setting that poetry offers. This speaks directly to the opening sentence of the NCTE Vision statement: "NCTE and its members will apply the power of language and literacy to actively pursue justice and equity for all students and the educators who serve them." We are also striving to find and recommend notable poetry books for the youngest children in our age range—3 to 5 years old.

Further, our committee put significant time into the proposed revisions for transitioning the Notables list into Awards for poetry and verse novels. This work was significant and we feel it has the potential to shape the profession of teaching and the understanding of literacy by promoting poetry and elevating quality selections with a distinguished seal, and increased attention as a result.

Significant changes or trends in our field:

Committee members have noticed an increase in the number of verse novels written for young adults. Because our age range is 3–13 years old, we are unable to recognize these wonderful books. Perhaps NCTE could discuss a way to recognize poetry and verse novels for young adults in a formal way?

We strongly suggest the continued conversations around how to transition the Poetry Notables list from a list to an award, with special recognition for verse novels. Verse novels are an increasing and important genre, and there are not currently any awards recognizing them. Much work has already been done to advance this conversation through the Executive levels of NCTE. The committee feels it is time to act and to put this work into motion.

Trends to factor into medium to long-term NCTE planning:

The website and social media connections are critically important in today's classrooms and styles of teaching and communicating. Keeping these areas user-friendly, easily accessible, and easily navigated is essential.

Sessions selected at Annual Convention are critical in reflecting current trends and enough cannot be said about the importance of issues of diversity today. All of the NCTE communications, website articles, author presentations at annual conference, need to reflect this. This is definitely getting better, but a continued focus is necessary.

As Chairs are encouraged to select members for the committee who are diverse, K–12 teachers, or both, it is vital to consider the cost of participation on a committee. Teachers are often not supported with PD funds in the same way that university faculty are, and thus incur most of the costs of participation. Though they agree to this when joining the committee, these costs will deter a diverse representation from applying to be on any committee. Our committee understands the many considerations that go into costs to put on a convention, but attention to some aspect of how the costs incurred impact individual committee members would be beneficial.

Mary-Kate Sableski, Chair

LGBTQIA+ Advisory Committee

Report from the LGBTQIA+ Advisory Committee, Chair, Ileana Jiménez

As chair, I am honored to submit the following highlights of our queer and trans committee work for 2022-23:

In February, committee chair Ileana Jiménez and committee members Josh Coleman and Gabriel Acevedo reviewed and accepted sessions for the LGBTQIA+ strand for the Annual Convention that will take place in Columbus, OH.

Prior to February, Ileana was able to work with NCTE so that the proposal portal system would only allow strand reviewers to mark their sessions as approved for their particular strand. This means that only the sessions accepted by the LGBTQIA+ strand proposal readers can be officially marked with the LGBTQIA+ strand indicator in the Convention catalogue/online portal. This change ensures that the content of our particular sessions are in alignment with current queer and trans research, pedagogies, curricula, literature, and activism.

The committee will be sponsoring the following session at the 2023 Convention in November: "More than Representation and Texts: The Necessity of Queer of Color Critique in Literacy Instruction and Research for a New Generation." The speakers on this panel will be shea wesley martin; Shamari Reid; Lamar Timmons-Long; Danelle Adeniji; Abdul-Qadir Islam; Ileana Jiménez; and René M. Rodríguez-Astacio. The majority of the speakers on this panel are members of the current LGBTQIA+ advisory committee.

The abstract for this sponsored panel is the following: This moment in education demands a shift that is fierce, radical, and community-centered. In a dynamic panel that is equal parts reckoning, dreaming, and theorizing, eight scholar-teachers share how they employ queer of color critique to bridge community, culture, and classroom while also imagining literacy strategies for the future.

In June, Renée Wilmot was invited to join the LGBTQIA+ Advisory Committee; Renée is currently a member of the 2022–24 cohort of Cultivating New Voices and has been recently appointed to be an Assistant Professor of Black Feminisms, Genders, & Sexualities in the Department of African American and African Studies at Michigan State University.

In July, Ileana created a new subcommittee that will focus on institutional memory in relation to the history and politics of the LGBTQIA+ advisory committee. This subcommittee or "memory group" will be made up of former chairs that current advisory committee chairs can reach out to for support and guidance on what has been done before so that current committees can imagine and design queer and trans futures for NCTE teachers, scholars, and activists. Thus far, two former chairs have joined the memory group, Toby Emert and Cody Miller.

In September, committee member shea wesley martin received NCTE's LGBTQIA+ Advocacy and Leadership Award. shea wesley martin (they/them/theirs) is a literacy scholar-teacher currently completing their doctoral studies in adolescent, post-secondary, and community literacies at The Ohio State University.

Next, Ileana is currently working with members of the committee, former chair Cody Miller, and NCTE to host an online panel and discussion with author Maia Kobabe, who wrote the graphic memoir *Genderqueer*. This event will be held in January 2024 for NCTE members only and will feature curriculum and pedagogies for teaching *Genderqueer* in the middle and high school English/ELA classroom.

I am honored that our work of the last year has fulfilled our mission. We will continue to fight the good fight in collaboration and solidarity with each other and with NCTE members and leadership.

The mission of the LGBTQIA+ Advisory Committee is 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.

Orbis Pictus Award for Outstanding Nonfiction

Names, affiliations, and geographic region for members:

Julia López-Robertson (Chair), University of South Carolina, Columbia, SC
Eliza Braden, University of South Carolina, South Carolina, Columbia, SC
Becki Maldonado, Teacher, Salisbury, Maryland
Melissa Summer Wells, University of Mary Washington, Fredericksburg, Virginia
Caryl Crowell, Consultant, Tucson, AZ
Jason Griffith, Penn State University, State College, PA
Janelle Mathis, University of North Texas, Denton, TX

Actions, projects, initiatives, or studies in progress

- We are currently reviewing books that we have received.
- We meet monthly to discuss books that we have received.

Accomplishments and timeline for future work

- To date (9/7/2023), we have received and reviewed a total of 250 books. We expect to receive many more this month. We have held monthly Zoom meetings to review and discuss books. We will have two longer Zoom meetings (October and November) to continue deliberations. Finally, we will meet the Thursday before the Annual Convention to make final deliberations and select winners.
- Some committee members are presenting a Build Your Stack on books submitted to Orbis Pictus who were not selected for the award.

Contributions 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 work that this committee does brings more visibility to NCTE, but also helps teachers know that the winners that are selected have been thoroughly vetted by a diverse group of literacy professionals. An NCTE book award seal indicates a standard of excellence that teachers can rely on when making book selections for their classrooms.

Significant changes or trends in our field:

- We have had discussions about changing the guidelines to be more inclusive.
- We plan to form a committee to engage in revising the guidelines after the Convention.

Trends to factor into medium to long-term NCTE planning:

- Last year, we had an increased social media presence, and the visibility of the award is growing.
- We need to continue and extend the social media presence-perhaps a monthly Tweet [Z], Instagram Post, FB post.
- Our committee believes that we need to continue to look for ways to include more books about and by underrepresented groups.
- Our committee believes strongly that we [any member of OP, not limited to this year's members] should not be required to pay for the luncheon. We work for months reviewing the books and spend hours on Zoom calls engaged in meaningful discussions about the books. Our work continues at the Award's luncheon

Promising Young Writers Advisory Committee

Names, affiliations, and geographic region for members:

Stephanie Robillard (chair), Saint Mary's College of California, Hercules, California
Christopher Rogers, University of Pennsylvania Graduate School of Education, Philadelphia, PA
Theresa Walter, Great Neck South High School, NY
Alex Corbitt, SUNY Cortland, NY
Tairin Quinn, University of Houston, TX
Emma Bene, Stanford University, Palo Alto, CA
Amy Pollard, Hanford Joint Union High School, Hanford, CA
Mary (Maggie) McConnaha, Michigan State University, Lansing, MI
Grace Villa, Pleasanton Unified School District, Pleasanton, CA
N'Kengé Robertson, Detroit Unified, Detroit, CA (invited)
Tonya Perry, Executive Committee Liaison
Ashley Sisk, NCTE Staff

Actions, projects, initiatives, or studies in progress

- Reaching out to local writing projects to promote the prompt
- Designing 2–3 lesson plans to accompany the prompt to assist teachers who wish to integrate the prompt into their lessons (aligned with the approaches outlined in *Understanding and Teaching Writing: Guiding Principles*)
- Generating a list of possible themes to develop a prompt around based on current events, youth interests and social movements for future consultation and development

So far, we've invited new members that represent a diverse range of backgrounds and experiences, at all levels of English (and English teacher) education.

Here is our current timeline:

- Fall collaboration with BAWP around prompt promotion
- Partner with potential BAWP TCs in implementing accompanying lessons
- November meeting at NCTE for those in attendance
- Spring meeting with committee to review the charge and list of brainstorms
- June meeting(s) to craft an initial prompt
- July meeting(s) to finalize prompt for submission at the end of July

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

Creating a handful of lessons to accompany the prompt is a way of demonstrating the values and approaches advocated by NCTE around the teaching of writing.

Significant changes or trends in our field:

- Student promotion: Inviting the student winners from the past or previous years to create a video promoting the program—so that it is peer to peer promoted rather than teacher to student.

-Connecting with educational partners: How can we build on established relationships with the National Writing Project and local projects to encourage (and hopefully increase) participation.

Trends to factor into medium to long-term NCTE planning:

- Continuing to involve greater student participation—while 2022 saw an increase of 26 in nominated students, we still only have participation from less than half of the states. Receiving data on who is participating, from what regions/districts/schools might help with targeted prompt promotion

-Increasing celebration of students who contribute such as releasing a digital anthology of works. I think this would help with celebrating the project and also provide student samples for writing development.

-Developing the platform/infrastructure for submitting multi-media submissions to the 2024 prompt

Public Language Awards Committee

Names, affiliations, and geographic region for members:

CHAIR, Michelle Devereaux, Kennesaw State University, GA

Antonio Byrd, University of Missouri-Kansas City, Kansas City, MO

Shekema S. Dunlap, IFE Academy of Teaching & Technology, Manor, TX

Brooke Harris Garad, Butler University, Indianapolis, IN

Jeffrey Krapels, Northern Valley Regional High School at Old Tappan, Old Tappan, NJ

Megan K. Mize, Old Dominion University, Norfolk, VA

Sarah Richard, New York City Department of Education, New York, NY

Dywanna Smith, Claflin University, Orangeburg, SC

Valerie Taylor, The University of Texas at Austin, Austin, TX

Natasha Thornton, Kennesaw State University, Kennesaw, GA

Executive Committee Liaison, Rochelle (Shelley) Rodrigo, University of Arizona, Tucson, AZ

NCTE Staff, Sarah Miller

The Public Language Awards Committee has undergone dramatic shifts in organization and expectations since July 1, 2022. For instance, rather than one working committee, the Public Language Awards Committee now consists of two sub-committees: one for the Orwell Award and one for the newly envisioned Year in Doublespeak. As the chair, I have worked to create norms and expectations for these two committees. Since this is my last year in this role, I have been documenting everything that I can to ensure a smooth transition when I leave the committee at the end of this year.

Beyond splitting into two subcommittees and my efforts to document how this particular committee works, the sub-committee for The Year in Doublespeak has been working to normalize procedures under new expectations. Again, this has taken a large amount of work in working to streamline the new process and ensure that the new sub-committee is meeting the needs of the Year in Doublespeak as well as the expectations of leadership.

The subcommittee is currently working to create its first lesson plan based on explorations in clarity in public language and examples of doublespeak found in public spaces.

Committee Against Racism and Bias in the Teaching of English

Names, affiliations, and geographic region for members:

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

Damian Baca (University of Arizona, Tucson)

Nawal Q. Casiano (NQC Literacy LLC, Chicago, IL)

Dulce-Marie Flecha (Cayuga Centers, New York, NY)

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

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

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

Sawsan Jaber (Maine West District 207, Des Plaines, IL)

Natalie Johnson-Berry (Shawnee Mission North High School, Overland Park, KS)

Diana Liu (Teachers College, Columbia University, New York, NY)

Dillin Randolph (Niles West High School, Skokie, IL)

Keisha Rembert (Crone Middle School, Naperville, IL)

Jineyda Tapia (Andover Bread Loaf and Philips Academy, Andover, MA)

Executive Committee Liaison, Tonya B. Perry (Miles College, Fairfield, AL)

Patrick Harris published *The First 5*, a book inviting educators to think about their work as new teachers in the field. It included the importance of Black educators and anti racist work within the classroom.

Keisha Rembert published her book on antiracist ELA classrooms. This text is available to teachers and higher education professors, as well.

We welcomed a Black woman, two Palestinian women, a Black man, and an Asian member to our committee.

We began a partnership with NYSEC in order to offer them a CARBTE materials session at their upcoming affiliate conference. We want to use this partnership as a pilot and then design an offer for all other affiliates as we aim to move our materials and work to affiliates in order to reach educators all across the country with our free/available resources.

We have determined that our next project is to highlight pre-existing resources at ReadWriteThink and curate a resource (maybe a blog?) so teachers can browse the collection items we endorse at effective antiracist teaching materials.

Additionally, we seek to publish several (2–3) blogs about racial voices commonly missing from ELA curriculum.

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.

REALM (Recognizing Excellence in Art and Literary Magazines) Committee

Names, affiliations, and geographic region for members:

Name: Benjamin Lally (CHAIR)
Institution/Affiliation: Hopkinton High School (MA)

Name: Jim Barnabee
Institution/Affiliation: Adlai E. Stevenson High School

Name: Alexa Garvoille
Institution/Affiliation: Virginia Tech

Name: Laura Gellin
Institution/Affiliation: Park Tudor School

Name: David A. Ragsdale
Institution/Affiliation: Clarke Central HS

Name: Gillian Schneider
Institution/Affiliation: Neuqua Valley High School

Name: Amy Williams-Eddy
Institution/Affiliation: Saint Mary's Hall

Actions, projects, initiatives, or studies in progress

- Gillian Schneider finished her year as Interim Committee Chair, with Benjamin Lally taking over for the next three years.
- We are reconfiguring our scoring rubrics to make them clearer and to help them better reflect what we wish to see in our submissions
- We have begun the process of putting together a video of students speaking about the importance of having a successful literary magazine. We hope to be able to display this video on the NCTE webpage and at the conferences.
- We have been expanding our pool of judges, which will become more necessary if we continue to gather greater numbers of submissions.
- To help with our growing pool of judges, and to help correct some wild disparities in scoring, we are looking into creating a series of short videos showing examples of what new judges should look for when judging a literary magazine.
- Benjamin Lally updated our digital map for NCTE, highlighting the top magazines in the country. This past year, we have begun adding contact information and links to all of the winning magazines.

Accomplishments and timeline for future work

- We have reached out to schools to increase the number of submissions to the REALM competition. In this past year, we gathered 378 submissions, up from 262 in the previous year. This marks the highest number of submissions to the contest since 2012.
- We have launched our new scoring rubrics for middle school, high school, and college publications.
- We introduced a new award to recognize the top magazines that are new to our contest to encourage more schools to submit their work and to add a greater diversity to the magazines that get selected for our top recognitions each year.
- We rebooted the online judging system to correct some flaws that we discovered last year
- We began the tradition of having a REALM table in the Exhibit Hall at the annual NCTE conference

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

Our greatest goal is to encourage schools to support their artists and their writers by either creating new literary magazines or championing existing ones. We held a session at the Anaheim conference at which the REALM Committee made connections with teachers from around the country who wished to either launch a literary magazine at their school or get their magazine up to the top tier by seeking advice from the REALM Committee members.

Significant changes or trends in our field:

Now more than ever, student writing needs to be encouraged at every level of education. The rise of ChatGPT and artificial intelligence writing programs has brought a lot of concern and attention to how analytical writing works in academic settings. An unexplored territory is the effect that these technologies will have on creative writing endeavors, such as courses or publications that encourage student work.

Trends to factor into medium to long-term NCTE planning:

The role that artificial intelligence will have on creative writing courses and magazines.



Reports of the
Publication Editors

NCTE Books Program

Total Books Program revenue for FY23 (including merchandise, other products, and permissions and royalty earnings) increased 24.5% over FY22's total, with book sales up about 14% and permission and merchandise income remaining strong.

The program received 22 new book proposals and 5 full manuscripts during the fiscal year.

Book Series

CCCC Studies in Writing & Rhetoric Series (SWR)

Stephanie Kerschbaum began her term as series editor. Six new proposals were submitted for consideration in FY23; three new books were published (including two that were made available as open-access ebooks in partnership with the WAC Clearinghouse). 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.

Principles in Practice (PIP) imprint

Cathy Fleischer continued as special imprint editor, working closely with NCTE publications staff to develop and promote projects. Four new titles were released this year. We plan to publish two new PIP books in FY23.

Special Issues

NCTE produced three new volumes in this series focusing on current topics of interest. The three volumes contained all-new scholarship, edited and curated by member-editors William Kist and Mary T. Christel (critical media literacy); Ayanna F. Brown (racial literacy); and Elizabeth Dutro and Bre Pacheco (trauma-informed teaching).

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

Marketing and Promotional Efforts

Marketing and promotional efforts this year included targeted email promotions; catalogs released in October 2022 and April 2023; 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*; sales in December and May (during Teacher Appreciation Week); bookmarks and posters featured at the NCTE Annual Convention and CCCC Annual Convention; and visibility through the NCTE Online Store. We also continue to work with Eurospan, which markets actively throughout Europe, the Middle East, and south and southeast Asia.

The Ingram partnership which began in October 2022 is part of the driver for our increased sales. Wider distribution and more robust metadata has increased exposure to the books NCTE publishes. It is expected that we will see more increases this year as the Gale partnership ramps up.

We continued to work with book marketing firm Princeton Selling Group to expand our reach to nonmembers and to book distributors. In consultation with NCTE staff, PSG sends messages 3–6 times a month to lists of nonmember faculty in teacher education, academic libraries, curriculum and

instruction, charter schools, and college-level composition and literature courses. They created several dozen email messages to inform these audiences of new and featured (topical, bestselling) NCTE books, journals, 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.
- participated in Twitter chats.
- engaged in professional learning opportunities through NCTE-sponsored webinars.

New Titles (published July 2022–June 2023)

Can We Talk? Encouraging Conversation in High School Classrooms, Susanne Rubenstein

Critical Rural Pedagogy: Connecting College Students with American Literature, Sharon Mitchler

Dynamic Activities for First-Year Composition: 96 Ways to Immerse, Inspire, and Captivate Readers, edited by Michal Reznizki and David T. Coad

Increase Reading Volume: Practical Strategies That Boost Students' Achievement and Passion for Reading, Laura Robb

Navigating Trauma in the English Classroom, Adam Wolfsdorf, Kristen Park Wedlock, and Cassandra Lo

Walking in Shakespeare's Shoes: Connecting His World and Ours Using Primary Sources, Sheridan Lynn Steelman

Workshopping the Canon for Democracy and Justice, Mary E. Styslinger

Principles in Practice imprint

Challenging Traditional Classroom Spaces with YA Literature: Students in Community as Course Co-Designers, Ricki Ginsberg

Literacies Before Technologies: Making Digital Tools Matter for Middle Grades Learners, Troy Hicks and Jill Runstrom

Reimagining Literacies in the Digital Age: Multimodal Strategies to Teach with Technology, Pauline S. Schmidt and Matthew J. Kruger-Ross

Restorying Young Adult Literature: Expanding Students' Perspectives with Digital Texts, James Joshua Coleman, Autumn A. Griffin, and Ebony Elizabeth Thomas

CCCC Studies in Writing & Rhetoric (SWR) Series

Recollections from an Uncommon Time: 4C20 Documentarian Tales, edited by Julie Lindquist, Bump Halbritter, and Bree Straayer [available as an open-access ebook in partnership with the WAC Clearinghouse]

Teachers Talking Writing: Perspectives on Places, Pedagogies, and Programs, Shane A. Wood [available as an open-access ebook in partnership with the WAC Clearinghouse]

Transfer in an Urban Writing Ecology: Reimagining Community College–University Relations in Composition Studies, Christie Toth with Joanne Castillo, Nic Contreras, Kelly Corbray, Nathan Lacy, Westin Porter, Sandra Salazar-Hernandez, and Colleagues

Special Issues

Special Issues, Volume 2: Critical Media Literacy: Bringing Critical Media Literacy into ELA Classrooms, edited by William Kist and Mary T. Christel

Special Issues, Volume 2: Racial Literacy: Sociopolitical and Sociocultural Contexts for Youth, edited by Ayanna F. Brown

Special Issues, Volume 2: Trauma-Informed Teaching: Toward Responsive, Humanizing Classrooms, edited by Elizabeth Dutro and Bre Pacheco

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

College Composition and Communication (CCC)

In 2022, we published 26 scholarly articles, 2 book reviews, an interchange plus the Chair's Address and Exemplar's Remarks. Our publication rate for 2022 was roughly 27% of new submissions. The average time between receiving a manuscript and the first review decision was 172 days.

In 2023, we are set to publish will publish 29 scholarly articles plus the Chair's Address and Exemplar's Remarks. For 2024, we are currently booked through the June issue with September half-filled. My last issue as editor will be December 2024. I look forward to supporting the incoming CCC editors, Matthew Davis and Kara Taczak, in their transition.

My original goal as editor—to increase submissions from diverse scholars and increase the publication of diverse scholarship—took a major hit in the intense COVID years and hasn't recovered as much as I would like. The pandemic's impact on the productivity of women and BIPOC folks is still being felt at every stage of CCC work, from submission to review. Additionally, like other peer-reviewed academic journals, we've faced increasing difficulties in finding people to review for us. Those who agree to review often don't or they take a long time getting responses back to us. That has made our response time to authors equally extended. Finally, as NCTE has finally stabilized our editorial team, we are back on track with handing off issue manuscripts to them in a timely fashion to avoid late publication of the journal.

While we are excited about the move of NCTE journals to a new digital format, the 192 pages per issue allowed for print production of the CCC has become an increasing hardship to publishing timely, relevant scholarship. In order to stay within our print-page allotment, CCC has stopped publishing book reviews, comment & response, tributes, and other kinds of writing that might help to create a real conversation among our readers. Finally, one of my editorial goals upon taking the position four years ago—to create an online space for timely conversations—has never been possible due to the truly out-of-date condition of our website.

Submitted by: Malea Powell

College English

Major Activities

College English (CE) is the professional journal for the college scholar-teacher. CE publishes articles about literature, rhetoric-composition, critical theory, creative writing theory and pedagogy, linguistics, literacy, reading theory, pedagogy, and professional topics related to the teaching of English. Issues may also include review essays, symposia, and special features.

Editorial Team, 2022–2023

Lori Ostergaard, Editor, Oakland University

Felicita Arzu-Carmichael, Associate Editor, Oakland University

Jim Nugent, Associate Editor, Oakland University

Megan Schoen, Associate Editor, Oakland University

José Luis Cano Jr., Assistant Editor, Texas Christian University

Fredrica Markson Eduaful, Assistant Editor, Michigan Technological University

Britt Wilson, Assistant Editor, University of Missouri

In our application for this position, we identified two primary goals for our work: (1) advancing diversity by creating more equitable editorial practices and inviting more voices into the conversation and (2) maintaining the journal's high standards for scholarship while also expanding the journal's visibility, publication opportunities, and support for new authors. We believe that editors should be intentionally invitational to achieve the goals of social justice, inclusion, and equity, and we believe we have had some success with this invitational method during our first official year as editors. This report includes information on our past year of activity and describes new and ongoing initiatives that we are undertaking this year.

New Editorial Board

Our new editorial board consists of 20 members from diverse disciplines and institutional contexts. Most of our board members were invited to serve because of their demonstrated commitment to research and teaching for inclusion, equity, and social justice across the field of English studies.

CE board members have evaluated special issue proposals, and they peer reviewed the works included in our January 2023 theme issue, *Building Communities of Resistance: bell hooks' Life, Work, and Impact*.

We met with the board on May 17, 2023 to discuss ways to make the journal more inclusive, and to invite them to respond to our proposed mentoring program, encourage them to support the editors of our upcoming symposia and special issues, and advise us on how best to ensure that our program for appointing advanced graduate students to one-year positions as assistant editors was equitable and fair to those students.

This fall board members will provide feedback on the articles submitted for the two forthcoming special issues on Critical Race Theory (CRT). Our job-secure board members have also agreed to serve as article mentors for select articles for the journal.

Editorial Board Members

William P. Banks, East Carolina University

Suresh Canagarajah, Pennsylvania State University

Christina Victoria Cedillo, University of Houston–Clear Lake

Sherri Craig, Virginia Tech

Nicole Leta Brittingham Furlonge, Teachers College, Columbia University

Sarah Z. Johnson, Madison College

Natasha N. Jones, Michigan State University

Seth Kahn, West Chester University of Pennsylvania

Stephanie Kerschbaum, University of Washington

Alexandria Lockett, Spelman College

Jessica Lopez Lyman, University of Minnesota

Aja Y. Martinez, University of North Texas
Temptaous Mckoy, Bowie State University
Jennifer Miller, Independent Scholar
Staci M. Perryman-Clark, Western Michigan University
Sherita V. Roundtree, Towson University
James Chase Sanchez, Middlebury College
Christopher B. Teuton, University of Washington
Sara Upstone, Kingston University London
Vershawn Ashanti Young, University of Waterloo

Mentoring Emergent Scholars and Editors

We have developed a process for mentoring emergent scholars who submit work to the journal. With the support of our job-secure editorial board members, we plan to offer mentoring to authors whose submissions address the values and interests of our readers, but who may need additional support developing those works prior to peer review. To date we have offered editorial revise and resubmits to a handful of authors, providing editorial feedback and meeting with some authors online to discuss their work. Four of these authors have taken advantage of this informal editorial mentoring process to date. Moving forward, we will ask the job-secure members of our editorial board to mentor some of our authors, providing them with an additional round of feedback on their manuscripts as well as publication advice and encouragement. We are grateful to our board members who have generously agreed to perform this essential service for the journal and who offered their suggestions for how to best implement this new approach.

We also hope to mentor a new generation of journal editors by providing advanced graduate students with opportunities to serve one-year terms on the editorial team. Thus, on May 19, 2022, we put out a call for advanced PhD students to serve one-year terms as assistant editors for the journal. We received 23 applications from exceptional candidates and selected 3 advanced PhD students to serve with us. Our assistant editors worked no more than 5 hours a month, and during that time, they helped with citation checks for four issues, attended select editorial team meetings, reviewed proposals for the bell hooks issue, provided a preliminary review of an article for team discussion, and discussed important agenda items with our editorial board. We're grateful for the knowledge and insights these colleagues shared with us over the past year:

José Luis Cano Jr., is a PhD candidate in rhet-comp at Texas Christian University where he researches institutions that impact the quotidian conditions of folks residing at the US-Mexico border. His dissertation investigates border checkpoints, positioning those spaces as scenes of public rhetoric and public education.

Fredrica Markson Eduaful is a PhD candidate at Michigan Technological University. Her research focuses on leveraging digital identities for social justice for underserved groups such as children in marginalized spaces. She is interested in the intersections between English and social justice, particularly concerning how black African children are stripped of their humanity through the violent deployment of linguistic and nonlinguistic tools within digital spaces.

Britt Wilson, a PhD student at the University of Missouri, researches the ways that (generational) trauma, power, and resistance manifest in speculative fiction by womxn writers of color, particularly those from colonized nations. Her work seeks to understand womxn's writing as generative spaces for imagining new possibilities, futures, and worlds.

Following our initial call for assistant editors in 2022, we received some pushback in social media, including the suggestion that these unpaid positions were exploitative. In consultation with our editorial board, we have paused this program temporarily to determine how best to proceed. We would like to be able to offer our assistant editors free memberships to NCTE or complimentary journal issues in exchange for their work. We would also like to shift from a "work as mentoring" model to a more directly supportive mentoring model, perhaps asking these students to only attend 2 monthly meetings where they may participate in and contribute to our behind-the-scenes discussions of article reviews and other journal business.

Call for Special Issue Proposals

CE has a tradition of publishing guest-edited special issues that address significant questions and provide access to cutting edge theory, research, and practice. We believe special issues offer an opportunity for journals to support inclusion, equity, and social justice in the field. Thus, in January 2022, we circulated our first call for special issue proposals. In that CFP, we noted that while all proposals were welcome, we were “especially interested in publishing guest-edited issues that invite diverse scholars, theories, research methods, practices, and perspectives, and that feature

- innovative interdisciplinary research and scholarship from faculty working across the discipline of English studies and/or
- research and scholarship working at the intersection of college English and social justice and catalyzing the essential paradigmatic shifts already underway in the field.”

We received two proposals, which were reviewed by the *CE* Editorial Board after the April 1 deadline. In consultation with the board, we rejected one of those proposals and accepted the other. Unfortunately, this second proposal was subsequently withdrawn when one of the proposed editors experienced some personal hardships.

Social Justice Initiatives

Theme Issue: Building Communities of Resistance: bell hooks’ Life, Work, and Impact The CFP for our first theme issue, Building Communities of Resistance: bell hooks’ Life, Work, and Impact, was circulated on January 3, 2022. We received 34 proposals and in January 2023, we published the full issue, comprising four articles, two retrospective analyses, one bibliographic essay, one personal essay, and two poems. The cover artwork was designed by Oakland University graduate, Bri Hayes, a multidisciplinary artist and art educator whose work explores themes of community, identity, and social justice.

Forthcoming Symposium: “The Homosexual Imagination: A Fifty-Year Retrospective”

Our first symposium will be guest edited by Michael Faris and TJ Geiger to appear in the July 2024 issue. The CFP for this symposium commemorating the 50th anniversary of the *CE* special issue, The Homosexual Imagination, was distributed on August 23, with proposals due by October 6. This symposium seeks to look back on the 1974 issue’s significance as an achievement in the history of English studies and recognize its importance as a site of possibility in the present moment.

Forthcoming Special Issues on Critical Race Theory

Over the past six months, we’ve worked with Editorial Board member Aja Martinez to realize her vision for a special issue addressing Critical Race Theory (CRT) in English studies. Martinez’s CFP for this special issue received 42 proposals. Given the overwhelming response to the CFP, the quality of the proposals she received, and the pressing need for this kind of work in the field, we have elected to publish back-to-back special issues on this topic, which will open our third volume.

September 2024, *Heeding the Call: Insurgent Creativity, Eternal Stories, and Extending the Legacy of Critical Race Theory*, co-edited by Aja Martinez and Louis M. Maraj, with a feature article by Richard Delgado.

November 2024, *Critical Race Theory in English Studies: Policies and Institutions*, coedited by Aja Martinez and Frankie Condon.

With Martinez’s support and encouragement some of the authors whose proposed articles were not accepted for inclusion in these special issues have already had their works accepted to appear in a *Pietho* issue on transnational feminisms, a *Composition Forum* issue on CRT, and a *Composition Studies* feature celebrating the 10-year anniversary of Martinez’s article, “A Plea for Critical Race Theory Counterstory: Dialogues Concerning Alejandra’s ‘Fit’ in the Academy.”

Cover Redesign

Associate editor Jim Nugent redesigned the journal's cover using the typeface Martin, which was designed by Tré Seals of the Vocal Type Company and was inspired by the typography of signs used during the 1968 sanitation workers' strike in Memphis, Tennessee. Jim chose this typeface to reflect the field's current engagement with social justice and labor activism, both historical and contemporary. He selected bright spot colors for the title, set against a white background to visually echo homemade protests signs. We will continue Melissa lanetta's use of different colors for each issue, reflecting the broad diversity of ideas and perspectives contained across each volume of *CE*. Theme and special issues will be distinguished by commissioned artwork reflecting each issue's topic.

Committing to Antiracist, Just, and Ethical Practices

Since the beginning of our term, we have asked that our editorial board members, reviewers, special issue and symposia editors, and authors read and commit to the *Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors*. This fall we will revise our guidelines once again, asking that reviewers, authors, and guest editors also familiarize themselves with the new *CCCC Statement on Editorial Ethics* and *CCCC Statement on Citation Justice in Rhetoric, Composition, and Writing Studies*.

Editorial Queue

The numbers below reflect the submissions to Editorial Manager between July 1, 2022 and June 30, 2023. These numbers do not include proposals or published articles for our theme issue (January 2023).

Manuscripts Received: 112

Desk Rejections: 90

Revise and Resubmit Decisions: 22

R & R Manuscripts Resubmitted: 17

Published Articles: 12 (including "And Gladly Teach" articles)

Published Review Essays: 4

Accepted and Forthcoming in Next Volume: 7

Commissioned Review Essays Forthcoming: 4

Manuscripts Received 2021–2022: 70 (submissions paused during the editorial transition, August - November 2021)

Manuscripts Received 2020–2021: 98

English Education

English Education, as the journal of English Language Arts Teacher Educators (ELATE), addresses the preparation, support, and continuing education of English 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, reflective essays, and book review (the latter published open-access on the journal's website).

This report addresses those issues published in July 2022 (54.4) and October, January, and April 2023 (55.1-3). These issues include eight research studies, seven praxis essays, four editorials, and one symposium. The research and praxis articles represent the work of 34 authors, who in turn represent professors at all ranks, as well as graduate students, from a range of universities.

Of note is the symposium entitled "English Education in an Artificial World" from Vol. 55, issue 3. This was a collection of invited essays addressing the possibilities and problems posed by artificial intelligence in English education. These 15 essays were written by a total of 32 authors, representing seven ELATE commissions, current and past ELATE officers, K–12 technology experts, the NYC Writing Project, and faculty researching literacy and technology.


From 1 July 2022 to 30 June 2023, 34 manuscripts were submitted to *English Education*, representing 23 research manuscripts and 11 praxis manuscripts. Within that timeframe, 19 were withdrawn as desk rejects, seven were accepted, two were returned as revise and resubmit, and six were rejected after peer review. With a decrease in manuscript submissions, the acceptance rate currently stands at 20 percent.

Looking to the future, Dr. Nadia Behizadeh, current ELATE Chair, will be guest editing an issue focused on the ELATE Summer Conference theme of Centering Hope and Organizing for Justice. This issue is slated for October 2024 (56.1).

This year, a total of 16 book reviews were published to the journal's website. Seven reviews are awaiting publication, with an additional three in progress. Reviews represent the presses of NCTE, Teachers College Press, Rowman & Littlefield, Stenhouse, Myers Education Press, Norton, and Bloomsbury. While reviews are not solely authored by doctoral students, I do work intentionally with the ELATE Graduate Strand to publicize this potential publication opportunity to their members.

This marks my third year as editor, one still disrupted by the pandemic's aftershocks. I remain proud of the journal's commitment to strong articles centering ELA teacher education, and I look forward to continuing my work in the coming years.

Respectfully submitted,

A handwritten signature in cursive script that reads "Melanie Shoffner". The signature is written in black ink and is positioned below the text "Respectfully submitted,".

Melanie Shoffner, PhD James Madison University

English Journal (EJ)

English Journal (<https://ncte.org/resources/journals/english-journal/>) 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 112 period (September 2022 – July 2023), 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.

NCTE journal managing editor and production editor Jim Sitar prepared the journal for final publication; he was assisted by Colin Murcay. Carol Schanche served as the production editor for issues 112.5 (May 2023) and 112.6 (July 2023). Finally, the Secondary Section Steering Committee members and other invited authors 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 147 manuscript submissions to *English Journal* from January 1, 2022, through December 31, 2022 (the date range for submission deadlines for Volume 112).

From the submissions, 52 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 112 of *EJ* had an acceptance rate of approximately 35 percent.

Columns and Columnists

Volume 112 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.

- NWP Voices, Jennifer S. Dail

The column offers perspectives and instructional suggestions from teachers affiliated with the National Writing Project.

- Teaching Shakespeare, Kevin Long and Mary T. Christel

The column illustrates the study of Shakespeare texts to explore identity and performance in innovative and multimodal ways.

- The Future Is Now, Luke Rodesiler and Alan Brown

The column features perspectives on teaching ELA from pre-service and early career teachers.

Poetry

The poetry section was edited by 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.

Five of the six issues that comprise Volume 112 had specific themes; the coeditors chose to devote one issue (July 2023) to articles of general interest. The selected themes included the following:

- 112.1: Virtual Learning (editor: Toby Emert)
- 112.2: Monsters and the Literary Imagination (editor: R. Joseph Rodríguez)
- 112.3: Digital Storytelling (editor: Toby Emert)
- 112.4: Our Américas (editor: R. Joseph Rodríguez)
- 112.5: Care-full Curricular Conversations (consulting editor: Toby Emert; guest coeditors: Margaret A. Robbins, Sarah Ruffing Robbins, and Liana M. Silva)
- 112.6: General Interest (coeditors: Toby Emert and R. Joseph Rodríguez)

Each issue in Volume 112 included a From the Editors essay, a High School Matters column essay, and a Bookended essay by an author of young adult literature.

Volume 112 consisted of the following:

- 6 From the Editors introductory essays
- 4 invited former editors' essays (L. Christenbury, J. Gorlewski, K. Lindblom, D. Gorlewski)
- 52 peer-reviewed articles
- 34 poems
- 24 columns
- 6 High School Matters essays
- 12 Speaking My Mind essays
- 6 Bookended essays

Coediting Responsibilities

The coeditors shared the duties of preparing the General Interest issue of the journal (112.6, July 2023). They rotated editorial responsibilities for the other issues (as outlined above).

Anonymized Reviewing Process

EJ is refereed by peer reviewers from the United States, Australia, 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. Two hundred and four (204) reviewers completed reviews of submissions for Volume 112.

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. The winning article and an honorable mention for Volume 112 will be announced at the Secondary Section Steering Committee luncheon at the Annual Convention in Columbus, Ohio, in November, 2023.

Paul and Kate Farmer Award

“Writing beyond Borders: Latinx Voices in World Literature” by Holly Spinelli (appeared in 112.4)

Honorable Mention

“Care-full Conversations in Iowa Schools after House File 802” by Tiffany Bagley, Zachary Dotzler, Julie

Husband, Alexis Noring, Clement Peneueta, and Lindsey Sinnwell (appeared in 112.5)

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. The winning article for Volume 112 and honorable mentions will be announced at the Secondary Section Steering Committee luncheon at the annual convention in Columbus, Ohio, in November, 2023.

Edwin M. Hopkins Award

“Conversation Pathways to Stronger Indigenous Representation in English Classrooms” by Renée Gokey and Wendi Sierra (appeared in 112.5)

Honorable Mention

“Affirming Gender Diversity through English Education: Integration, Inquiry, and Inclusion” by Ryan Schey, Dean Bavisotto, Mollie Blackburn, Katherine Mason Cramer, Ellie Desprez, Danielle Lee, and Heather McEntarfer (appeared in 112.6)

“Excavating Erased Histories as Culturally Sustaining Instruction” by Zander Nowell and Alexandria Smith (appeared in 112.4)

Toby Emert and R. Joseph Rodríguez, Coeditors
September 2023

English Leadership Quarterly

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

Volume 45 (2022-2023) was published in the previous year. Below is a breakdown of the issues:

Issue 1: August, "Designing and Leading Equity and Social Justice-Oriented Professional Development and Learning"

Issue 2: October, "Leading for Text Selection in Contested and Turbulent Times"

Issue 3: February, "Leading to Support and Learn with New Teachers"

Issue 4: April, "Leading toward New Collaborations and Coalitions, Part 1"

Volume 46 (2023-2024) is presently being constructed. Below is a break down of the issues:

Issue 1: August, "Leading toward New Collaborations and Coalitions, Part 2"

Issue 2: October, "Leading for Justice, Restoration, and Healing"

Issue 3: February, "Early Career Educators of Color Speak to School Leaders," guest edited by Dr. Hiawatha Smith, an NCTE Early Career Educator of Color award winner

Issue 4: April, "Exploring Pathways that Lead to Queer Composing," guest edited by Drs. Rae Oviatt and Emily Meixner

English Leadership Quarterly has a new editorial board.

2023-2025 Editorial Board:

Mónica Baldonado-Ruiz, San Diego State University

Shelby Boehm, Illinois State University

Christian Hines, Texas State University

Matthew Helmers, Ransom Everglades School

Sawsan Jaber, East Leyden High School

Jon Mundorf, PK Yonge Developmental Research School, University of Florida

Hiawatha Smith, University of Wisconsin-River Falls

Cathline Tanis, North Plainfield School District in NJ

Ting Yuan, City University of New York, College of Staten Island

Language Arts

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

Some of the major actions we were able to accomplish this past year is the publication of seven issues. Our July 2022 issue was focused on Learning with and within Community.

We also published six more issues as part of our centennial volume: September 2022 Lessons Learned from Online and Blended Schooling, November 2022 Viewpoints & Visions, January 2023 Honoring & Sustaining Children's Languages, March 2023 Supporting Science Literacies, May 2023 Normalizing Struggle, July 2023 Viewpoints & Visions. In our May 2023 Normalizing Struggle we added a unique submission type called alternative format that included letters and reflective pieces. This included the publication of 19 featured articles, nine Perspectives on Practice and four alternative format pieces.

Columns included Responsive Teaching in Action, Writing Matters, Children's Literature and Research & Policy. We added a column from Language Arts to Learning Communities to support the application of the theoretical into practice. We also have a one pager called a Know Your Village to highlight notable contributions from members of our literacy community.

We continue to be guided by our key pillars which includes 1) amplifying participatory research frameworks that honor diverse ways of knowing--including teacher research, participatory action research, research practice partnerships, and narrative inquiry, 2) contributing to the development of pedagogical approaches that sustain the languages, cultures, and identities of students, and 3) centering the words, insights and experiences of children by examining how children act as agents of change. We feel this works directly links to the justice-oriented vision of NCTE's organizational vision and are reflected in the issue themes we curate for the journal.

As we look at what is on the horizon of future issues we will continue to honor our commitment to anti-racist teaching and pedagogy through revisiting this anti-racist inaugural theme in September 2023.

Research in the Teaching of English

Editors: Mollie Blackburn, David Bloome, Dorian Harrison, Michiko Hikida, Laurie Katz, Stephanie Power-Carter; Editorial Associate: Axa Khalid Warraich
The Ohio State University

Introduction

Research in the Teaching of English is a broad-based, multidisciplinary journal composed of original research articles and short scholarly essays on a wide range of topics significant to those concerned with the teaching and learning of languages and literacies around the world. The journal represents one of the most important sources of groundbreaking research on the teaching and learning of literacy, literature, and the language arts 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.

In our first year as the editorial team, we are very happy to report that we have held true to our vision to publish new and innovative scholarship on the teaching of literacy and English education. We have also developed a new journal cover that features artwork from P-12 students.

The Field of Literacy

In our first year as editors of *RTE*, our team has been dedicated to increasing diverse voices for the journal. In our first volume year we feel that we are on track to meet that goal.

- Our first issue features scholars from across the globe who offer insights on where the field of literacy and English education have been and where we are headed in the next few years.
- Our next two issues feature diverse voices from the LGBTQIA+ community, Indigenous voices, African American/Black voices, Latinx voices, and more.

1. Issue 58.1 (in press)

- This issue features an exploration of the field of literacy and English education from a variety of contexts to help literacy scholars develop a historical understanding of the field and to imagine what the field could be moving forward.
- Peer reviewed manuscripts: Deborah Appleman, Ruth Lowery, Danling Fu & Xiaodi Zhou, Uta Papen, Limarys Caraballo, and Richard Beach.

2. Issue 58.2 (in development)

- Peer reviewed manuscripts: Ryan Schey, Mary Juzwick, Catherine Compton-Lilly
- Epistemological interview: David Poveda and Judith Kalman. The interview is available in Spanish and English.
- Presidential Address: Alfredo Celedón Luján

3. Volume 58 – Plans for Issues 3 and 4

- Special guest edited issue on African immigrant students and the teaching and learning of literacy, literature, and the language arts (Editors: Ayanna Brown, Patriann Smith, Vaughn Watson) to include Guest Editor's introduction and manuscripts on the Language

of Belonging, Naming Our Truths, Re-membering Who You Are, Language and Culture Negotiations, and Playmaking with Afrodiasporic Youth in Philadelphia

- Presidential Address: Maria Franquiz
- Unsolicited Issue to include manuscripts on Cultivating Genre Awareness of Speculative Genres, Exploring Literacies of Dignity with Middle School Youth, College Composition Graduate Instructors' Development of Conceptual and Practical Tools, and Relational Poetic Practice.
- Epistemological Interview: Yonas Ashafa interviewed by Lydiah Kiramaba

New *RTE* Web Page

With the help and support of the NCTE Executive Director, Colin Murcay, and the NCTE Presidential Team, *RTE* (and other NCTE journals) has a new page with many features that will allow a more substantive interaction with members, readers of the journal, and others. Some of the affordances include early access to published journal articles, online supplemental materials to accompany published articles, better statistical information (e.g., citation frequency), and many more. While it will take some time to learn how to use all of these features, we are excited about the enhancements to the journal.

Language Affordances of the New *RTE* Web Page

RTE will be publishing some of the Epistemological Interviews (interviews with renowned scholars about diverse epistemological / ontological frames that they employ in their scholarship) in a language other than English (e.g., Spanish, Portuguese). The print version (and the version listed in the on-line listing) will be in the non-English language with an English language translation easily available on-line. Current plans are to have at least one epistemological / ontological interview in a language other than English in each volume year. As best we can determine, this will be the first time that *RTE* has published an article in a language other than English. The first of these is an interview with David Poveda (University of Madrid, Spain) conducted by Judy Kalman (CISE, Mexico) in Spanish.

The *RTE* Editorial Review Board

There are 133 scholars on the *RTE* editorial review board. Of these, 19 are located outside the U.S. and Canada, and 8 are P–12 classroom teachers. The editorial review board is also diverse with regard to race, gender, sexuality, years in the profession (e.g., early career, mid-level, senior), area of scholarly specialization, and research perspective. Each year, we have two scheduled meetings with editorial board members to share our vision and solicit feedback and ideas.

- 2022 met with Editorial board virtually to discuss the editorial team's mission and vision for the journal.
- 2022 NCTE Annual Convention in Anaheim, CA, we met with the Editorial Board to fellowship with board members and offer our thanks for their service.

Expanding Outreach

As a team of researchers who are dedicated to mentoring current and future scholars, we also seek to expand what it means to mentor as editors of a journal. To that end, we are working toward increasing our reach and promoting new scholarly voices within the journal. To meet this goal, we are engaged in the following endeavors:

- Partnering with scholars in Chicago to develop a summer publishing workshop for junior faculty and doctoral students.
- At NCTE 2022 in Anaheim, CA, we led a session focused on writing effective arguments in research articles and met with potential authors in small groups.
- At NCTE 2022 in Anaheim, CA, we met with current editorial board members to discuss what they felt was going well and aspects that needed to be updated.
- At NCTEAR 2023 in Davis, CA, we met with presenters to help encourage their manuscript submissions.
- At NCTE 2023 in Columbus, OH, we have two sessions focused on publishing.
- We have created a series of videos on composing a research-based argument that are available on the *RTE* YouTube channel (which is linked with the NCTE YouTube channel and NCTE / *RTE* web page). We are developing other videos on other topics related to composing and publishing scholarly manuscripts.
- We are set to begin in 6 to 9 months the *Voices of Literacy* podcasts – authors of *RTE* articles are interviewed about the implications of their research for classroom teachers.

Journal Accountability Report

We began reviewing manuscripts in the summer of 2022 and began meeting with our former manager, Jim Sitar. We are now meeting weekly with our new manager, Colin Murcra, who has provided great information on NCTE's publishing procedures and has kept us abreast of continued changes to policies and procedures.

According to the electronic editorial review system (Editorial Manager), from June 1, 2022, to May 31, 2023:

- There were 165 manuscripts submitted to *RTE*. Of these 165 submissions, it is our impression (EM does not provide a statistic) that 50% were desk rejected (not sent for review). Of the 50% desk rejected, it is our impression that 95% were manuscripts not on an appropriate topic, usually a manuscript on the teaching and learning of English as an additional language. The other 5% were desk rejected because they were incomplete and/or did not adhere to *RTE* submission requirements (e.g., author names were not masked).
- Over 333 reviews of manuscripts have been composed (*RTE* strives for four reviews of each manuscript undergoing full review, with a minimum of 3 reviews if circumstances require).
- There have been 177 reviewers (people who reviewed multiple times are counted for each review, e.g., someone who reviewed twice is counted twice).
- The time from submission to a first decision reported to the author was an average of 80 days (about 2 and a half months).

Challenges

Our editor team (like the editor team of other education research journals) is facing a few challenges:

- *RTE* does not yet have a strong "stream" of high-quality manuscript submissions.
- Submissions to *RTE* continue to come overwhelmingly from the United States and Canada, *RTE* is seeking a more geographically diverse set of submissions.
- Locating reviewers for manuscripts presents challenges in terms of reviewer availability, reviewer expertise, quality of reviews, and timeliness of getting reviews returned.

Talking Points

Talking Points (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 surrounding publication of the October 2022 (34:1) and May 2023 (34:2) issues. We also describe progress toward the October 2023 issue as well as calls for future issues.

Talking Points published eight manuscripts in 2023: Four were peer-reviewed articles, one was an interview with three past presidents of Literacies and Languages for All (LLA), and three were invited pieces for the Classroom Voices column, reviewed by the editors. Each issue also published a message from the president of LLA and an Editors' Letter.

In the October 2022 issue, themed Moving Forward with Literacies and Languages for All, we focused on the evolution of the LLA as an organization in addressing current issues in the developing field of literacy education and reflection on the beliefs of our organization. Toward this end, we conducted and published an interview with the three most recent past presidents of LLA about the transition from Whole Language Umbrella to Literacies and Languages for All. Each president spoke of the activities and goals they set and achieved for the organization during that transition. All were united in working to continue the active agenda encompassed by the whole language beliefs* central to the work. All were also clear about goals to expand the activities to highlight literacy practices that include multicultural, multilingual, and social purposes. *Talking Points* has intentionally sought and published manuscripts to support the transition and ongoing success of these efforts.

The October issue also published two peer reviewed articles. In the first, "What Kinds of Agents? A Framework for Creating Inclusive Classroom Libraries," author Xiaoying Zhao reviews notable social studies trade books through a lens of agency. Zhao's review provides a six-part framework useful for classroom teachers selection and use of children's literature. The second article is "State-Defined Literacy and the Narrated Experiences of Three Elementary Teachers." This case study by author Michael Young of three literacy educators highlights the relationship between teacher knowledge of literacy practices and the effects on their teaching when faced with pressures of high-stakes testing. The Classroom Voices column "Behind the Cover Art: Inspiring Fourth-Grade Writers" was authored by a fourth-grade teacher, Susan Baxter, whose students' work from Goldendale Primary School in Goldendale, WA, was featured on our cover. Ms. Baxter describes how she integrates literature study and the inspiration of professional artists in her pedagogy.

In the May 2023 issue, themed Stepping Beyond the Shadows to Engage in a Globalized World, we celebrated exciting literacy work that spans multiple international contexts. In the first article, "Stepping Beyond the Shadow to Engage a Globalized World," authors Lenny Sanchez and Tami Ensor utilize shadow as a metaphor and cosmopolitanism as a theory as they demonstrate a transformative fifth-grade classroom where students participated in a globalized literacy curriculum. The authors share reflexive practices developed by students that increased their awareness and mobility in engaging in worlds beyond their own experiences. In the next article, "Whole Language Learning in Action: Cultivating a Cosmopolitan Perspective through the World Kamishibai Forum," authors Tara McGowan and Donna Tamaki share an international effort involving visual culture. The authors link this practice, which is being adopted internationally with whole language practices with implications for multi-modal classroom implementations. The Classroom Voices column Good Ideas Transcend Time and Space—Whole Language in Taiwan, exemplify learner-centered philosophy, center-based and theme-based teaching, free play, and inquiry in which students' questions relate to their own experiences. Units highlighted student reading, writing and talk that demonstrate power within the context of whole language beliefs. An exciting follow-up is the

authors, Yueh-Nu Hung, Lian-Ju Li, Wen-Yun Lin, and Shih-Jing Deng sharing of this work (and article) with an upcoming national conference in Taiwan extending the impact of *Talking Points* in that context. A second Classroom Voices column contributed by Chris Haas, "Using Issue-Based Books to Prompt Action," involves a powerful example of using high-quality multicultural children's books to shape awareness of and discourse around social justice in his second-grade classroom. In keeping with the theme, the cover of the May issue was contributed by Jennifer Davis Carey, a ceramic artist from Worcester MA whose work involves themes of African American culture and the African diaspora.

Plans for the upcoming May 2024 General Theme issue are well underway. Two accepted articles include: the topic of how the content-focused journals of first and second graders reflect on the scope of both their out-of-school and school-based identities and intentional implementation of translanguaging pedagogies. A Classroom Voices column is in preparation connecting literacy action addressing food waste and food insecurity. In addition, a call out for the October 2024 issue aligns with a larger initiative across NCTE journals to address literacy education in this time of political censorship. The call for that issue is found below.

Calls are printed in each issue, posted on the Talking Points webpage, and shared via social media. See call below:

- October 2024: Call for Special Interest Issue: Addressing Censorship in the Schools
Submission deadline: May 1, 2024

Talking Points seeks manuscripts on a range of whole language teaching and learning topics. For the October 2024 issue we invite submissions that include research and practice that reflects the goals and mission of the Literacies and Languages for All (LLA) conference. One of the LLA guiding beliefs is:

Whole language educators create welcoming spaces for all learners. They celebrate the uniqueness of each individual's linguistic, intellectual, physical, cultural, and racial characteristics. Whole language educators support bilingual and multilingual programs as they help students understand the richness of knowing more than one language

This is a specific call for manuscripts regarding the inherent problem of censorship in our schools that interferes with opportunities for teachers to continue to offer their classrooms as welcoming spaces for all learners. Some examples of timely topics might include: How can teachers be supported and empowered when experiencing personal attacks? How can the educational community work to prepare teachers for potential attacks? How can teachers be prepared to stay in the field and persevere when there is so much fear and turmoil in the field? What can be done to aid teachers in continuing to elevate the voices of students that censorship attempts to erase?

Below we list some links to recent NCTE resources that support these ideas and may be helpful to authors:

[NCTE Statement on Academic Freedom](#)

[Guidelines for Dealing with Censorship of Instructional Materials](#)

[NCTE Position Statement Regarding Rating or "Red-Flagging" Books](#)

Ongoing, *Talking Points* coeditors continue to meet with NCTE publications staff to review and revise the annual production schedule, which provides a structure to ensure timely two-way interactions. *Talking Points* coeditors have been working closely with NCTE staff, especially Tom Tiller, on increased efforts to meet production deadlines, in pursuit of on-time issue publication. We also work to be hands-on with our authors participating in editorial and content support.

Talking Points editors also plan to participate in the Meet the Editors forum at the NCTE Annual Conference in November 2023.

The current editors meet together regularly and also attend monthly LLA board meetings to share their vision for the journal and their goals to honor the intentions of the organization. Ongoing goals for 2023–2024 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

*<https://ncte.org/groups/lla/beliefs/#:~:text=Whole language educators believe literacy, rather than as separate subjects>

Teaching English in the Two-Year College

Of Note:

Submissions to the journal are down by roughly a third. I can only speculate that the lingering effects of the pandemic and burnout are weighing on teacher-scholars' ability to produce scholarship.

TETYC did not have an editorial fellow this year. None of the candidates who applied were a good fit for the journal and there was a limited number of candidates.

I continue to run three months behind on the journal. The production office is overworked, too, and the journal is increasingly late.

Activities relevant to the journal

- Feb 2023 presentation at TYCA national on the journal
- May 2023 MLA Reading and Writing Institute where I worked with young scholars on early stage submissions for *TETYC*
- Sept 2023 presentation at TYCA West on the journal
- Communicated with board members—the journal has several openings

Issues

- Sept 2022—regular issue
- Dec 2022—special issue on reading edited by Joanne Baird Giordano and Cheryl Hogue Smith
- Mar 2023—regular issue
- May 2023—50th anniversary issue

Upcoming Issues

- Sept 2023—copy edits are complete, waiting for proofs—anticipate late October publishing date
- Dec 2023—special issue on guided pathways—edited by Kirstin Higgins, Anthony Warnke, and Christie Toth—running behind
- Mar 2024—special issue on alternative grading—edited by Virginia Schwarz, Lizbett Tinoco, and Chad Tsuyuki are editing—issue is behind and has two articles drop out
- May 2024—Regular issue still working on submissions

Future Planning

- Sarah Z. Johnson and Clint Gardner will edit a special issue on writing center work in two-year colleges. The CFP is complete.
- Charissa Che will edit a special issue on race in two-year college writing studies

Journal Accountability Report

Summary of activity for the journal office between Sep 01, 2022 and Sep 01, 2023.

This report was run Sep 13, 2023.

Submission Statistics

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <p>New Manuscripts Received (by First Receipt Date)</p> <p><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></p> | 45 |
| <p>New Manuscripts Received (by current Initial Date Submitted)</p> <p><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></p> | 45 |
| <p>Submissions Removed by the Journal Office</p> <p><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></p> | 0 |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <p>Submissions Transferred</p> <p><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></p> | 0 |
| <p>Manuscripts Submitted but not yet Assigned to an Editor</p> <p><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></p> | 0 |
| <p>Manuscripts Returned to the Author and Removed by the Author</p> <p><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></p> | 0 |
| <p>Revisions Requested</p> <p><i>Journal rendered a Revise decision during the specified time period.</i></p> | 29 |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <p>Revised Manuscripts Received</p> <p><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></p> | 27 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

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 |
|--------------------------------------------------|-------|-------|
| Revisions Submitted by Author | 17 | 10 |
| Revisions Declined by Author | 1 | 1 |
| Average Turnaround Time for Author (days) | 51.7 | 32.1 |

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.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <p>Submission to Editor Assignment</p> <p><i>Average number of days between the date the manuscript was received and the first Editor was assigned.</i></p> | 12.8 |
| <p>Submission to Reviewer Invitation</p> <p><i>Average number of days between the date the manuscript was received and the first Reviewer was invited.</i></p> | 13.8 |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <p>Submission to First Decision</p> <p><i>Average number of days between the date the manuscript was received and the first decision.</i></p> | 55.1 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------|

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.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <p>Total Reviewers Invited</p> <p><i>Total number of Reviewers invited during the specified time period. Includes Reviewers who may have been subsequently terminated or un-invited.</i></p> | 105 |
| <p>Agreed to Review</p> <p><i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i></p> | 2 |
| <p>Reviewers who Completed Reviews</p> <p><i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i></p> | 66 |
| <p>Declined to Review</p> <p><i>Number of Reviewers invited during the time period who declined to review.</i></p> | 6 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <p>Have not Responded to Review Invitation</p> <p><i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i></p> | 0 |
| <p>Uninvited Reviewers</p> <p><i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i></p> | 19 |
| <p>Terminated Reviewers</p> <p><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></p> | 12 |

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.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <p>Days to Respond to Invitation</p> <p><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></p> | 1.4 |
| <p>Days to Complete Review (from Date Invited)</p> <p><i>Average days between date Reviewer was invited to review and the date the review was completed.</i></p> | 20.4 |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <p>Days to Complete Review (from Date Agreed to Review)</p> <p><i>Average days between date Reviewer agreed to the review invitation and the date the review was completed.</i></p> | 19 |
| <p>Number of Reviews per Reviewer</p> <p><i>Average number of reviews completed by each Reviewer during the time period.</i></p> | 2.1 |
| <p>Number of Late Reviews</p> <p><i>Total number of reviews completed after the due date.</i></p> | 14 |

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <p>Average Days Late</p> <p><i>For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.</i></p> | 10.3 |
| <p>Number of Early Reviews</p> <p><i>Total number of reviews completed on or before the due date.</i></p> | 56 |
| <p>Average Days Early</p> <p><i>For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.</i></p> | 13.6 |

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

| Reviewer Recommendation Term | Reviews Completed | Frequency of Recommendation |
|-------------------------------------|--------------------------|------------------------------------|
| Accept | 19 | 27.1% |
| Accept Conditionally | 20 | 28.6% |
| Decline to Publish | 7 | 10% |
| Revise and Resubmit | 24 | 34.3% |
| Total Reviews Completed | 70 | 100% |

Decision Summary

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

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

Original Submission

| Editor Decision Term | Total Decisions | Frequency of Decision | Average Time to Decision |
|-----------------------------|------------------------|------------------------------|---------------------------------|
| Accept | 11 | 24.4% | 236.4 |
| Accept Conditionally | 9 | 20% | 67.7 |
| Do Not Accept | 14 | 31.1% | 42.6 |

| | | | |
|------------------------|----|-------|-------|
| Revise and Resubmit | 11 | 24.4% | 100.4 |
| Total Editor Decisions | 45 | 100% | 109.1 |

Revision 1

| Editor Decision Term | Total Decisions | Frequency of Decision | Average Time to Decision |
|------------------------|-----------------|-----------------------|--------------------------|
| Accept | 8 | 42.1% | 25.9 |
| Accept Conditionally | 8 | 42.1% | 73.5 |
| Do Not Accept | 2 | 10.5% | 196 |
| Revise and Resubmit | 1 | 5.3% | 29 |
| Total Editor Decisions | 19 | 100% | 64 |

Revision 2

| Editor Decision Term | Total Decisions | Frequency of Decision | Average Time to Decision |
|------------------------|-----------------|-----------------------|--------------------------|
| Accept | 12 | 100% | 30.9 |
| Total Editor Decisions | 12 | 100% | 30.9 |

Summary of Correspondence History

Summarizes all letters sent during the specified time period.

| Letter Purpose | Letters Sent |
|-----------------------------------------|--------------|
| Author Notice - Technical Check failure | 1 |
| Author Notice of Manuscript Number | 41 |

| | |
|----------------------------------------------------|-----|
| Author Requests Deadline Extension on Revision | 1 |
| Author Submits New Manuscript Confirmation | 45 |
| Author Submits Revision Confirmation | 27 |
| Editor Decision - Accept | 30 |
| Editor Decision - Accept Conditionally | 17 |
| Editor Decision - Do Not Accept | 16 |
| Editor Decision - Revise and Resubmit | 12 |
| Editor Notice Author Approve Changes | 1 |
| Editor Notice Reviewer Agrees to Review | 81 |
| Editor Notice Reviewer Declines to Review | 6 |
| Incomplete Submission Deleted - Notification | 7 |
| Incomplete Submission Deleted - Warning | 7 |
| Journal Office Notice All Reviews Complete | 17 |
| Journal Office Notice Author Declines to Revise | 4 |
| Journal Office Notice Completed Review | 70 |
| Journal Office Notice Editor Decision Notification | 74 |
| Journal Office Notice New Submission | 90 |
| Journal Office Notice Revised Submission | 54 |
| PDF Built and Requires Approval | 103 |

| | |
|------------------------------------------|-----|
| Reviewer - First Late Reminder | 16 |
| Reviewer Instructions and Due Date | 80 |
| Reviewer Invitation | 115 |
| Reviewer Invitation Declined | 6 |
| Reviewer Notification of Editor Decision | 165 |
| Reviewer Reminder - Before Due Date | 47 |

| | |
|------------------------------------------------|----|
| Reviewer Requests Deadline Extension on Review | 2 |
| Reviewer Thank You | 69 |
| Reviewer Uninvited Notice | 29 |
| Terminate Assignment | 4 |

Submitted by Darin Jensen

Voices From the Middle (VM)

Voices From the Middle (VM)

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

THIRD VOLUME YEAR IN PROGRESS

Volume 31 that we have titled “Speculating from the Middle” is well underway. Our first issue on the theme “Interrogating the World through Inquiry” will be released in September and features a short graphic novel on the fold-out, full-color cover by graphic novelist and *New York Times Bestseller* Gale Galligan. 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 32 “Placed in the Middle.”

Placed in the Middle

Situated between elementary and secondary school, middle school is often seen as a place of afterthought. However, those of us who teach and advocate from the middle understand the unique conditions that exist in this space. In this volume year, we want to proclaim the middle as an integral place for students to develop agency, build community, and determine who they want to be. And if we pair this place with other places within local and global communities, we can position our students to be changemakers of the future.

In their book *The Power of Place: Authentic Learning Through Place-Based Education*, Tom Vander Ark, Emily Liebttag, and Nate McClennen make the case that powerful learning is connected to place. To assist in their argument, they share the six design principles of place-based education that were developed by the Teton Science Schools whose mission is to “inspire curiosity, engagement and leadership through transformative place-based education:” 1) community as classroom, 2) learner-centered, 3) inquiry-based, 4) local to global, 5) design thinking, and 6) interdisciplinary. This volume year, we aim to demonstrate that the sciences aren’t the only disciplines that can inspire curiosity and engagement through explorations of place.

Experiencing the Community as Classroom

September 2024

Learning can happen anytime and anywhere. Rather than limiting our lesson design to the classroom, integrating the community into learning experiences can deepen student learning. How can we assist students in learning more about their communities while also learning the language arts? How do we build belonging by partnering with community members? How do we structure experiences within the community to assist students in building social capital? In this issue, we invite you to share how you assist students in experiencing the community as an important place of learning. How do you nurture students’ curiosities through community explorations? In what ways have you partnered with community members, programs and organizations? What challenges exist in the community that students have helped to address through your curriculum? How have you used field trips to extend student learning about a concept? What resources have you co-authored with community members, providing students with authentic audiences? What other ways have you leveraged the community as a classroom?

Manuscripts Due: December 15, 2023

Field Trips

For our Field Trips section we are looking to publish a series of short episodes or illustrations about ways in which you've used space creatively to engage your students in lasting and memorable learning opportunities. How have you used digital or analogue tools to bring a community-centered experience into your classroom? How have your students met and interacted with people and organizations to expand their perspectives?

Submissions Due: March 15, 2024

Centering Learners as Explorers of Place

December 2024

The rise of the accountability movement has led to an increased reliance on boxed curricula, and no matter how many included texts represent diverse perspectives, boxed curricula will always be content-centered, not learner-centered. When engaging with these materials, students often struggle to see themselves in work they complete. This is because learners are connected to place, not content. How can we assist learners in understanding how place has shaped their experiences? If tied to boxed curricula, how do we help students connect these texts and lessons to their personal experiences? We invite you to share ways you have centered students in your learning designs. How have you co-constructed learning experiences with students? What strategies have you used for personalized learning? How have you emphasized competencies over grades or even standards? How have you assisted students in finding and developing their passions and talents? What roles do goal setting and reflection have in your classroom? How have you centered students in exploring place?

Manuscripts Due: March 15, 2024

Field Trips

For our Field Trips section we are looking to publish a series of short episodes or illustrations about ways in which you've used space creatively to engage your students in lasting and memorable learning opportunities. Where do you go to explore with your students? How did that opportunity to explore change the direction of your teaching? When did a greater understanding of place change the trajectory of your students?

Submissions Due: June 15, 2024

Expanding Beyond Local to Global Places

March 2025

Technology has made the world a much smaller place. Where once we may have been limited to learning in local places, we can take learning to the global stage. Even local challenges can be linked to global issues. And by moving into local communities, we can assist students in discovering why the wicked problems of the world matter and why they should care. We can demonstrate to students how tackling a problem at the local level can impact the larger world. And through these investigations, students can expand their perspectives beyond their own lived experiences and cultures. So, in this issue, we ask you to contribute ways you've shifted learning to global spaces. How has technology assisted you in taking students to places they've never been before? In what ways have you used virtual or augmented reality to transport students to new experiences? How have you aided students in discovering global influences on local contexts? What role do global texts play in your classroom, and how do you use them to investigate their places of origin? How have you integrated the United Nations' Sustainable Development Goals? How have you connected your students to students in other places?

Manuscripts Due: June 15, 2024

Field Trips

For our Field Trips section we are looking to publish a series of short episodes or illustrations about ways in which you've used space creatively to engage your students in lasting and memorable learning opportunities. How do you use technology to bring the world to your students? What texts or activities do you use to zoom in and zoom out? Who have you partnered with to open up the world to your students?

Submissions Due: September 15, 2024

Forging Interdisciplinary Connections

May 2025

Too often, schools place different disciplines in silos. And while the middle school model encourages cross- and interdisciplinary learning, content-specific tests, educational policies, and traditional curricular models encourage content-specific teaching and learning. Yet, the world doesn't divide up disciplines. One cannot engage in a scientific experiment without utilizing literacy skills, and interpreting geographic data requires fluency in math. So, how do we, as educators, design interdisciplinary learning experiences? How do we take students out into the world so they can identify interdisciplinary connections? In this issue, we invite you to reimagine an ELA classroom that is not solely ELA. To this end, we ask you to share how you integrate other disciplines into your curriculum. What role does problem-based or project-based learning play in your year? How does place connect to these projects? How do you collaborate and design units with teachers in different disciplines? with experts from different disciplines? What kinds of essential and driving questions encourage students to explore concepts from multiple disciplines and multiple spaces?

Manuscripts Due: August 15, 2024

Field Trips

For our Field Trips section we are looking to publish a series of short episodes or illustrations about ways in which you've used space creatively to engage your students in lasting and memorable learning opportunities. Who is your number one ally in another department? How has your partnership helped expand opportunities for your students? How has your collaboration with this ally changed the landscape of your school?

Submissions Due: November 15, 2024

SHANETIA CLARK, ROBYN SEGLEM & MATT SKILLEN, COEDTORS



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.

Our primary challenge is drafting a new constitution which covers the many procedures and policies which our original constitution, enacted in 1996 and largely unchanged since that time, does not currently address. We have been working with NCTE leadership to draft a comprehensive new constitution which will need to be voted on by our members—our second challenge. Communicating the need for and thinking behind our new constitution as well as developing the infrastructure to hold this important vote is another part of the challenge for AEPL in the coming year. Lastly, we need to seriously consider the future of our historically well-attended yearly conferences, including whether or not to hold the next one online or in person, and whether to change the site of the conference from Estes Park, CO, where it has been held for over 20 years.

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 had an excellent session sponsored by AEPL at NCTE 2022 in Anaheim, California, on November 19th, 2022, entitled "James Moffett's Lost Language Learning Program: Interaction" in which 12–15 teachers joined us. The aim of this session was not only to offer teachers a rare look at one of the most controversial, powerful, and original language learning programs in history, but also to give them the opportunity to derive from their experience new teaching ideas and an expanded repertoire of activities for their own classrooms. Teachers worked together to sketch potential ELA activities for use in their own classrooms based off of Interaction material.

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).

We have not had an in-person conference since 2019 due to the COVID-19 pandemic. However, we have hosted several virtual conferences since that time.

List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.

AEPL has been in a period of transition in which we are trying to restructure the organization of our leadership and compose a comprehensive new constitution to be voted on by our membership. We are proud to share that we have, in consultation with NCTE leadership, drafted a new constitution which offers several much-needed updates to our governance, including term limits, expenditure procedures, and conflict resolution policies. Several former members of the board have returned. We have also hosted several well-attended online events. We recently conducted a membership survey to let our members weigh in on the assembly, its offerings, and future directions. Many of our members took the survey and we are in the midst of discussing the results and what they mean for our leadership and governance. Lisa Blankenship and Eric Leake, our liaisons with CCCC, are holding a sponsored panel on personal writing and Artificial Intelligence at the next C's conference. Past AEPL chair, poet and teacher Libby Falk Jones held two zoom events on poetry writing in August. Liz DeBetta and RAsheda Young will be doing a workshop on autoethnography on September 15; a new member of AEPL, Saurabh Anand, will do a second workshop on the subject on September 22. Lastly, our award-winning journal, JAEPL, published an excellent 27th issue with contributions covering topics such as creative writing and poetry, intercultural models for arts education, and materiality in writing classrooms. The 28th edition, on non-fiction, is now being printed.

Please describe your Assembly's goals for the upcoming year.

First and foremost, we need to work with NCTE leadership to update our new constitution.

Secondly, we need to have our membership vote on it. These two steps are major milestones for our organization that will lay the groundwork for the assembly to flourish for years to come.

We need to relaunch our historically well-attended yearly conference either in person or online or find new opportunities for members to meet, discuss, interact, and flourish.

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).

11/22

BIPOC Sueños: Implementing Bright Practices with Life Writing for Youth & Adults

The session was one of the first on NCTE’s program, so it was visible and well-attended.

Attendance: 30

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

Compiling an edited volume inspired by our 2021 NCTE conference presentation

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.

- Propose an engaging session so we can be on NCTE’s program in addition to having a business meeting.
- Work with mentorship groups and invite new scholars to work with us.
- Publish an edited volume of chapters by our members based on one of our sessions.

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).

For the past two years we have begun a series of online workshops, cohosted by ACE and NCTE, called "Digital Literacy in the ELA Classroom." We had two workshops in 2022 and one so far in 2023, and we have two more planned before the year is over. We would like to continue this initiative in collaboration with NCTE, as these workshops have already shown to be valuable and practical.

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 Assembly for Computers in English (ACE) hosted an in-person workshop during the 2022 NCTE Annual Convention. This half-day conference workshop, on November 17, 2022, invited participants to explore various ways digital tools—such as iMovie, Splice, StoryMap JS, and Anchor podcasts—and mindful digital practices—like critical media literacy—can help students develop their abilities to engage with and create digital media. There were roughly 20 attendees at the session, and we feel it was successful because attendees had time to try out the tools and practices that were presented, and we had a reflective discussion at the end that highlighted a variety of ways attendees might use these tools and practices in their own settings.

List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.

Our virtual workshop, described above, stands out as a very positive experience from this past year.

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 NCTE Convention. As we are in the first year of new leadership in the assembly, we have also had trouble setting up financial authorization for our new treasurer. She (Mary Rice) has worked through some of the red tape and is figuring it out.

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

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).

"2022 Notable Children's Books in the Language Arts"

Thursday, Nov. 17, 2022, 1:00–2:15 p.m. PT, Room 210 CD

In this session members of the Notables committee highlighted K-8 titles, chosen for the 2022 Notable Children's Books in the Language Arts list. For each highlighted title, the presenters offered informative reviews and recommendations for teaching. The session was standing room only at about 50 attendees.

CLA MASTER CLASS: Books as Lighthouses, Using Children's Literature to Shine Light into the Dark Corners of Sexual Violence

Saturday, November 19, 2022, 6:00–7:15 p.m. PT

This session opened with a brief CLA business meeting (less than 10 minutes.). In the main body of the session, panelists discussed how honest and sensitive representations of sexual violence in books can foster vital conversations about healing and hope. Approximately 30 people attended this session.

CLA Breakfast featuring Jerry Craft

Sunday, November 20, 2022, 7:00–8:45 a.m. PT

This ticketed event includes the CLA Art Auction and the announcement of the CLA Research Awards and the Bonnie Campbell Hill National Literacy Leadership Awards. Approximately 150 people attended the breakfast.

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).

Student Webinar: Book Bans: Who, How, and Why?

July 14, 2022, at 3:00 p.m. ET

The webinar featured panelists with diverse expertise on the timely issue of book banning. The webinar was a success, with 19 attendees. A link to the webinar recording and resources shared during the event was sent to attendees and those who RSVPed for the webinar. The webinar recording is exclusively available to CLA members through our website.

Tucson Festival of Books: 2022 Notable Children's Books for the English Language Arts

March 4, 2023

Members of the NCBLA Award Committee presented about the 2022 Notable award books.

Student Webinar: Disrupting Monolingually Oriented Praxis: Children's Literature as a Nexus for Translanguaging and Social Justice Pedagogies

July 12, 2023 at 6–7:30 p.m. ET

The CLA Student Committee’s annual webinar for 2023 featured a panel of Dr. Angie Zapata, Dr. Laura Ascenzi-Moreno, Dr. Wenyu Guo, and Dr. Grace Enriquez. The webinar welcomed over 30 attendees from the US, Canada, and beyond. The webinar recording will be exclusively available to CLA members through our website.

List your assembly's most outstanding accomplishments from this past year. Please describe these

1. Developed a digital archive of the past issues of the *Journal of Children’s Literature* and of prior CLA publications (*CLA Bulletin*, *Ripples*) beginning in 1975. The archive, which is still under development, is exclusively available to CLA members through our website.

2. Awarded two CLA Research Awards:

- To Christian M. Hines (Ohio State University) in support of her study *Anyone Can Wear the Mask: Interrogating and Enacting Youth Empowerment via textual analysis and Comics Pedagogies in a High School Book Club*
- To Emmaline Ellis (Temple University) in support of her study *The Role of Print Salience in Book-Related Interactions in Preschool Setting*

3. Awarded two Bonnie Campbell Hill Literacy Leader Awards

- To Dr. Jeanne Gilliam Fain in support of a project utilizing reflective and inquiry-based work with K–4 educators at a Title 1 school with a high population of multilingual learners.
- To Dr. Laura Huddock to support conference attendance and professional development initiatives for pre- and inservice teachers.

4. Awarded one Vivian Yenika-Agbaw Student Conference Grant to a graduate student to support their attendance at the 2022 NCTE Convention.

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. CLA is committed to supporting educators in connecting young people with high quality, well-diversified literature selections and using such texts to support teaching in the ELA classroom and beyond. We are concerned by the ever-increasing book bannings across the US and by the concerted efforts to control and narrow the availability of books in classrooms and libraries. Particularly alarming is that these efforts most often target creators and books that represent historically marginalized perspectives, cultures, and identities. Book banning was the focus of a webinar organized by the CLA Student Committee in the summer of 2022. In addition, “disrupt[ing] the ongoing systematic erasure and willful degradation of historically marginalized identities” is one of the core commitments of the editorial team of the *Journal of Children’s Literature* (as stated in the Editors’ Introduction of their inaugural Spring 2023 issue).

2. CLA remains concerned that the presence of children’s literature courses in preservice teacher education programs has diminished over the past decade. In the absence of such coursework, prospective teachers have limited opportunities to engage with contemporary exceptional literature for young people, hone their skills for evaluating and selecting books, or consider different possibilities for incorporating children’s literature in their teaching. To support teacher educators, CLA:

- has created a resource repository which includes a series of documents articulating the value of children's literature coursework and scholarship and syllabus samples for various types of courses focusing on children's literature,
- continues to offer the CLA Expert Class in Teaching Children's Literature (formerly known as the CLA Master Class) as a session at the annual convention of NCTE,
- publishes the CLA Blog, which endeavors to support preK–12 and university teachers as they share children's literature with their students in all classroom contexts.

Please describe your Assembly's goals for the upcoming year.

"The Children's Literature Assembly plans to

- Continue developing the public content of our website by continuing to publish the CLA Blog and updating our Resources and Syllabi pages.
- Further expand the member-exclusive content of our website by adding new, timely recordings to our video and podcast libraries.
- Work toward expanding our assembly's membership by utilizing social media and conference opportunities to disseminate information about the work we do.

Submitted by Xenia Hadjioannou, 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 eight. 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 three 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).

ECEA's 2022 Convention Sessions

Dates

Thursday, November 17th

Friday, November 18th

Saturday, November 19th

Topics

Multiple sessions were provided within the three days and consisted of 11 sessions, one session was cancelled the day of. Topics ranged from working with early childhood students on using their voices, valuing their and other cultures and communities, and the importance of children seeing themselves throughout their day within the school systems.

Attendance

Over the three days we had an average of 17% attendance. We had the most participants at our Annual Business Meeting.

Remarks

I think that we had a lot of great sessions provided to offer educational growth for educators. I do think that there are a lot of great sessions during the Convention time, which is a great problem to have, and, therefore, limits the attendance at some of the sessions. I was happy to see the attendance at our Annual Business Meeting.

List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.

"Fostering Revolutionary Love: Creating a Culturally Inclusive Classroom" was a webinar we had on November 9, 2022, with the authors of *Revolutionary Love: Creating a Culturally Inclusive Literacy Classroom*. During this webinar the authors provided an overview of their work and spoke directly to the audience members, addressing questions that they had.

"The Beauty of Embracing Every Hue: Racial Literacy and Radical Love in Education" was a webinar we had on March 28, 2023. This webinar was featured Dr. Yolanda Sealey-Ruiz and her

beautiful daughter, Olivia, who shared her story of her experiences in elementary school and beyond that helped shape her into the outstanding young lady that she is, while providing insight into how race is viewed in our classrooms and society.

Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.

Membership renewal and new memberships that will affect our scholarships and awards that we present to deserving educators.

Please describe your Assembly's goals for the upcoming year.

Our Assembly's goal for the upcoming year is to continue supporting educators through sessions and providing information on ways to teach our youngest learners and school communities where students see themselves and learn about others who are not of their own culture. We will also assist and support teachers in providing these learning environments as well as providing teachers to connect and learn.

Submitted by Jennipher Frazier, 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 with 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.

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).

-Nov. 19, 2022, sponsored roundtable session, "Bringing LGBTQ+ Sueños into the Light," 60 people. The session was successful, we had many new participants who attended roundtable presentations, we recognized our 2022 GSEA Mini-Grant Recipient, who served as the events keynote speaker.

- Nov. 19, 2022, business meeting, 30 in attendance. Attendance at the business meeting is low, we are concerned that the interest in our roundtable session does not translate to interest in the group.

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).

List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.

The GSEA's website has been fully updated and, along with our social media accounts, allows us to communicate with members accurately and effectively.

The GSEA has refined membership due payments this year, and it has helped to keep more accurate records and make (re)joining easier for members.

The GSEA has actively maintained its mini-grant program, which is possible with membership dues, and now actively works to recognize a teacher or organization in NCTE's host site state and/or city.

GSEA has worked to more explicitly and actively work with other assemblies within NCTE, including proposing a 1/2 workshop that was accepted to the 2023 program.

Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.

There continues to be a shortage of people who wish to be in leadership positions, who can actively participate in the GSEA's planning and implementation.

The roundtable is always very well attended, but the business meeting requiring that people leave, travel to a new location, and start over always means loss of momentum, energy, and attendees.

There are not many LGBTQIA+-identifying People of Color in education, in NCTE, and therefore the GSEA, and this remains a concern for us, for NCTE, and for the teaching profession.

Please describe your Assembly's goals for the upcoming year.

1. The GSEA is beginning an online community space for queer teachers in an effort to reach within and beyond NCTE for a diversity of members.
2. The GSEA is using the 1/2 workshop at the 2023 NCTE Annual Meeting to begin coalition building with and across other assemblies.
3. The GSEA will need to (re)elect leadership for 2023–2024.

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 host any NCTE Convention sessions this past 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).

The 2023 GSOLE Conference: "Visions and Sites of Online Literacy Education" was held virtually on February 3rd, 2023. The conference had 178 registrants, an 8% increase from 2022, and featured 2 plenary sessions, 17 individual paper presentations, 8 panel presentations, 5 praxis poster sessions, and 2 ePortfolio walkthrough sessions.

List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.

GSOLE continues to see more engagement in its programming related to both pedagogical and research support. In 2022–23, the OLI certification program relaunched with a revised, module-based curriculum, resulting in 173 module registrations for OLI by 52 unique participants. We awarded \$2,420 in research grant funding to two OLI scholars, and we published 5 total publications across two of our online journals: 2 articles in *Research in Online Literacy Education* and 3 reviews in *Online Literacies Open Resource*.

Identify up to three issues or challenges (operational, policy, educational, etc.) that concern your assembly and explain how you are working on these issues.

"As a completely online organization dedicated to accessibility for a global network of professional educators, GSOLE faces the following issues and challenges:

How to establish a physical presence for a virtual organization, a requirement for many financial operations including tax filing. To assist with this issue, we have consulted with an accountant in 2022–23 and are in the process of hiring a registered agent.

Meeting the needs for a global community through synchronous programming (conference, webinars, board meetings, etc.). One step we are taking to meet this challenge is extending our next conference across multiple days to be more accessible for participants from more time zones.

Maintaining the accessibility of our organization's webpages and member resources. In response to this issue, we have appointed a new Lead Content Curator who will be in charge of systematically reviewing our web content for accessibility and making updates where needed."

Please describe your Assembly's goals for the upcoming year.

"As an organization that has experienced much growth in the past few years, our goals for the upcoming year include:

optimizing our member resources and publications for search engines; finalizing the migration of our publications from our old website to our current website so we can put out new calls for publication; and streamlining our processes of onboarding new officers and volunteers across the organization

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, 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).

NCTE Annual Conference 2022 in Anaheim, CA (15 attendees)

"Guiding Writers to Shore: Connecting the Social-Emotional Needs of Learners through a Vibrant Community of Secondary Schools Writing Centers," which was a session jointly provided by IWCA and the Secondary Schools WCA, one of our affiliates."

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).

IWCA Annual Conference in Vancouver, British Columbia, CA: October 26–29, 2022 (530)

IWCA Collaborative@ CCCCs in Chicago, IL: March 9, 2023 (130)

IWCA Summer Institute in Missoula, Montana: June 26–30, 2023 (32)

List your assembly's most outstanding accomplishments from this past year. Please describe these in more detail when applicable.

1. We managed to host our first in-person conference since COVID for 530 attendees from all over the world in a non-US setting.
2. We also managed to host the first in-person Summer Institute for Writing Center directors since 2019. We had 32 directors—new and seasoned—from all over the US and countries as far away as the Czech Republic.
3. We updated our by-laws to better reflect the changing nature of our organization and its membership.

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 continue to struggle to recruit leaders for the organization. Volunteer fatigue is real. To that same end, we want to provide mentors for new WC directors, but the volunteer fatigue mentioned above has made it hard for us to provide them.
2. Professional development is so important—and we see it as the most important service that we provide—but the cost of offering conferences has risen so much during the post-COVID years. And hotels require more and more guarantees.

In sum, we are struggling with many of the same things that other all-volunteer orgs are facing—greater need and fewer human resources. 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.

Frankly, we are focusing on building leaders to take over the leadership mantle and ensuring that we can offer opportunities.

Submitted by Sherry Wynn Perdue, President



In Memoriam

In Memoriam

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

Richard Abrahamson
Janet Allen
David Bartholomae
Ann Berthoff
Judy Lynn Duprez
Nancy Himel
Barbara Kiefer
Helen Poole Shillito
Hyojin Yoon