

NATIONAL COUNCIL OF TEACHERS OF ENGLISH ANNUAL REPORTS 2024



NCTE Annual Reports

2024

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 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](#)
[Task Forces](#)
[In Memoriam](#)

[2023 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.

Assembly on American Literature
English as a Second Language Assembly

Reports Submitted to the Presidential Team

Committee Against Racism and Bias in the Teaching of English

Results of the 2024 NCTE Elections

The following are the results of the Spring 2024 elections, which closed June 1. With the exception of members of the Nominating Committees, all those named below will take office at the close of the 2024 NCTE Annual Convention in November.

NCTE General Elections

NCTE

Vice President

Detra Price, The Ohio State University

Secondary Representative-at-Large

Juliet Reed, Jackson Olin High School, Birmingham, AL

Trustee of the Research Foundation

Tamara T. Butler, College of Charleston, SC

NCTE Nominating Committee

Chair: Mario P. Worlds, Alachua County Public Schools, FL

Gabriel T. Acevedo, Arizona State University

Lauren Leigh Kelly, Rutgers University, NJ

Giselle Martinez Negrette, University of Illinois Urbana-Champaign

Cheryl Hogue Smith, Kingsborough Community College, NY

Valerie Kinloch, Johnson C. Smith University*

Lakisha Odlum, Queens College, City University of New York*

Elementary Section Steering Committee

Sanjuana Rodriguez, Kennesaw State University, GA

Carmen Lugo Llerena, New York City Department of Education

Elementary Nominating Committee

Chair: Liz Murray, Davis Montessori Teacher Education Program, CA

Laquita Ngando Duvall, Dekalb County Schools, Decatur, GA

Virginie Jackson, Kennesaw State University, GA

Middle Level Section Steering Committee

Anna Osborn, Jefferson Middle School, Columbia, MO

Jayna Ashlock-Huston, Glover Middle School, Spokane, WA

Middle Level Section Nominating Committee

Chair: Nora Ramirez, Mercedes ISD School District, Mercedes, TX

Sierra Gilbertson, Fosston High School, Fosston, MN

Katie Sluiter, Wyoming Junior High School, Wyoming, MI

Secondary Section Steering Committee

Byung-In Seo, Chicago State University

Valerie A. Person, Currituck County High School, Barco, NC

Brian James Hannon, Hayfield Secondary School, Alexandria, VA

Dan Stockwell, California State University, Bakersfield

Secondary Section Nominating Committee

Chair: Grover Cleveland Winfield III, Rappahannock High School, Warsaw, VA

Liz Shults, Homewood High School, Birmingham, AL

Wyntinsea Jones, Hardaway High School, Columbus, GA

College Section Steering Committee

Dale Allender, California State University, Sacramento
Danielle Lillge, Illinois State University

College Section Nominating Committee

Chair: Tina Curry, National Louis University, Chicago
Ashley S. Boyd, Washington State University, Pullman
Todd DeStigter, University of Illinois at Chicago

English Language Arts Teacher Educators (ELATE)**ELATE Executive Committee**

Shelbie Witte, Oklahoma State University
Theresa Burruel Stone, Sonoma State University, CA
Jill Ewing Flynn, University of Delaware

ELATE Nominating Committee

Chair: Darius Phelps, New York University, NY
Diana Liu, Teachers College, Columbia University, NY
Jenell Igeleke Penn, The Ohio State University
Shamaine Bertrand, The College of New Jersey
Tala Michelle Karkar Esperat, Eastern New Mexico University

Literacies and Languages for All (LLA)**LLA Executive Board**

Maria Perpetua (Perpie) Liwanag, Towson University, MD
Tashema Spence-Davis, LaGuardia College, City University of New York

LLA President-Elect

Lenny Sánchez, University of South Carolina

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
2023-2024**

2023-2024 Executive Committee Members

President:

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

President-Elect:

Tonya B. Perry, Miles College, Fairfield, AL

Vice President:

Antero Garcia, Stanford University, Palo Alto, CA

Past President:

María E. Fránquiz, University of Texas at Austin

Representatives-at-Large:

Kara Hinderlie Stroman, Irvington Elementary School, Portland, OR (Elementary)

Tiana Silvas, East Side Community, New York, NY (Middle)

Darius Wimby, Dekalb County School District, Atlanta, GA (Secondary) - *In Memoriam*

Elementary Section Chair:

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

Middle Level Section Chair:

Sarah Bonner, University of North Carolina, Wilmington, NC

Secondary Section Chair:

Josh Thompson, Virginia Tech, Blacksburg, VA

College Section Chair:

Jonathan Bush, Western Michigan University, Kalamazoo, MI

Conference on College Composition and Communication Chair:

Frankie Condon, University of Waterloo, Ontario, Canada

Conference on College Composition and Communication Associate Chair:

Jennifer Sano-Franchini, West Virginia University, Morgantown, WV

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:

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

Literacies and Languages for All President:

Yang Wang, University of South Carolina, Columbia, SC

Parliamentarian:

Victor Del Hierro, University of Florida, Gainesville, FL



NCTE
STAFF

NCTE STAFF

Executive Director's Office

Emily Kirkpatrick, Executive Director

Lisa Avetisian, Senior Liaison

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

Events

Matt Burruss, Director of Events

Lori Bianchini, Program Manager

Alejandra Conner, Manager of Sponsorships and Events

Kaitlin Schmitt, Coordinator of Event Technology

Finance

Jon Coffman, Chief Financial Officer

Jeffrey Reeves, Controller

Miriam Goewey, Staff Accountant

Jan Yema, Accounting Specialist

Marketing and Communications

Carey Earle, Marketing Strategy

Geno Church, Creative Director

Marvin Young, Visual and Member Communications Coordinator

Helen Peirce, Digital Marketing Specialist

Lisa Fink, Professional Learning and Membership Engagement

Meg Yon, Membership Manager

Operations and Publications

Dyan Urquhart, Director of Operations

Victor Adams, Director of IT

Kurt Austin, Senior Books Editor

April Gain, Business Analyst

Yetta Gardner, Customer Service Professional

Emily Gilbert, Editorial Assistant

Cynthia Gomez, Senior Editor, Digital Publishing

Jon Reigelman, Content Editor

Kimberly Morse, Editor

Tom Tiller, Editor



**MINUTES OF
THE ANNUAL
BUSINESS MEETING**

**Minutes of the NCTE Annual Business Meeting
for the Board of Directors and Other Members of the Council
Friday, November 17, 2023**

Columbus, Ohio

The Annual Business Meeting for the Board of Directors and Other Members of the Council of the National Council of Teachers of English (NCTE) was called to order by NCTE President María Fránquiz at 5:10 p.m. Eastern Time on November 17, 2023.

Platform guests included Valerie Kinloch, NCTE Past President; Minda M. López, Resolutions Committee Chair; Tonya B. Perry, NCTE Vice President; Shelley Rodrigo, NCTE President-Elect; María Fránquiz, NCTE President; Victor Del Hierro, Parliamentarian; Emily Kirkpatrick, NCTE Executive Director; and members of the NCTE Resolutions Committee: Sheila Carter-Tod, Melissa L. García, Joaquin Muñoz, and Adeli Ynostroza Ochoa.

President Fránquiz called for a motion to adopt the rules for the Annual Business Meeting. Alfredo Luján, NM, moved to adopt the rules; seconded by María Leija, TX. The motion CARRIED.

Nicole Mirra, PA, moved to adopt the agenda; seconded by Kim Jasper, MO. The motion CARRIED.

Bob Dandoy, PA, moved to dispense with the roll call of directors; seconded by Carrie Perry, FL. The motion CARRIED.

Ann David, TX, moved to dispense with a formal reading of the 2022 Minutes of the NCTE Annual Business Meeting; seconded by Michelle Peterson Davis, NY. The motion CARRIED.

Emily Meixner, NJ, moved to accept the posted 2023 Annual Reports; seconded by Josh Thompson, VA. The motion CARRIED.

President Fránquiz called Past President Valerie Kinloch to the podium; Kinloch announced the NCTE past presidents in attendance.

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

Fránquiz introduced Cody Miller, chair of the NCTE Nominating Committee. Miller solicited nominations for the 2024 ballots.

Fránquiz called Jonna Perrillo, NCTE Historian, to the podium to read *A Moment in NCTE History: Defending the Right to Read—English Teachers, NCTE, the Culture Wars*.

President Fránquiz gave her Presidential report, sharing highlights of the past year, including the first in-person Presidential Team Retreat and in-person Executive Committee Retreat since 2019, following the pandemic; the new vision and charges established for the Standing Committee on Literacy Assessment, an NCTE group now led by Past President Carol Jago; renewed commitment to updating important position statements; efforts to elevate NCTE's book and leadership awards; the impact of establishing guidelines for the Early Career Educators of Color Leadership Program; and support for materials promoting the efforts of the Standing Committee on Diversity and Inclusivity and the Standing Committee on Global Citizenship.

Fránquiz also highlighted the Executive Committee's ongoing study of Indigeneity and Place, and efforts to acknowledge Indigenous people, their ancestral homes, and Indigenous ways of knowing; noted President Shelley Rodrigo's sharing of a land acknowledgment constructed by Native students at The Ohio State University, with permission, at the Opening Session; and encouraged members to attend a featured session at the Convention, "Beyond Land Acknowledgments—Centering Indigenous Presence and Absence," the panelists of which were special guests for a discussion on Indigeneity and Place at the Executive Committee meeting the day before.

Fránquiz shared updates on her Presidential priorities, including seeking more involvement of classroom teachers and raising their voices; multilingual learning, the gifts of bilingualism and multilingualism, and the alignment with the 2022 and 2023 Annual Convention themes; and focus on cross-disciplinary and cross-curricular priorities exemplified by the first-ever Joint Conference for Elementary Literacy and Mathematics scheduled for June 17–19, 2024, in New Orleans.

Fránquiz also recognized the outgoing and incoming members of the NCTE Executive Committee.

President Fránquiz introduced Emily Kirkpatrick, NCTE Executive Director, to deliver the Executive Director's report:

Kirkpatrick shared an update on membership, NCTE's new efforts to build a dedicated philanthropic strategy, partnership developments that included the Smithsonian, Library of Congress, and United Way of New York City.

Kirkpatrick highlighted the good standing and progress of NCTE's many established programs and awards as well as new initiatives driven by teacher expertise, including cohorts focused on book rationales, open educational resources, and children's historic voices.

Kirkpatrick noted NCTE's professional learning opportunities of the year that are supported by NCTE's work, including the African American Read-In, a series extending from NCTE's new *Position Statement on the Role of Nonfiction Literature (K-12)*, and the successful transition to and noted benefits of having NCTE's journals published digitally by way of a new online platform.

President Fránquiz called on Tonya Perry, NCTE Vice President, to announce upcoming meetings and locations for Council meetings. Perry reported the following dates and sites: 2024 NCTE Annual Convention, November 21–24, Boston, MA; 2024 CCCC Convention, April 3–6, Spokane, WA; 2024 TYCA Conference, April 3, Spokane, WA; 2024 NCTE and NCTM Joint Conference, June 17–19, New Orleans, LA; 2024 CEL Convention, November 24–26, , Boston, MA.

President Fránquiz moved to New Business items, the first of which was proposed changes for NCTE resolutions in the NCTE Constitution. Fránquiz provided an overview of the proposed updates and the process for amendments to the Constitution as slides were shown, including the communications to members regarding the proposed change, which included an accompanying message from the NCTE Presidential Team and rationale from Fránquiz and Executive Director Emily Kirkpatrick; how the changes were spurred by challenges and significant input for changes from NCTE leaders over time; and answers to questions received from members.

Beverly Chin, MT, moved to accept the proposed changes for resolutions in the NCTE Constitution, an action supported by the NCTE Constitution in Section XIV.A. and bylaw 5; seconded by Valerie Taylor, TX. The motion CARRIED.

Fránquiz called on Minda M. López, Chair of the Committee on Resolutions. López reported no formal resolutions to be voted on during the meeting and shared the work of the Committee on Resolutions at the Convention, including the review and recommendations for existing NCTE position statements.

Christine Ross, NY, moved that NCTE establish resources for teachers who are being harassed as a sense-of-the-house motion; seconded by Frankie Condon, Ontario, Canada. The motion CARRIED.

Fránquiz invited any declarations to come from the Board of Directors in attendance.

Fránquiz asked for a motion to adjourn.

Valerie Kinloch, NC, moved to adjourn the meeting; seconded by Heather Fletes, TX. The motion CARRIED, and the meeting was adjourned at 6:26 p.m.



**REPORTS OF
THE PRESIDENTIAL TEAM
AND RESEARCH FOUNDATION**

President
Rochelle (Shelley) Rodrigo

I transitioned from President-Elect to President in November 2023. This past year I have regularly led bi-weekly, virtual Presidential Team (PT) meetings; Operations Subcommittee meetings; Executive Committee (EC) meetings; and in-person EC and PT retreats. As a member of the PT, I participated in the 2nd Round conference reviewer team of the General Strand. As President I wrote two articles for the *Council Chronicle* and served on NCTE's Edwyna Wheadon Postgraduate Training Scholarship Award Committee. I have continued to serve as the NCTE delegate to the American Council of Learned Societies (ACLS) and will complete serving my third year as the elected member of ACLS's Executive Committee of the Delegates.

As part of my Presidential Priorities, I focused on helping the organization continue to grow "micro-communities" as a way for new members to build long-term connections with the organization. I also shepherded the newly distributed *Position Statement on Supporting Teachers and Students in Discussing Complex Topics*.

As President I appointed members to the following committees:

- David H. Russell Award for Distinguished Research in the Teaching of English Award Committee
- Early Career Educator of Color Leadership Program Selection Committee
- Advancement of People of Color Leadership Award Committee
- Leadership Award for People with Disabilities Selection Committee
- LGBTQIA+ Advocacy & Leadership Award Committee
- Media Literacy Award Committee
- Julia E. Berry Research Award to Study Careers of English Majors Selection Committee
- Resolutions Committee

This year I served as the PT liaison to the following NCTE groups:

- 1) Build Your Stack® Committee
- 2) Lesbian, Gay, Bisexual, Transgender, and Queer Advisory Committee
- 3) Public Language Award Committee
- 4) Standing Committee on Diversity and Inclusivity
- 5) College Steering Committee
- 6) Research Foundation

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 2023);
- attended the annual PT retreat (October 2023);
- represented the NCTE PT and EC at the annual conference of the National Council of Teachers of English Assembly for Research (NCTEAR; February 2024);
- spoke as the keynote speaker as well as represented the NCTE PT and EC at the annual conference of the Two-Year College in English Association (TYCA; April 2024);
- represented the NCTE PT and EC, as well as presented, at the annual conference of the Conference on College Composition and Communication (CCCC; April 2024);
- served as the NCTE delegate attending the annual meeting of ACLS (April 2024);
- represented the NCTE PT and EC at the NCTE-NCTM Joint Conference (June 2024);
- represented the NCTE PT and EC at the bi-annual NCTE Affiliate event (July 2024); and
- participated in the NCTE EC retreat (July 2024).

I also attended other conferences and traveled to speak at various institutions in which I always continued to represent and reference NCTE:

- presented about Generative AI and Writing to the entire faculty of Eagle High School (NCTE member invited me; September 2023);
- attended Academic Impressions' workshop "Leading Collaboratively: An In-Person Conference for Mid-Level Supervisors" (November 2023)
- external peer reviewer for the Writing Program at the University of California, Los Angeles (February 2024)
- attended and presented at the annual Computers and Writing Conference (June 2024)

In my responsibilities as a faculty member and administrator at the University of Arizona, I have continued to research and publish. The coauthored book [Teaching Literacy Online: Observing, Analyzing, and Producing in Multiple Media](#) (published by NCTE) released in early 2024 and was awarded the 2025 Divergent Award for Excellence in Literacy in a Digital Age Research Publication given by the [Initiative for Literacy in a Digital Age Research](#). In November 2023, I had a coauthored [article published in NCTE's Teaching English in the Two-Year College](#), and in February 2024 [another coauthored article in NCTE's College Composition and Communication](#). 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. The past year I have participated in various discussions about reading and writing in multiple media and modalities and others on the impact of generative artificial intelligence on literacy practices, teaching, and learning.

President-Elect and Program Chair
Tonya B. Perry

Serving as the President-Elect has been an honor as I planned the 2024 NCTE Annual Convention in Boston, Massachusetts, "Teaching with Heart, Hope, and Humanity." In addition to planning the Convention with the team, I spent much time navigating, as leaders do, and problem solving.

My primary focus was gaining a higher-level understanding of the needs of the membership from an international and national perspective. I officially began my President-Elect term in November 2023. I started planning the Convention immediately, with ongoing conversations with members and leaders. 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) Committee Against Racism and Bias in the Teaching of English
- 3) Standing Committee on Global Citizenship
- 4) Research Foundation (includes Cultivating New Voices among Scholars of Color)
- 5) National Writing Project

I worked most closely with the Committee on Racism and Bias in the Teaching of English. Throughout the year, I met with the leadership to discuss topics related to having difficult conversations, which also informed my input into the new position statement, NCTE Position Statement on Supporting Teachers and Students in Discussing Complex Topics. With this experience, I have used this lens to think about and work with others to consider the role of NCTE and collect usable, authentic, and relevant data to make informed decisions, even when the decision requires difficult conversations. I value moving position statements to action steps to support teachers in the classroom. One featured session at NCTE, which will be facilitated by Dr. Yolanda Sealey-Ruiz at the Convention, was born from this experience this year.

One of the conferences I attended as President-Elect was the International Federation for the Teaching of English Conference (IFTE) in Melbourne, Australia. I participated as a panelist to discuss teaching English across the globe and how we all benefit from multiple perspectives and language diversity. I also met with leaders to discuss next steps; many of our concerns are similar, and a coalition could garner more global impact than each country standing in isolation. Members from the organization committed to attend the NCTE 2024 Annual Convention to continue the conversation.

I also delivered a keynote at the NCTE Assembly on Research (NCTEAR) Conference at the University of Texas at Austin. It was an opportunity to network with teacher educators and hear about the cutting-edge research in the field. I believe if we can connect the research to position statements, we can create synergy between researchers and practitioners that elevate our findings and work in classrooms and communities. Having teachers more involved in sessions at the Convention will push us to think more intentionally about these connections.

I also serve on the Board of Advisors 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 Convention. A focus on writing will be visible as the Boston Writing Project and Leaf & Pen will provide opportunities for attendees to write and share throughout the Convention.

Because I am an administrator at an HBCU, I also wanted to feature the contributions of universities and colleges that serve minority students. Dr. Valerie Kinloch will facilitate a panel to discuss the role of HBCUs and I believe sharing this information with literacy experts will benefit all, especially since so few may have exposure to HBCUs and the impactful roles they play. The Miles College choir will accompany me at the 2024 NCTE Convention.

I look forward to working with the team in the next year and building on the work we have created together.

Vice President
Antero Garcia

I was elected Vice President of NCTE in the spring of 2023 and, while my tenure in this position did not officially begin until the conclusion of the 2023 Annual Convention in November, I spent much of the year getting up to speed on the nuances of how our organization operates, key personnel, and historical growth. It has been a year of learning, question asking, and reflecting on the state of English teaching in the US in this present moment.

Since July of 2023, I have served as an active member of the NCTE Presidential Team, working on various aspects of uplifting our organization. This has ranged from on-the-ground support for the Annual Convention to providing support for fundraising and long-term priorities for our organization. The Presidential Team meets, on average, every other week and also remains in constant contact via email and text message, responding to a gamut of organizational needs.

Perhaps most salient to my growth and development in this organization, I have spent this year learning about the various affiliates and networks through which NCTE supports our extensive membership and the students that they serve. I am currently serving as the liaison for the following groups:

- Recognizing Excellence in Art and Literary Magazines Committee (REALM)
- Standing Committee on Affiliates
- Standing Committee on Literacy Assessment
- Standing Committee on Research
- Task Force on Teaching Current Events within ELA Contexts

I also currently serve as a member of the NCTE Operations Subcommittee and Executive Committee. I served as a mentor for NCTE's Cultivating New Voices among Scholars of Color (CNV) fellowship and assisted with various editorial and academic activities for the organization, including activities such as aiding with the student essay competition run in coordination with the annual Jefferson Lecture.

In addition, I have had the opportunity to participate in and facilitate various learning opportunities for NCTE. This includes an online discussion with author Hanif Abdurraqib in February. In April, I co-hosted a webinar on interactive storytelling and the role of literacy education in the digital world with Dr. Chris Proctor. I've also been supporting the NCTE's Digital Democratic Dialogue cohort alongside Dr. Nicole Mirra.

In addition to these activities, I participated in substantial in-person events at the Annual Convention, at the 2023 Presidential Retreat, as well as at the American Library Association's meeting in San Diego in June of 2024.

Throughout all of these activities, my focus remains on the needs of our diverse body of teachers and the students that we serve. As I move into the role of President-Elect in the coming year, I anticipate focusing on themes that elevate youth voice, support the needs of educators in a period in which texts are challenged, and respond to the civic needs in our classrooms in the wake of the 2024 national election.

Past President
Maria E. Fránquiz

This annual report describes my transition from President to Past President. Following Valerie Kinloch's lead as Past President, I participated and engaged in the Presidential Team, Operations Subcommittee, and Executive Committee meetings. As I transitioned into the role of NCTE Past President, I committed to continuing with the forward movement of thoughts, priorities, and events that reflected a strong Presidential Team (Shelley Rodrigo, Tonya Perry, Antero Garcia) and Executive Director, Emily Kirkpatrick. During my transition to Past President, I experienced continued and increased collaboration with the Presidential Team and Executive Committee members. Together we used time and space to problem-pose the impact of important global and local matters on our professional organization.

This past year included a challenging sociopolitical context of war in several countries and continents and contentious elections in our nation. As such, how teachers can responsibly discuss today's armed conflicts and other difficult topics in their K–12 classrooms generated the necessity for NCTE leaders to practice extensive listening, respecting, and production of meaningful statements that are useful to the significant number of teachers that seek guidance and support in our professional organization. As I have stated in previous annual reports, I am grateful to and work with NCTE leadership and staff to elevate the hard work of teachers. I am committed to the cause of teachers because they come to NCTE from diverse geographic locations and walk hand-in-hand with researchers, authors, artists, and others to shed light on the many social injustices that impact the teaching and learning of the language arts. Their classrooms and our organization provide a time and place for intensifying personal and collective illumination. The sanctity of the partnership between NCTE and teachers is of utmost importance to sustain. This is the perspective that has guided me since elected as VP of NCTE and during this fourth year on the NCTE Presidential Team where I find and work with like-minded individuals.

In my role on the Presidential Team (PT), I attended biweekly PT meetings, Operations Subcommittee meetings, Executive Committee (EC) meetings, and the PT Retreat. These meetings are responsive to the mission and vision of NCTE and all its constituent groups. The feedback the PT discusses and provides to committees, affiliates, sections, conferences, assemblies, research foundation, and more continue to expand my understanding of both the complexity and the expertise NCTE provides to the profession. Specifically, this year much discussion and refinements among the PT, EC, Standing Committee on Diversity and Inclusivity, and other interested members yielded the NCTE *Position Statement on Supporting Teachers and Students in Discussing Complex Topics*. It also included resources for teachers, teacher educators, and students to develop background knowledge for discussing complex topics. These collaborations required time, space, and commitment, and the statement continues to invite more published resources at the following NCTE link:
<https://ncte.org/resources/discussions-complex-topics/#suggestions-for-additional-resources>.

Specific areas where I provided my expertise is as reviewer of General Session proposals for the 2024 NCTE 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."

As Past President I attended the NCTE Assembly for Research Conference held in Austin February 23–24. The words of Chicana feminist teacher and scholar Gloria Anzaldúa were selected for the theme, "May we do the work that matters. Vale la pena, it's worth the pain." To kick off the conference I introduced Carmen Tafolla, Poet Laureate of San Antonio (2012–2014) and State Poet Laureate of Texas in 2015. Among her 40+ books she has published award winners including the 2024 Tomás Rivera Mexican American Children's Book Award for the story in verse titled, *Warrior Girl*.

Two areas where I provided my expertise this past year were linked to my 2022–2023 Presidential priorities of cultivating multilingualism and interdisciplinarity in NCTE.

- In the area of multilingualism at the November 2023 Convention, a book I coauthored with Tracey Flores for the NCTE Principles in Practice Series was featured. The teachers showcased in *Cultivating Young Multilingual Writers: Nurturing Voices and Stories in and beyond the Classroom Walls* design classroom communities that work for all learners—English only, bilingual, multilingual.
- In the area of interdisciplinarity I served as the NCTE Program Chair for the first NCTE/NCTM Joint Conference for Elementary Literacy and Mathematics held June 17–19, 2024, in New Orleans, Louisiana. This inaugural conference was successful for novice and seasoned teachers of language arts and mathematics and helped solidify interdisciplinary collaboration between literacy and mathematics educators. There is already a SAVE THE DATE for the 2025 joint conference to be held at the Hilton Chicago June 16–18, 2025.

In this report I express how very honored and fortunate I feel about my four years on the Presidential Team. I give wholehearted thanks to Executive Director, Emily Kirkpatrick, the NCTE staff, particularly Lori Bianchini and Matt Burruss, Parliamentarian Victor Del Hierro, and my colleagues across the years on the Operations Subcommittee, the Presidential Team, and the EC. You have made an affirming difference in my life. Thank you!

Research Foundation

Major activities:

New Trustees: Justin A. Coles, University of Massachusetts Amherst, was appointed for a three-year term and Ayanna F. Brown, Erickson Institute, Sandra Lucia Osorio, Erickson Institute, and Timothy J. San Pedro, Ohio State University, were elected in the 2023 election for a three-year term. All four began their terms on the Research Foundation (RF) Board of Trustees following the November 2023 NCTE Annual Convention. Tamara T. Butler, College of Charleston, was elected to a three-year term in the 2024 election and will begin a term on the RF Board of Trustees following the 2024 NCTE Annual Convention.

Names, Affiliations and Geographic Regions of Research Foundation Members

Alicia Boardman, Second-grade Dual Language teacher, Uniondale, NY, Northeast

Ayanna F. Brown, Erickson Institute, Midwest

Justin A. Coles, University of Massachusetts Amherst, Northeast

Justin Grinage, University of Minnesota, Midwest

Sandra L. Osorio, Erickson Institute, Midwest

Timothy J. San Pedro, Ohio State University, Midwest

Yolanda Sealey-Ruiz (Chair), Teachers College, Columbia University, Northeast

Latrise P. Johnson (CNV Co-Director), University of Alabama, Southeast

Leigh Patel (CNV Co-Director), U of Pittsburgh, Northeast

NCTE Support Staff: Kristen Ritchie

Projects and Initiatives

2023 Teacher Research Grants: After discussing the timing for releasing a call for proposals for the 2023 Teacher Research Grants, the RF Trustees set the deadline later in the fall, December 15, 2023. The RF Trustees, led by past chair Betina Hsieh, held an information session for teacher researchers interested in applying for a grant in November 2023. 16 proposals were received, which was more than double the number of submissions in 2021. The RF Trustees selected the following 10 grants for funding—totaling \$20,000 in grants:

- Kristen Berger, Williamsport Area Middle School, "'Who We Are and What We Love': Elevating Student Identity and Fostering Community through Poetic Narratives"
- Kristie Camp and Heather White, Gaffney High School, "Artifactual Literacies and Outdoor Learning for Secondary English Language Arts Students"
- Michele DeVirgilio, Herricks School District, and H. Bernard Hall, Drexel University, "Playing Our Positions: A Black English Educator and White English Teacher's Collaborative Practitioner Inquiry on Hip-Hop Pedagogies in Non-Black Spaces"
- Laryssa Gorecki, Alana McGoldrick, and Luca Picciani, Toronto Catholic District School Board, "Writing from the Soul: Reimagining Culturally and Historically Responsive Literacy in the English Classroom"
- Corendis Hardy, Coretta Scott King Young Women's Leadership Academy, "STEMulate Through Literacy"
- Kelly Kriner, Medina High School, Medina City Schools, "Exploring the Impact of Student Led Classroom Design on Student Engagement"
- Chinwe Onwujuba, Pflugerville ISD, "Discursive Practices for Readerly Identity in Elementary Students"
- Anna Gotangco Osborn, University of Missouri-Columbia, "A Narrative Inquiry into Teacher Stories about Using Graphic Novels to Discuss Social Justice in the Secondary Classroom"
- Reanne Rossi, West Hills S.T.E.M Academy, "Building Engaged Compassionate Learners through Writing"

- Carmela Valdez, LCpl. Nicholas S. Perez Elementary School, "Parent and Student Writers for a Better World"

2022–2024 CNV Cohort Meetings & Events: The previous cohort fellows (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) and 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) met at the 2023 NCTE Annual Convention in Columbus for the 2023 CNV Fall Institute with co-directors Latrise P. Johnson and Leigh Patel. The 2024 CNV Spring Institute was held at the University of California, Davis, March 15–17. The 2022–2024 fellows and mentors were recognized during this final meeting of the cohort.

2024–2026 CNV Cohort Selection: A call for applications was distributed early in 2024 for the 2024–2026 CNV cohort. 56 applications were received by the March 15, 2024, deadline—a 14% increase from the prior cycle.

Prior to finalizing the selection of the 2024–2026 cohort, the RF Trustees met to approve the Fiscal Year 2025 budget. After extensive consideration of the budget and the increasing expenses for the program and the Research Foundation generally (largely due to inflation), the RF Trustees decided to accept 12 fellows to the 2024–2026 cohort, which is allowable by the RF Guidelines. Additionally, the Trustees decided to host the 2025 CNV Spring Institute in person and the 2026 CNV Spring Institute online. The FY2025 budget retains up to \$20,000 for awarding the RF Research Grants in the Spring of 2025.

The Trustees discussed the 56 applications at length over two meetings in the Spring of 2024 and selected the following 12 recipients: Janice Baines, monét cooper, Rubén A. González, Adrianna González Ybarra, shea Wesley martin, Mohit P. Mehta, Alex Feliciano Mejia, Cristina S. Méndez, Rashida Mustafa, Tairan Qiu, Yvette M. Regalado, and Ankhi G. Thakurta. The following mentors have been paired with the fellows: Qiana Cutts Givens, Cati de los Ríos, E. Sybil Durand, Tracey Flores, Betina Hsieh, Lauren Leigh Kelly, Susi Long, Jamila Lyiscott, Renee Moreno, Stephanie Anne Shelton, Allison Skerrett, and Melody Zoch.

Yolanda Sealey-Ruiz, 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:

Laura Ascenzi-Moreno, City University of New York (CUNY)
Tracey T. Flores, The University of Texas at Austin
Jennipher Frazier, Richland School District & University of South Carolina
Valenté Gibson, Richland School District
Wanda Jagers, JB Atkinson Academy
Islah Tauheed, Avon Elementary, Newark, NJ
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: Tracey Flores & Valente' Gibson

We look forward to welcoming our new committee members at the 2024 Convention:

Carmen Llerena, Teachers College- Columbia University
Sanjuana Rodriguez, Kennesaw State University

For the 2024 Convention, the Elementary Section is thrilled to announce the following award recipients that exemplify asset-based teaching and scholarship with and for our communities:

2024 Outstanding Elementary Educator in English Language Arts: Angie Zapata

Dr. Zapata's research has focused on the power and potential of racial, linguistic, and ethnic representation in children's literature in elementary classrooms. Dr. Zapata has worked extensively with teachers to develop partnerships and collaborations to strengthen critical conversations and engagements through picturebooks 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. Zapata's work exemplifies the transformative potential of literature-based literacy instruction to foster inclusivity, critical consciousness, and solidarity within educational communities. As we celebrate her receipt of NCTE's Outstanding Elementary Educator in English Language Arts Award, we are reminded of the profound impact educators have in creating nurturing environments where both students and teachers' voices and stories are not just heard, but valued and celebrated.

2024 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: "What about the 1%? Transforming Current Literacy Pedagogy for Students with Significant Support Needs" by Monica C. Kleekamp. This article draws on current literature and empirical examples to provide pedagogical guidance for literacy educators supporting students with significant support needs.

Dr. Monica Kleekamp is an assistant professor of speech-language pathology in the College of Health Professions at Maryville University, St. Louis, Missouri.

2024 Donald Graves Award Recipient: The Donald H. Graves Award for Excellence in the Teaching of Writing recognizes Jen Vincent, teacher at Bannockburn School in Bannockburn, Illinois. In her essay she described her philosophy of teaching writing. She believes in student choice, honoring students' ideas and see writer's workshop as a way to support students as they develop planning and problem-solving skills as students engage in authentic writing experiences.

ESSC works in collaboration with the chairs of NCTE's Children's Book Awards to plan the Children's Book Award Luncheon. The Children's Book Awards Luncheon features talks by winners of the NCTE Orbis Pictus Award® for Outstanding Nonfiction for Children, the Charlotte Huck Award® for Outstanding Fiction for Children, and the Award for Excellence in Poetry for Children. Luncheon attendees meet authors and illustrators at their tables and leave with at least one book. The winners of next year's awards will also be announced: Saturday, Nov 23, 2024 12:30 p.m.–2:30 p.m. EST at the Annual Convention.

ESSC continues to support the work of the 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.

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

ESSC Sponsored Online Events:

In an effort to support the National African American Read-In, ESSC sponsored a webinar on February 28, 2024 titled “Pro-Black Curriculum in the Elementary Classroom”, facilitated by Dr. Jennipher Frazier showcasing the work of Jacqui Witherspoon and Islah Tauheed.

ESSC will sponsor a webinar on October 7, 2024 titled “Enacting Inclusive Literacy Instruction: Centering Multilingual Learners” featuring Drs. Zhongfeng Tian and Suzanne García.

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, and a shift to scripted curriculum. The attempts to control and de-professionalize are deeply troubling. We feel an urgency to hear from NCTE members. Moving forward for the upcoming meetings in fall 2024, the committee will work on identifying issues affecting teaching at the elementary language arts classrooms. We will continue to find ways that the ESSC can support the work of teachers. ESSC plans to host an online event featuring current members of the Professional Dyads of Culturally Relevant Teaching (PDCRT) as well as an online event featuring the work of Donald Graves winners.

Nancy Valdez-Gainer, Chair

Middle Level Section Steering Committee

The 2024 Middle Level Section Steering Committee has been proud to present a series of programming events geared not only toward our upcoming conference theme of heart, hope and humanity; but also by exploring these themes through a joyful, hands-on approach.

#MakersInTheMiddle engaged educators in reading and writing opportunities geared toward student-centered learning experiences, ignited storytelling to celebrate our work as teachers, and played to remind us that learning is everywhere. These primary guiding points have been the pillars of our programming focus both throughout the year as well as into convention planning.

Mid-Year Events:

March 20, 2024: #MakersInTheMiddle Reading with Heart: MLSSC YA Book Talks for 2024. This event has been a section favorite for several years now. Rather than focusing on the beginning of the school year, we wanted to create a sharing event that reignited the love of reading YA texts as teachers were heading into spring break and the summer months. As a committee, we were able to share noteworthy titles with our section.

Week of April 22, 2024: #MakersInTheMiddle Writing with Heart: Celebrating Earth and Love for National Poetry Month. In honor of national poetry month and in conjunction with Earth Day, we wanted to lead our section in a national writing platform to share our poems with our communities. Ultimately, we were able to curate many poems written across the nation by writers of all sorts.

Opening (and ongoing until Convention) on September 10, 2024: #MakersInTheMiddle Stories of Hope: Sharing Stories of Joy from the Middle School Classroom. Many of our newer teachers are facing a field of nay-sayers as they enter teaching positions. As a way to reclaim joy and excitement for the middle grades, we wanted to get our community together to share stories and celebrate all of the great reasons we should be here. We created a Padlet to curate these stories, shared this platform with our section and networks, and also invited others across the other sections to participate, too.

October 10, 2024 (8 pm EST): #MakersInTheMiddle Level Up Humanity with Games: Playing Games for Literacy, Connection, and Joy in the Middle Grades. This was such a well-attended live event in Columbus that we wanted to keep the momentum going by offering another gaming event that affords our members to connect and play synchronously over Zoom. We'll be offering a new line of games to play with middle school students that not only promote joy but also spark creativity, curiosity, and critical thinking.

Convention Planning:

- Section Meet Up: This year, we'll be hosting graphic novelist, Jamar Nichoals, and young adult author, Pablo Cartaya. In the spirit of being hands-on and creating, we'll be building our creative confidence through storytelling. As our key authors help us learn more about storytelling, we'll be crafting and creating stories in the moment as an entire middle level community.

- Section Luncheon: For our luncheon, the MLSSC will be hosting authors, Steve Sheinkin and Ruta Sepetys to celebrate their upcoming middle grades historical fiction adventure, *The Bletchley Riddle*. On top of hearing from these great writers, we will be celebrating this year's section award winners.

Key Sessions:

- #MakersInTheMiddle – Through the Eyes of an Author and a Teacher: Transforming Students' Stories Beyond the Page
- #MakersInTheMiddle - Level Up Humanity with Games: Playing Games for Literacy, Connection, and Joy in the Middle Grades
- #MakersInTheMiddle - Creating a HeARTful Community: Infusing ELA, Art, and Activism to Promote Student Voices
- #MakersInTheMiddle - Civics, Change and ELA
- #MakersInTheMiddle — Making Connections with Middle Grade Literature — The Middle Level Mosaic

Sarah Bonner, Chair

Secondary Section Steering Committee

The Secondary Section Steering Committee (<http://www2.ncte.org/secondary>) is responsible for the governance of NCTE's Secondary Section. The 2023-2024 Secondary Section Committee Members are Mónica Baldonado-Ruiz, Jacquay Durant, Joel Garza, Angela Moore, Rex Ovalle, Larry Reiff, Lisa Scherff, and Josh Thompson (chair).

Members of the SSSC have completed the following: participating in 2024 Convention proposal review, writing High School Matters (HSM) columns for *English Journal*, serving as judges for *English Journal* awards, and designing two professional development opportunities for educators. Each action, project, and/or initiative is described in detail below.

2024 Convention Proposal Review

SSSC members participated in both Stage 1 and Stage 2 review processes. During Stage 2, members reviewed hundreds of proposals and selected ones to accept to present at Convention. We prioritized equity and inclusion, striving to ensure that accepted proposals represented the diversity of Secondary Section member identities, interests, and locations. In particular, based on discussions during SSSC meetings, we changed the format of HSM sessions. In the past, the HSM session featured one double-blocked session at the Convention. However, members of the SSSC wondered about this format, emphasizing concerns about the logistics of one double-blocked session. Many committee members reported that they have heard from convention attendees that it was a huge commitment for them. Moreover, we wanted to feature multiple sessions instead of only one. Therefore, the new HSM format highlights sessions of regular length that receive a HSM designation; it is similar to what the Middle Level does with Makers in the Middle. This change allowed us to highlight more than one presenter or group of presenters as well as diversify topics and concepts. Moreover, it eliminates the burden that some attendees experience with the double-blocked session. This activity and initiative address the Access, Agency, and Impact elements of the NCTE Vision Statement.

HSM Column

Members of the SSSC have written featured essays for the HSM Column, which provide teaching ideas and guidance for NCTE members of the Secondary Section. The authors of HSM essays provide advice, motivation, and suggestions to advance literacy and our teaching profession. We have also invited NCTE members who are not part of the SSSC to write when the theme of an issue aligns with their work and scholarship. This initiative addresses all elements of the NCTE Vision Statement.

English Journal Awards Selection

SSSC members are currently serving as judges for the Edwin M. Hopkins Award and Paul and Kate Farmer Award. The Hopkins Award selection committee consists of Joel Garza, Angela Moore, Rex Ovalle, Larry Reiff, and Lisa Scherff (chair). The Farmer Award selection committee includes Mónica Baldonado-Ruiz, Jacquay Durant, and Josh Thompson (chair). This activity addresses the Access and Affiliation elements of the NCTE Vision Statement.

Teaching Poetry in the Classroom Workshop

On April 2, 2024, the SSSC in conjunction with NCTE staff held a professional development workshop titled Teaching Poetry in the Classroom, which featured a conversation between Rex Ovalle, member of the SSSC, and Dr. Joanne Veal Gabbin, Professor Emerita of James Madison University and founder of the Furious Flower Poetry Center. This event was well attended and offered educators practical tips and theoretical foundations for incorporating poetry throughout their classrooms. Additionally, attendees learned about the Furious Flower Poetry Center, which is dedicated to Black American poetry, another excellent resource for teachers, as well as the Furious Flower Poetry Conference, which will be held September 18-21, 2024 at James Madison University. This workshop addressed the Access, Agency, Affiliation, and Impact elements of the NCTE Vision Statement.

A Conversation of Healing: Bringing the Sacred Stories of the Americas into US Classrooms
To celebrate Indigenous People's Day, in October 2024, the SSSC will hold another professional development workshop for educators. This webinar will focus on *The Sea-Ringed World: Sacred Stories of the Americas* written by María García Esperón, illustrated by Amanda Mijangos, and translated by David Bowles. This book is a collection of sacred stories from the Americas and offers educators ways to increase Indigenous representation in curricula as well as engage in discussion about issues of Indigeneity and settler-colonialism. This session will feature a conversation between SSSC member Mónica Baldonado-Ruiz, María García Esperón, and David Bowles. Additionally, Mónica will facilitate a discussion with educators on ways to incorporate this text into their classrooms. This workshop will address the following elements of the NCTE Vision Statement: Access, Agency, Affiliation, and Impact.

Josh Thompson, Chair

College Section Steering Committee

The College Section Steering Committee (<https://ncte.org/college/college-section-steering-committee/>) is responsible for the governance of NCTE's College Section.

2023-2024 Membership

William P. Banks

Jonathan Bush, Chair

Vivett Dukes

Joanne Baird Giordano (TYCA Chair), outgoing 2024

Raven L. Jones

LaVie T. Leasure

Renee Moreno, outgoing 2024

Siskanna Naynaha

Reshma Ramkellawan-Arteaga

(Incoming Members, 2024-2025)

Dale Allender

Danielle Lillge

Awards

Richard Ohmann Award

The Richard Ohmann Award recognizes an outstanding refereed article in the journal *College English* that makes the most significant contribution to the field of English studies. Dr. Carmen Kynard received the 2022-2023 Ohmann Award for her "'Oh No She Did NOT Bring Her Ass Up in Here with That!' Racial Memory, Radical Reparative Justice, and Black Feminist Pedagogical Futures," (Vol. 85, No. 4, March 2023). Dr. Kynard keyoted the 2023 College Get-Together.

William Banks is the chair of the 2023-2024 Ohmann Committee. The committee also includes Jonathan Bush (CSSC Chair), Carmen Kynard (2023 Awardee), Lori Ostergaard (*College English* Editor), and Reshma Ramkellawan-Arteaga (College Section at-large). The committee will announce the results by September 30, 2024. The award will be presented at the 2024 NCTE College Section Get-Together

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

The Berry Research Award to Study Careers of English Majors supports NCTE members in the teaching, learning, and application of literacy learning. It is awarded every other year. Dr. Kelly Sassi's proposal Versatility and Resilience in English Alumni from a Rural-Serving Institution was chosen for this year's recognition, including \$1,500 support for the project.

Jonathan Bush was chair of the committee, which also included William Banks, Joanne Giordano, Rex Ovalle, and Jacquay Durant. The award will be presented during the 2024 NCTE Annual Convention.

Upcoming Events and Initiatives

College Section Get-Together

The committee will host the Get-Together event at NCTE 2024. We are still negotiating with a potential speaker. This talk will be integrated into the agenda if finalized. The event will also include presentations for several awards from TYCA (Howard Tinberg Awards, Open Admission Scholarship Awards) and a presentation and short keynote by the Ohmann Award winner. The focus will be on the joys of teaching college and include an open-mike and a participatory board/collage with college teaching success stories.

College Section Workshop

In conjunction with TYCA, CSSC is sponsoring “Developing Concurrent Enrollment and Dual Credit Courses for Equitable Student and Instructor Support” at NCTE 2023. The focus is on helping instructors from all types of dual enrollment settings to gather to learn best practices and programmatic principles. Featured speakers include Joanne Baird Giordano, Jessica Nastal, Kris Messer, Sarah Z. Johnson, and Cristin Longhurst.

Growing Projects

We have several ongoing initiatives in various stages that we intend to continue to develop this year, including the following:

- Affiliate College Section Chairs Gathering. We will be reaching out to all NCTE state and regional affiliates and communicating with their designated college chairs/coordinators and scheduling a networking online event.
- Virtual College Section Gatherings. We hope to coordinate with CCCC, ELATE, and TYCA and develop virtual College Section Gatherings with a key speaker and topic of interest (3 events – one in conjunction with each group).
- College Section Read-Together. We plan on designating a single book and then highlight in in social media posts, emails, and virtual sessions.

Jonathan Bush, Chair



**REPORTS OF
THE CONFERENCES
AND TYCA**

Conference on English Leadership (CEL)

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

The continued 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 2024. We are pleased to see a slight increase in membership during the spring (a 4.5% increase through March 2024).

CEL UPDATES:

The CEL Executive Committee held its quarterly meetings on 7/12/23 (Zoom), 11/18/23 (Columbus, OH), 1/23/24 (Zoom) and 4/27/24 (Zoom).

55th ANNUAL CONVENTION:

CEL’s 2023 convention, “Literacy Communities as Sites of Reckoning and Repair,” was held in Columbus, OH, Nov. 19-21, 2024, helmed by program chair Katie Cubano (NJ). Registrations for the convention totaled 102 attendees, slightly lower than our anticipated number (120). CEL received forty-six proposal submissions and, after a peer review process with over twenty reviewers, thirty sessions were accepted. These sessions were then themed into the following four strands: (1) Re-envisioning Professional Learning; (2) Prioritizing Restorative Leadership; (3) Leading Reparative Change in Curriculum & Instruction; and (4) Re-culturing Literacy Communities.

The four keynote speakers for the 2023 convention were:

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

Attendance at each session was strong, with only two session cancellations. After consulting with NCTE Director of Events Matt Burruss at our summer meeting, we made several cost cutting decisions related to catering. Because of the popularity of the Sunday night (pay-your-own-way) facilitated dinners, we opted not to hold a catered Sunday night social. There was strong attendee interest and participation in the dinners from both new and returning members. As a result, we will likely not reinstate the Sunday night social going forward. On Monday, we offered a box lunch, rather than a plated meal. We also held a pay-your-own-way social in one of the hotel bars on Monday night, following Monday’s early evening sessions. This event, too, was well attended and provided another opportunity for CEL attendees to engage in lively conversation and build community. Finally, we opted not to provide breakfast Tuesday morning. We are hoping to reinstate the breakfast in the future with the help of outside sponsorships. All of these cost cutting measures helped to keep the cost of this year’s convention below what we had initially budgeted for the event.

Given the interest in purchasing conference related books and supporting local businesses at last year’s convention in Anaheim, CA, this year on Sunday, we also enlisted the assistance of a local bookseller, Prologue Books. When possible, we will continue to seek out ways to support local businesses at future conventions.

CEL 56th ANNUAL CONVENTION

Overview

Mary Luckritz (IL) will be serving as the chair for the next CEL convention to be held in Boston, MA, Nov. 24–26, 2024. This year's convention theme is "LEADERSHIP matters; Leadership MATTERS." The call for proposals was published in the 2023 convention program and was available on the CEL website. The portal for session proposal submissions opened in early February (also on the CEL website) and proposals were accepted until March 27, 2024, 9:00 am, EST. This year the CFP included proposals for 60-minute presentations and workshops, as well as 10-minute ignite-style presentations.

CEL received fifty proposal submissions and, after a peer review process with seventeen reviewers drawn from the EC and the membership, twenty-five 60-minute sessions were accepted, along with ten 10-minute ignite sessions.

The two keynote speakers for the 2024 convention will be:

Carol Jago, Sunday afternoon/Opening keynote

Dr. Sonja Cherry-Paul, Monday morning keynote

Innovations and Financial Considerations

- We are pursuing an in-person convention with a 20% increase in registration rates (from \$215 to \$275 for NCTE members before the early-bird deadline) and 125 attendees. However, the CEL convention will likely incur expenses that continue to exceed registration revenue. To reduce this net loss, we have made the following adjustments, approved in the '24 CEL budget:
- We have only two Keynote Speakers, which has kept our speaker budget below \$2,000.
- We are only using 4 breakout rooms on Sunday and Monday rather than five, which saves on AV costs of a fifth room.
- We will only use the ballroom on Tuesday, which removes all AV and room rental fees on Tuesday.
- We are reducing food and beverage to coffee only on Monday and Tuesday and a boxed lunch on Monday.
- We will be utilizing a fully online program, which will save \$1,300.

Should any sponsorships become available, those funds would enable us to add additional food/breakfast offerings to participants.

Outreach to Invite Attendees

During our Spring 2024 Executive Committee meeting, the Board compiled a list of Boston-area and Massachusetts school district contacts. ELQ editor Cody Miller shared a list of NCTE state affiliate leader contact emails. CEL Chair Emily Meixner sent invitations to those lists, inviting literacy leaders to the CEL24 convention. This direct, personalized outreach is a new avenue for CEL.

CEL 57th ANNUAL Convention

Matthew Helmers (FL) has accepted the role of convention chair and is drafting the CEL 25 Call for Proposals. The theme for CEL 25 will be "Abundance."

2023-2024 PROGRAMMING for CEL members and non-members

On August 3rd, 7pm EST, CEL co-sponsored with NCTE an online Back-To-School Leadership event with special guest Linda Christensen, "Leading in ELA Education: A Conversation with Linda Christensen." Hosted by NCTE Executive Director Emily Kirkpatrick and moderated by CEL Chair Emily Meixner (NJ), this conversation with Christensen about her teaching and leadership experiences provided attendees with insights about what it means to be a leader in English Language Arts and highlighted Christensen's current priorities in the current cultural and political climate.

Article Studies:

Last summer, as part of CEL's Back-To-School Programming, we organized three week-long asynchronous articles studies using Voxer to discuss articles from *English Leadership Quarterly*. These articles were selected with the help of *ELQ* editor Cody Miller (NY), and CEL EC members volunteered to facilitate the conversations. Article authors were also invited to participate in the conversations.

Hosts: Chair, Emily Meixner & MAL Elizabeth Lietz (MI): Aug. 7-11 on Voxer, "Teacher-Centered Literacy Action Plans: School Improvement that Starts with Teachers" (Feb 2023)

Host: MAL Cathline Tanis (NJ): Aug. 14-18 on Voxer, "Teaching and Learning Beyond the Margins: Designing toward Justice-Oriented Media Literacy" (Aug 2022)

Host: CEL Program Chair Katie Cubano (NJ): Aug. 21-25 on Voxer, "Curriculum Violence and Text Selection" (Oct 2022)

Although these conversations were rich in content, they tapered off toward the end. Participants commented that they enjoyed reading the articles and listening to/contributing to the discussions, but the timing was difficult. We would like to continue to integrate *ELQ* into our future programming to spotlight articles and authors.

Virtual Social Hours:

From September 2023 through January 2024, CEL offered monthly Zoom gatherings for members and nonmembers. The socials occurred on

Friday, Sept. 23, 2023, 6:30 pm, EST

Thursday, Oct. 19, 2023, 6:30 pm, EST

Thursday, Nov. 9, 2023, 6:30 pm, EST

Friday, Dec. 8, 2023, 6:30 pm, EST

Thursday, Jan. 18th, 6:30 pm, EST

Thursday, February 22, 6:30 pm, EST

Thursday, March 21, 6:30 pm, EST

Thursday, April 25, 6:30 pm, EST

Thursday, May 23, 6:30 pm, EST

Thurs. June 20, 7:00 pm, EST: "Reconnect to Reading Joy!" Hosts: Jill Davidson (NB, Canada) & Amy Marshall (NB, Canada)

With the exception of the June social, these events were hosted by 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 strengthen their professional network and knowledge. One additional social hour is scheduled for August: Tues. August 20, 7 p.m. EST, "Summer Reading Roundup!" Hosts: CEL Members Jill Davidson & Liz McKenna. CEL social hours will resume in September 2024.

On Leadership Series:

This fall, CEL hosted one online "On Leadership" event: "AI in English Leadership: Problems, Potentials, and Possibilities" with Dr. Troy Hicks on Wed. Oct. 11th, 7-8:30pm, EST.

Given the timeliness of the topic, attendance at this event (20 attendees) was more robust than our events last spring. Attendees expressed interest in continued conversations about the challenges of AI. In response, CEL hosted an online spring 2-part series focused on two AI-related topics. The dates for these sessions were:

Wed. Feb. 28th, 7-8:30 pm EST, "Using AI as a Literacy Leader"

Tues. March 12th, 7-8:30 pm EST, "AI: Facilitating Productive Classroom Use"

Book Clubs:

On Wed. Jan 31st, CEL chair Emily Meixner (NJ) hosted an on-line winter Book Club on Gholdy Muhammad's *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. The focus of the conversation was exploring how to, as Muhammad suggests, unearth and water joy among leaders, teachers, students, and in schools and school communities.

CEL has also organized two summer book clubs: an online 4-week book study of Thomas Newkirk's *Literacy's Democratic Roots: A Personal Tour Through 8 Big Ideas* hosted by CEL Members Oona Abrams (NJ) & Kara Douma (NJ) from 9-10 am EST on Friday mornings in July and August, and an online "One Night Only" discussion of Jonathan Haidt's *The Anxious Generation* hosted by CEL Members Oona Abrams (NJ) & Jill Davidson (NB, Canada) on Tuesday, July 30, 8-9 pm EST.

CEL AWARDS

Nicholas Emmanuele (PA), as part of his role as CEL Associate Chair, chaired a committee to review nominations for the three CEL annual awards (Kent Williamson Award, Innovative Leader Award, and the Teacher-Leader of Excellence Award). The 2023 CEL Award winners were

CEL Teacher-Leaders of Excellence Award: Sawsan Jaber, (IL)

CEL Innovative Leader Award: Valerie Bolling (CT)

CEL Kent Williamson Exemplary Leaders Award: Alfredo Celadon Lujan (NM)

Awards were presented to these recipients at CEL's convention in Columbus, OH. Nominations for the 2024 awards were solicited online (via the organization's website, Facebook, and Twitter) with an April 1, 2024 deadline. The 2024 CEL Awards Committee consisted of the following CEL members:

Nicholas Emmanuele, Committee Chair (PA)

Sawsan Jaber, Committee Member (IL)

Anna Schultes, Committee Member (IL)

Jill Davidson, Committee Member (NB, Canada)

Cathline Tanis, Committee Member (NJ)

The committee completed a Google Form to review all materials and rank the nominees in each category in April 2024. The Awards committee convened in June 2024 to vet the nominations, discuss application materials, and select award recipients for 2024 based on the Google Form results from each committee member. These names were approved at the quarterly EC Meeting in July (2024). Award recipients included the following:

CEL Teacher-Leader of Excellence Award: Sarah Mulhern Gross (NJ)

CEL Innovative Leadership Award: Matthew Helmers (FL)

CEL Kent Williamson Exemplary Leader Award: Kelly Gallagher (CA)

Awards will be formally presented in Boston at the 2024 Convention. Moving forward, winners from past years will be invited to join the committee the following year.

ENGLISH LEADERSHIP QUARTERLY (ELQ)

ELQ editor Cody Miller (NY) has published the following issues of the journal in 2023-2024. Calls for upcoming volumes are available on the *ELQ* (NCTE) website.

Volume 46 (published)

August 2023: Continuing Conversations on Collaboration and Coalition-Building

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

Volume 47 (forthcoming)

August 2024: Leading Toward a Reimagined English Language Arts (In-press)

October 2024: Learning from State Affiliate Leaders

February 2025: Open Call, General Leadership Theme

April 2025: Topic Forthcoming, possibly guest edited

We continue to appreciate Cody's contributions to the journal and his commitment to producing volumes that are timely and of high quality. This year was also the first year of ELQ's editorial board which includes:

Monica Baldonado-Ruiz, San Diego State University

Shelby Boehm, Illinois State University

Matthew Helmers, Ransom Everglades School (FL)

Christian Hines, Texas State University

Sawsan Jaber, Maine West High School (IL)

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

Hiawatha Smith, University of Wisconsin-River Falls

Cathline Tanis, North Plainfield School District (NJ)

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

EMERGING LEADERS FELLOWSHIP PROGRAM

This year CEL welcomed six new Emerging Leaders Fellows to CEL (Cohort #14). As a result, we were able to create two new mentoring pods with mentors Keisha Smith-Carrington (NJ) and Stacy Young (NJ). This year's cohort of fellows includes a literacy coach, supervisors, department chair, 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 CA, IL, MA, MO, NJ, and NY.

The three pods from Cohort 13 are now beginning their second year under the leadership of mentors Matthew Helmers (FL), Cathline Tanis (NJ), Jessica Cavalier (VA), and Jill Davidson (NB, Canada).

The groups will kick off this year's meetings in September, and will continue to meet every other month throughout the school year to grow their leadership capacity and professional literacy networks.

This year, ELF Mentors and Fellows connected in-person at a social dinner on Monday, November 20th 2023 at the annual Convention, and attended an ELF-specific virtual social hour on Thursday, May 9th.

At least one ELF pod will be presenting together at the 2024 CEL convention.

CEL Member-At-Large Elizabeth Lietz (MI) will continue the role of the coordinator of the Emerging Leaders Fellowship Program until her tenure ends in 2025. CEL Member-At-Large Jenelle Williams (MI) has agreed to coordinate the Program with Elizabeth Lietz this year, and will continue to coordinate the Program until the end of her tenure in 2026.

CEL ELECTIONS

In 2023, we welcomed Jenelle Williams (MI) and Kristine Lize (WI) to the CEL Executive Committee as newly elected Members-At-Large. Outgoing EC members included Janice Schwarze (Past Chair) and Members-At-Large Natalie Croney and Shari Krapels.

For this upcoming elections cycle, Amy Marshall (NB, Canada) has assumed the role of Nominations Chair and JoEllen McCarthy (NY) has been appointed Associate Nominations Chair. They have put together the following slate of candidates for 2024:

Chair:

Nicholas Emmanuele (PA), Department Chair and ELA Teacher, Millcreek Township School District

Associate Chair:

Cathline Tanis (NJ), Supervisor of Humanities, North Plainfield School District

Members-At-Large:

Katie Cubano (NJ), Instructional Coach, 6-12.

Jill Davidson (NB, Canada), Subject Coordinator, Literacy Grades 6-12, Anglophone West School District

Lauren Wilke (IL), Assistant Principal Grades PK3-8, Chicago Public Schools

We continue to be appreciative of the candidates from a variety of states (and countries!) 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

Over the next few months, CEL will be working to publicize and build momentum for the annual convention in Boston. We will continue to reach out to literacy leaders in the Boston area, state affiliate leaders, DOE consultants, and current CEL members before and during NCTE's convention. We will also continue to provide social and professional programming that is timely and salient to our members. We are currently exploring the possibility of collaborating with other NCTE groups to develop and host co-sponsored events as a way to strengthen communication between NCTE leaders and members.

Given that CEL's bylaws and its handbook have not been updated since 2017, the CEL executive committee is beginning the process of reviewing and proposing changes that better reflect the organization's current practices. It is our intention to inform the membership of these updates and vote on them this fall prior to the annual convention in November. We are also resurrecting the Nominations Committee which ceased convening during Covid. We are hopeful that the rebuilding of this committee will provide an opportunity for additional member participation and a robust, diverse slate of candidates each election cycle.

Finally, we continue to strive to build and diversify our membership. Given the positive impact of the new NCTE membership renewal system and previous membership outreach, CEL has budgeted for another membership-building campaign this fall. And, we continue to explore ways to use the monthly membership email and targeted email blasts to provide and gather information about the organization.

Emily Meixner, Chair

Conference on College Composition and Communication (CCCC)

CCCC has faced financial challenges in the past two years. In part these are associated with the effects of the pandemic on our members and on the organization's slowness to recognize and adapt to shifting social conditions shaped by the pandemic. Additionally, these challenges are associated with the changing needs and interests of members. The Officers and Executive Committee have thought long and carefully about the financial health of our organization. There are signs of recuperation that are quite hopeful. Interest is high in the 2025 convention to be held in Baltimore. Our membership numbers are improving. At our Executive Committee, convened at the 2024 annual conference, we made some cuts to spending that, while not dramatic, will help the organization to weather this difficult time. On the other hand, members continue to express great frustration at the failure of the organization to provide virtual options for participation in the annual convention. Further, CCCC Members of Colour experienced harassment by security personnel at the Spokane Convention Center during the convention. Representatives of CCCC Identity Caucuses have expressed their deep concern and, indeed, anger not only at those security personnel who profiled them but also at the organization for choosing a convention site in a region with a reputation for overt white supremacy. They have also expressed frustration and anger at our parent organization, NCTE, for its unwillingness to work with CCCC to make structural changes to security arrangements that will serve our diverse membership's needs and interests. Singly and taken together, these are matters that must be addressed with integrity and quickly if CCCC is to continue its return to both professional and financial health and stability.

The Officers and Executive Committee of CCCC have continued our focus on enhancing opportunities for member engagement. Some part of this work has required us to examine carefully the obstacles members face to full participation within our organization. To wit, we worked with the Black Caucus during the spring and summer of 2023 as they organized a co-sponsored an educational webinar for members experiencing censorship or disciplinary measures for scholarship and teaching associated with antiracism and critical race theory. The Taskforce on the Future of CCCC has also been particularly focused on member engagement, with subcommittees taking up such matters as membership fees, convention design, communication with members, and ongoing assessment of CCCC-sponsored events.. Members of the Taskforce include:

Frankie Condon, Co-Chair; Neisha Anne Green, Co-Chair; Gabby Bunko; Jenn Fishman; Sara Heaser; Gavin Johnson; Craig Meyer; Talisha Haltiwanger Morrison; Peter Mortenson; Clare Russell; Molly Ryan; Cheryl Hogue Smith; Mindy Williams; SohaYoussef

This group includes high school representation, two-year college representation, HBCU representation, NASNTI – Native American Serving Non-Tribal Institution representation, Writing Centre representation, Muslim Caucus, Queer Caucus, Black Caucus, and Graduate Student Standing Group representation. Most members of the Taskforce are newer members of CCCC and/or emerging teacher-scholars. The charge for the Taskforce is as follows:

Taskforce on the Future of CCCC – three years
2024 Charge

- To collect and analyze information about member needs and interests including but not limited to obstacles to engagement with CCCC (deadline: May 1, 2024)
- To craft renewed five-year and ten-year visions of CCCC (who we are, what we do, who do we serve, and how do we serve) to bring forward to the CCCC officers and Executive Committee for discussion amendment, and action (deadline: July 1, 2024)
- To collaborate in re-envisioning CCCC membership benefits, services, advocacy, and cost and to bring forward to the CCCC officers and Executive Committee actionable recommendations for change (deadline: October 1, 2024)
- To collaborate in re-envisioning member outreach and engagement beyond the convention, bringing actionable recommendations to the CCCC officers and Executive Committee, October 1, 2024.

The annual report of the Taskforce will be delivered to the CCCC Executive Committee in November of 2024. Members of the Taskforce have met twice each month since the group's inception, volunteering their wisdom, time, and labour with exceptional generosity.

The following Special Committees have been formed and their work is well underway:

Academic Freedom, Tenure, and Employment Security – Three years with possibility of moving to standing group status
2024-2027 Charge

- track legislation impacting teachers and scholars of writing, rhetoric, and communication at the postsecondary level including public, private, graduate serving, four-year, two-year, and minority serving institutions – especially legislation aimed at dismantling tenure, limiting or eliminating academic freedom, eliminating equity, diversity, and inclusion programs and curricula, and limiting or eliminating studies in critical race theory, whiteness studies, gender studies, Black studies, Indigenous studies, and language diversity and inclusion (students' right to their own language)
- develop an early warning system for legislative actions
- work with members in targeted regions (states, provinces, etc.) to organize lobbying efforts at the state and local level
- organize and deliver member education vis a vis academic freedom vis a vis CRT, antiracism, feminism, and gender justice. To offer a reading circle and/or teaching circle on this subject during the summer of 2024, with the possibility of doing so again in subsequent summers depending on the success of the pilot program.
- make recommendations to the CCCC officers and Executive Committee for CCCC action on academic freedom, tenure, and job security, especially with reference to threats to members researching, writing, and teaching targeted subjects

Special Committee on SRTOL – three years

2024 Charge

- Review, revise, and update if necessary SRTOL for reaffirmation.
- To offer a reading circle and/or teaching circle on this subject during the summer of 2024, with the possibility of doing so again in subsequent summers depending on the success of the pilot program.

Special Committee for Decolonizing Writing, Rhetoric, and Communication Curriculum, Pedagogy, and Culture – Three years with possibility of moving to standing group status

2024-2027 Charge

- Advancing the work of decolonization within CCCC and the profession by forwarding Indigenous knowledge-making practices, worldviews, and pedagogies through panel presentations, publications, podcasting of lectures, webinars, a teaching circle and a reading circle
- Supporting institutional memory of CCCC by documenting ongoing work, bringing necessary action items to the officers and Executive Committee of CCCC, and by sharing resources within and beyond CCCC leadership.
- To offer a reading circle and/or teaching circle on this subject during the summer of 2024, with the possibility of doing so again in subsequent summers depending on the success of the pilot program.

Note: This committee and its professional development offerings are open to everybody (enrolled, not enrolled, as well as settler)

Special Committee on Difficult Dialogues and Politically Charged Discussion Within and Beyond the Classroom – Three years with possibility of moving to standing group status

2024-2027 Charge

- To study and deliberate upon best theory and practice in teaching, program leadership, and scholarship composition, rhetoric, and communication with particular regard to the address and facilitation of difficult, politically charged dialogues.
- To write, revise, and finalize a report for teachers, program leaders, and scholars that includes an overview, appropriate literature review, core principles, best practices, and list of resources for teachers, scholars, and program leaders.
- To offer a reading circle and/or teaching circle on this subject during the summer of 2024, with the possibility of doing so again in subsequent summers depending on the success of the pilot program.

The following Executive Committee Working Groups have been formed and are working together.

- CCCC Newsletter Working Group: to assist the Chair and CCCC staff with information and resource gathering, writing, editing, layout, dissemination, and promotion
- Teaching Circles Working Group: to assist the Chair and CCCC staff with the organization and delivery of teaching circles. We are currently organizing a series of three teaching circles to be offered during the winter months of 2024/2025.
- Reading Circles Working Group: to assist the Chair and CCCC staff with the organization and delivery of reading circles. We offered our first reading circles series during the summer of 2024.
- Justice Statements Working Group: review statements for action items to be undertaken by CCCC in order to enact the principles we have espoused. Statements to focus on in 2024 include
 - Statement on Support for Gender Diversity...
 - Statement on White Language Supremacy
 - This Ain't Another Statement
 - Statement on Language, Power, and Action
 - Statement on Citation Justice

This working group is charged with bringing motions forward to the Executive Committee to make actionable our commitments as articulated in the statements we have endorsed.

- Convention Support Working Group: assist in revision of the LAC Guide and in the writing of a guide for Program Chairs. This group will pay particular attention to ensuring that motions passed by the EC that impact the make-up of the LAC and its work with the Program Chair. This Working Group is tasked with helping to ensure institutional memory and the carry forward of Program Chair innovations of particular value.
- Cross-Caucus Working Group: tasked with bringing insights, needs, and interests from the Identity Caucuses individually and collectively to the Officers and Executive Committee with a focus on actionability.

Our annual convention took place in Spokane Washington. We continued the practice of providing vendor booths provided without charge to Indigenous and other racialized artists and booksellers. We also continued the practice, begun in 2023, of welcoming graduate student attendees and presenters with a party hosted by the Program Chair. Jennifer Sano Franchini instituted a Program's Chair Travel Grant for the 2024 convention and this program will be continued for 2025. We organized an editorial team for a CCCC convention companion publication. The team is close to completing that work and organizing for another companion publication to attend the 2025 convention. These books will include papers by members accepted to present at the convention but unable to attend in person.

Our 2024 one-day virtual conference is scheduled for October 23, 2024. Conference chairs, Timothy Oleksiak and Antonio Byrd, have created an innovative conference design that ensures broad accessibility and deep, active engagement for attendees.

Respectfully Submitted by Frankie Condon

English Language Arts Teacher Educators (ELATE)

English Language Arts Teacher Educators (ELATE) is the professional home for NCTE members who educate and support English language arts teachers, research issues of ELA education, and advocate for student-centered, culturally sustaining, and justice-oriented learning.

This report includes these items:

1. ELATE Executive Committee, Leadership, and Membership
2. Member Engagement Initiatives & ELATE EC Research Initiative
3. NCTE Standards for the Initial Preparation of English Language Arts Teachers, 7-12
4. National Technology Leadership Summit (NTLS)
5. ELATE Journals
6. ELATE EC Meetings
7. 2023 NCTE Annual Convention
8. 2024 NCTE Annual Convention
9. ELATE 2023 Biennial Summer Conference
10. ELATE 2025 Biennial Summer Conference
11. ELATE Award Committee Appointments
12. 2023 and 2024 ELATE Award Winners
13. ELATE Commissions
14. Appreciations

1. ELATE Executive Committee, Leadership, and Membership

The current ELATE Executive Committee is comprised of:

Chair: Nadia Behizadeh, Georgia State University, Atlanta

Vice Chair: Keisha Green, University of Massachusetts, Amherst

Recording Secretary: Luke Rodesiler, Purdue University, Fort Wayne

Keisha McIntosh Allen, University of Maryland, Baltimore County

Anthony Celaya, Western Washington University

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

Maria Hernandez Goff, California State University, Fresno,

Davena Jackson, Boston University

Lindy L. Johnson, William and Mary, Williamsburg

Jung Kim, Lewis University, Romeoville, IL

David E. Low, California State University-Fresno

Joanne E. Marciano, Michigan State University, East Lansing

Keisha McIntyre-McCullough, Florida International University

Grace D. Player, University of Connecticut

Brad Robinson (CITE Journal co-editor)

Melanie Shoffner (English Education editor)

Newly elected EC members, term begins November 2024:

Theresa Burruel Stone, Sonoma State University

Jill Ewing Flynn, Duke University

Shelbie Witte, University of North Dakota

2023-2025 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 started August 2023)

Chair: Darius Phelps, New York University, NY

Diana Liu, Teachers College, Columbia University, NY

Jennell Igeleke Penn, The Ohio State University

Shamaine Bertrand, The College of New Jersey

Tala Michelle Karkar Esperat, Eastern New Mexico University

2023-2024 Nominating Committee

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

ELATE Membership

ELATE currently has 997 members and 363 institutional subscribers (as of May 2024) and many of them work throughout the Council. More details on ELATE membership follow, drawn from the ELATE budget report compiled by Kristen Ritchie and shared with the ELATE EC in May 2024:

After experiencing a 5.2% increase in membership during FY23, there has been an overall 8.9% decrease in membership through April 2024. A membership campaign focused on winning back lapsed ELATE members and inviting new members to join the Conference did increase ELATE membership 5.3% between January and April 2024, although there is still a decrease of 8.9% for the year thus far. The campaign included a direct mail piece and digital ads that launched in late March along with email campaigns. The prospect pool of approximately 2,500 individuals included prospects from rented lists, lapsed ELATE members, past Summer Conference attendees, and eligible NCTE members who were not members of ELATE. The campaign resulted in ELATE gaining 65 lapsed or new members, with 36 of those members opting for autorenewal. While this is important progress, ELATE membership will need to continue to be an area of focus.

Based on this information, the ELATE EC is focused on member engagement opportunities so that we can improve the value of membership in ELATE.

2. Member Engagement Initiatives & ELATE EC Research Initiative

Although membership has improved after our investment in a membership drive facilitated by NCTE, we are committed to creating/revitalizing methods for engaging current ELATE members

and attracting new ELATE members. Below are our current and future member engagement initiatives and a proposed ELATE EC Research Initiative.

1. ELATE Mentoring Program (member engagement)
 - a. After a lapse in the ELATE Mentoring Program, the ELATE EC decided to reboot this program. Joanne Marciano (ELATE EC member) agreed to take the lead on this program. As of July 2024, there are 66 participants forming 33 mentor-mentee pairs.
 - b. There will be a virtual kick-off event in the fall.
 - c. “ELATE Mentor” and “ELATE Mentee” ribbons have been ordered for the NCTE Annual Convention to help other NCTE members learn about this program.
2. ELATE Research Discussions (member engagement)
 - a. To increase the value of being an ELATE member, the ELATE EC has decided to pilot two virtual research discussions per semester that serve to highlight the important research in ELATE journals and build community among ELATE members. After a short presentation by the author, these virtual member gatherings will include interactive elements such as break out groups for small group conversation as well as a whole group discussion of the presented research with the author. Two research discussions have been scheduled for Fall 2024, and two more will be scheduled for Spring 2024.
 - b. September 26, 2024, 5-6pm ET: The first research discussion will feature the work of Stephanie Anne Shelton, highlighting her Emig Award winning article in English Education: “Communities of Discomfort”: Empowering LGBTQ+ Ally Work in a Southeastern Rural Community. This article can be read here:
<https://publicationsncte.org/content/journals/10.58680/ee202231846>
 - c. October 22, 2024, 5-6pm ET: The second research discussion will feature the work of Rubén González, highlighting his forthcoming piece in English Education: “I’ve always had the abolitionist spirit in me’: Pre-Service Teachers of Color and Pedagogies of Abolitionist Praxis.” This article can be read here:
<https://publicationsncte.org/content/journals/10.58680/ee2024563143>
 - d. All NCTE members are encouraged to attend both events.
3. ELATE Newsletters (member engagement)
 - a. At our summer EC meeting, we decided to send out to ELATE members a fall newsletter with publications from EC members, highlights from our ELATE journals, a save-the-date for the summer conference, and details on the ELATE mentoring program and ELATE. The newsletter will be emailed to members in early October 2024.
4. ELA Methods Syllabus Party (member engagement)
 - a. The ELATE Chair, ELATE Commission on English Methods Teaching and Learning Co-Chairs, and ELATE Graduate Strand Co-Chairs, have hosted two ELA Methods Syllabus Parties in 2022 and 2023. There is not one scheduled for 2024, yet the Commission on English Methods Teaching and Learning is considering when to host another event.
 - b. Survey responses indicated these events are useful and engaging.
5. Transformative Research Project (ELATE EC Research Initiative)
 - a. In the summer of 2024, ELATE EC members proposed a research project that they hope to begin in the spring semester of 2025. The transformative project proposal is focused on documenting and examining beliefs, practices, and contexts of excellent justice-centered ELA teachers in different U.S. locations with varied school contexts. This work will be led by ELATE EC members. More details will be shared in the next ELATE report.

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

David E. Low (ELATE EC member) chaired a working group in early 2024 to revise the performance assessment rubrics for the 2021 NCTE Standards for the Initial Preparation of Teachers of English Language Arts 7–12, which can be found here: https://ncte.org/wp-content/uploads/2021/11/2021_NCTE_Standards.pdf Other members included: Kerry Mess (served on the group that drafted the current Standards), Laura Bolf-Beliveau (served as a program reviewer), Jessica Rivera-Mueller (served as a program reviewer), and Kari Siko Walters (NCTE SPA coordinator). The working group considered responses from CAEP in their revisions. They completed their work at the end of February. Revisions included:

- Revised rubric performance descriptors at each level to align with the performance expectations that are stated in the standard components.
- Revised candidate performance assessment rubrics so that proficiency level attributes are defined in actionable, performance-based, or observable behavior terms; and, that each proficiency level is qualitatively defined by specific criteria aligned with the category.
- Revised supporting explanations for each standard level to include sub-headings that align with each component.

Changes will be posted online by early August.

4. National Technology Leadership Summit (NTLS)

To keep a record of ELATE participation in NTLS, we are including recent and current information on engagement in NTLS. ELATE was instrumental in planning the first NTLS and has been strongly involved in NTLS for decades. More information on NTLS can be found here: <https://ntls.info/>

NTLS 2022

Latrise Johnson (then ELATE Chair) attended the NTLS on September 22-23, 2022 in Washington, D.C. and focused on the Modeling Innovative Technology Use strand.

NTLS 2023

Nadia Behizadeh (ELATE Chair) 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. Lindy Johnson (ELATE EC member) was also a part of NTLS 2023 through a research partnership. Information on the summit can be found here.

As a result of their engagement in NTLS 2023, Behizadeh, Johnson, and Garcia were invited by Melanie Shoffner to write a reflection on their experience attending, which resulted in a publication in English Education entitled: “Invited Response: Promise and Perils of GenAI in English Education: Reflections from the National Technology Leadership Summit.” The reflection can be found here: <https://publicationsncte.org/content/journals/10.58680/ee20235618>

NTLS 2024

Keisha Green (ELATE Vice Chair) attended NTLS 2024, along with Melanie Shoffner (editor of English Education), and Brad Robinson (editor of CITE (English)). Green participated in the AI in the Content Areas Strand.

5. ELATE Journals

ELATE has two journals focused on English language arts teacher education: *CITE (English)* and *English Education*.

CITE (English) Journal

Brad Robinson, Texas State University, serves as editor. His term is July 2024–June 2027.

- In his recent report to the EC, Robinson shared: “We have recently accepted the first articles to appear in our special issue series, ‘Critical Perspectives on Platforms in ELA Teacher Education.’ These articles, as well as an editorial introduction by Phil Nichols, Brad Robinson, and Allie Thrall (editorial assistant), will appear in the journal’s September issue. The special issue series will publish additional articles over the next four issues, ending in summer 2025 with an invited commentary and editorial post-script. We’re very excited to initiate this conversation for the ELATE community.”
- There was a call for a special issue focused on “Digital Texts and How to Teach Them,” with abstracts due August 15, 2024. The call can be found here.
- Read more about CITE (English) here.

English Education Journal

Melanie Shoffner, James Madison University, Harrisonburg, VA serves as editor. The EC has voted to extend Melanie’s term by two years, so her term is 2020-2027. Highlights include:

- A recent publication in English Education is a symposium on “English Education in an Artificial World.” This publication highlights the research and theory of many ELATE members, including pieces by multiple authors who are chairs and/or members of ELATE Commissions and can be read here:
<https://publicationsncte.org/content/journals/10.58680/ee202332555>
- Two special issues focused on the 2023 ELATE Summer Conference theme of “Centering Hope and Organizing for Justice” have been published. Nadia Behizadeh (ELATE Chair) served as editor for both special issues. Links to the full issues are below:
 - Centering Hope and Organizing for Justice, Part 1
English Education, Volume 56, Issue 2, 2024
Full issue: <https://publicationsncte.org/content/journals/ee/56/2>
 - Centering Hope and Organizing for Justice, Part 2
English Education, Volume 56, Issue 3, 2024
Full issue: <https://publicationsncte.org/content/journals/ee/browse>
- Volume 57 of English Education will center the theme “Teacher Education as a Political Act.” All four issues will examine how we navigate the political as ELA teacher educators, as literacy experts, as educational researchers, and as classroom teachers. The call for manuscripts provides additional information: <https://ncte.org/resources/journals/english-education/write-for-us/> Manuscripts are due by November 1, 2024, for possible publication in 57(3) or 57(4).

6. ELATE EC Meetings

ELATE EC February Meeting

The ELATE EC met February 14, 2024, 1-2:30 p.m. ET via Zoom.

We engaged in:

- Community Building led by Nadia Behizadeh, ELATE chair
- Discussion of ELATE membership and how to better engage ELATE members
- Discussion of how a new policy for ELATE commission leadership and ELATE Graduate Strand leadership is going. The policy can be found [here](#).
- Discussion of a potential NCTE Statement on Supporting Teachers in Discussing Israel-Palestine
- Discussion of current ELATE projects
- Updates from the ELATE Graduate Strand and ELATE journal editors

ELATE EC May Meeting

The ELATE EC met May 29, 2024, 11-1 p.m. ET via Zoom.

We engaged in:

- Community Building led by Nadia Behizadeh, ELATE chair
- Discussion of the ELATE Fiscal Year 2025 budget, led by Kristen Ritchie (budget was approved)
- Discussion of methods for engaging current members and recruiting new members, including mentoring, periodic newsletters, and highlighting research in ELATE journals
- Discussion of a proposed transformative research project
- Discussion of the work happening in commissions and how to better use the time reserved for commission to meet at the NCTE annual conference
- Updates from the ELATE Graduate Strand and ELATE journal editors
- Discussion of the upcoming 2025 summer research conference

Fall ELATE EC meetings:

- ELATE September EC meeting occurred on September, 25, 2024. Details will be provided in the next report.
- ELATE EC meeting in Boston is scheduled for Thursday, November 21, 2024, 9-2:30 pm ET.

7. 2023 NCTE Annual Convention

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

ELATE Sponsored Events included:

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 were 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 were presented and the 2023 Research Initiative and Graduate Student Research Award recipients were announced and plaques delivered.

3. A special session, “Critical Issues in English Education: Research by ELATE Research Grant and Award Winners” was held during the conference.

4. Commission Meetings occurred twice during the conference.

5. The ELATE EC met during the conference.

6. At the ELATE General Membership Meeting and Social Hour, ELATE members mingled, shared announcements, job postings, and calls for manuscripts. We again announced award winners and research initiative winners.

8. 2024 NCTE Annual Convention

Nadia Behizadeh (ELATE Chair), Keisha Green (ELATE Vice Chair), and Luke Rodesiler (ELATE Recording Secretary), served as ELATE program chairs for the 2024 NCTE Annual Convention in Boston, MA in November 2024.

ELATE sponsored events will include:

7. 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, ELATE EC member and recording secretary for the ELATE EC, along with Anthony Celaya, ELATE EC member.

8. ELATE Luncheon will occur on Friday, November 22, 2024, 11:30am-1:30 pm

- a. We are thrilled to have Ijeoma Oluo as our ELATE luncheon speaker! Ijeoma Oluo is a Seattle-based writer, speaker, and internet yeller. She is the author of the #1 New York Times bestselling books *So You Want to Talk about Race*; *Mediocre: The Dangerous Legacy of White Male America*; and *Be a Revolution: How Everyday People Are Fighting Oppression and Changing the World—and How You Can, Too*. Her work on race and gender has been published in *The New York Times*, *the Washington Post*, and *NBC News*, and she has been featured on *The Daily Show* and *NPR's All Things Considered*. Named on the *TIME100 Next* list and *The Root 100*, she's been awarded the *Harvard Humanist of the Year Award*, the *American Humanist Association's Feminist Humanist Award*, *Gender Justice*

League's Media Justice Award, and the Equal Opportunity Institute's Aubrey Davis Visionary Leadership Award.

b. Janet Emig, Geneva Smitherman Cultural Diversity, Meade, and Moffett awards will be presented and the 2024 Research Initiative and Graduate Student Research Award recipients will be announced and plaques delivered.

9. The ELATE Membership Meeting and Social will be held Friday, November 22, 2024, 3-4:45pm. There will be important announcements, free food and drink, and networking. Also, mentors and mentees will be given ribbons and invited to meet each other in person. This event is followed by a reception for the ELATE Graduate Strand.

10. A special session "Critical Issues in English Education: Research by ELATE Research Grant and Award Winners" will occur on Saturday, November 23, 8:15-9:30am.

11. A special session "60 Years of Heart, Hope, and Humanity in English Teacher Education" will occur on Saturday, November 23, 2024, 1:15-2:30pm in Room 210C. This session will be led by current and former ELATE chairs and will engage attendees in a conversation about the past, present, and future of ELATE. The annotation for this session is: "ELATE, originally known as CEE, is turning 60 this year! Current and former leaders of the organization will explore its history and evolution and consider how it may continue to evolve in the coming years. ELATE's illustrious history is full of heart, hope, and humanity! Presenters are: Nadia Behizadeh (ELATE Chair), Keisha Green (ELATE Vice Chair), Latrise Johnson (Past Chair), Chris Goering (Past Chair), Marshall George (Past Chair), Melanie Shoffner (Past Chair, and editor of English Education), Leslie Rush (Past Chair), Louann Reid (Past Chair), Mollie Blackburn

12. Commission Meetings will occur twice during the conference.

a. Friday, November 22, 2024, 2-3:15pm, ELATE Commission Meeting #1: After an overview of current Commissions, attendees will then visit as many Commissions as they would like to learn about past and current projects.

b. Saturday, November 23, 2024, 4:15-5:30pm ELATE Commission Meeting #2: Attendees will join a work session focused on ongoing projects and planning for next year.

13. The ELATE EC will also meet during the conference.

9. ELATE Biennial Summer Conference, July 2023

After having the ELATE conference merge with the Homecoming event in July 2022, the ELATE biannual summer conference returned to being on "odd" years, occurring July 6-9, 2023 at Georgia State University (GSU) in Atlanta. Nadia Behizadeh, ELATE Chair, hosted the conference. 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 member 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: <https://ncte.org/groups/elate/summer-conference/>

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 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 were positive.
- 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 a 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.

10. ELATE 2025 Biennial Summer Conference

Led by Keisha Green, soon-to-be ELATE Chair, the 2025 ELATE Summer Conference will take place in Charleston, SC on July 10-13, 2025. This conference will be in partnership with Tamara Butler, Executive Director of the Avery Research Center for African American History and Culture

at the College of Charleston (<https://avery.charleston.edu/>). Tentative theme is “(Re)membering to imagine forward.” The theme and call for proposals will be shared at the NCTE Annual Convention in Boston, November 2024.

11. ELATE Award Committee Appointments 2023-2024

Geneva Smitherman Cultural Diversity Grant

Chair: Lindy Johnson

Katie Caster, Graduate Student Representative

Member: Grace Player

Member: Luke Rodesiler

Janet Emig Award

Chair: Keisha Allen

Member: Brad Robinson

Member: Joanne E. Marciano

Robert A. Meade Award Committee

Chair: Cati de los Rios

Member: Davena L. Jackson

Member: Maria Hernandez Goff

Member: Melanie Shoffner

James Moffett Award

Chair: Jung Kim

Member: Lindy Johnson

Member: Keisha Green

Research Initiative Grants and Graduate Student Research Award

Nadia Behizadeh, chair

Ruben Gonzalez, Graduate Student Representative

Member: David Low

Member: Keisha McIntyre-McCullough

Chairs, Veal Research Roundtable

Luke Rodesiler

Anthony Celaya

12. 2023 and 2024 ELATE Award Winners:

- 2023 Moffett Award Recipient: Shannon Potts, Special Music School and Teachers College, Columbia University, and Jonathan Marine, George Mason University

- 2024 Moffett Award Recipient: To be announced in October 2024.

- 2023 Geneva Smitherman Cultural Diversity Grant Recipient: Amanda Manning won this award for her program proposals “This Session is Banned: Taking on Book Challenges in the High School Classroom” and “‘I’m playing the game, ballin’, whathaveyou’: Considering Literary Merit with AP

ELA Students”

- 2024 Geneva Smitherman Cultural Diversity Grant Recipient: Vincent Price won this award for his program proposal “Sticking Out by Design: A Black Male English Teacher’s Story of Identity, Presence, and Power.”

- 2023 Janet Emig Award Winner: Stephanie Anne Shelton won this award for her article in English Education (April 2022) entitled “‘Communities of Discomfort’: Empowering LGBTQ+ Ally Work in a Southeastern Rural Community.” The article can be found here: <https://publicationsncte.org/content/journals/10.58680/ee202231846>

- 2024 Janet Emig Award Winner: Ankhi G. Thakurta won this award for her article in English Education (July 2023) entitled “Solidarity-as-Project: Charting Democratic Co-inquiries in an Asian American Girl and Woman-Centric English Education Community.” The article can be found here: <https://publicationsncte.org/content/journals/10.58680/ee202332697>

- 2024 Robert A. Meade Award Winner: Dominique Skye McDaniel won this award for her article in English Journal (September 2023) entitled “Supporting Justice-Oriented English Instruction through Teens’ Digital Activist Literacies.” The article can be found here: <https://publicationsncte.org/content/journals/10.58680/ej202332630>

- ELATE Graduate Student Research Awards:

- i. Winners for 2023: Emma P. Bene, Stanford University, "Developing Racial Literacies on Social Media: Exploring White Adolescents’ Interactions with Race-Related Texts on TikTok and Instagram" and Sandra M. Saco, Arizona State University, "How Latinx Student Books Clubs Engage Latinx YAL in the ELA Classroom"

- ii. Proposals for 2024 were due by August 8, 2024. Winners will be announced at the Annual Convention. Details can be found here: <https://ncte.org/awards/elate-graduate-student-research-award/>

- ELATE Research Initiative Awards:

- i. Winners for 2023-2024: 1) Jin Kyeong Jung, Texas Tech University, "Weaving Stories and Identities: Enhancing Social Justice for Asian Adolescents in English Language Arts Education" 2) Beth Krone, Kennesaw State University, "Supporting Georgia First-Year English Educators as they Foster Critical Conversations about Literature" 3) Amber E. Wagnon and Michael J. Martin, Stephen F. Austin State University, "Beyond Mere Apprenticeship: Teacher Candidates preparing Curriculum for Experienced Teachers" 4) Shuling Yang, East Tennessee State University, "Love Different Hues: Elementary Teachers and Students Explore Picturebooks of Names"

- ii. Proposals for 2024-2025 were due by August 8, 2024. Winners will be announced at the Annual Convention. Details can be found here: <https://ncte.org/groups/elate/research-initiative/>

13. ELATE 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 in 2023.

More details on each commission can be found here: <https://ncte.org/groups/elate/elate-commissions/>

14. Appreciations

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, ELATE nominating committee members, award committee members, NCTE leadership, NCTE EC members, and NCTE staff (especially Kristen Ritchie, Lisa Avetisian, 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

Literacies and Languages for All (LLA)

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

The LLA Executive Board consisted of Yang Wang, President, Michele Myers, Past President, and board members: Priscilla Alvarado, Grace Kang, Brian Kissel, Kathryn Mitchell Pierce, Mukkaramah Smith, and Dorothy Suskind.

Election in Spring 2024

We had 5 candidates for the 2 board member positions and 2 candidates for the presidential position. Our three newest board members, who started in July 2024, are:

LLA Executive Board

- Maria Perpetua (Perpie) Liwanag, Towson University, MD
- Tashema Spence-Davis, LaGuardia College, City University of New York

LLA President-Elect

- Lenny Sánchez, University of South Carolina

2023 LLA Summer Institute Conference

The 2023 LLA Summer Institute was scheduled for July 14-15. We hosted a virtual conference. The theme for LLA's 2023 Summer Institute was Teaching Readers (Not Reading). The opening keynote for the event was Peter Afflerbach and he presented reader-focused instruction, which was featured in his most recent published book Teaching Readers (Note Reading).

The conference included the opening and keynote sessions, 31 breakout sessions, and one Spanish program. Our first-ever Multilingual Caucus sponsored the Spanish programming, and the caucus president, Priscilla Alvarado, and vice-president, Keri-Anne Croce, led the session in Spanish for Central America teachers. The Spanish-only part of the conference on Saturday was a huge hit.

A total of 72 attendees participated in this conference. The presenters, holistic educators and teacher educators, shared their expertise on ways to advocate for children despite the many mandates and policies that attempt to narrowly define how readers learn to read. Session recordings were available until October 11, 2023.

2023 Scholarships

The LLA board awarded three scholarships to three recipients to attend the 2023 LLA Summer Institute. The recipients, Ariel Andrian, Huaying Jiang, and Jing Zhang, all presented their work at the conference.

2023 LLA Joy of Teaching Award

Jennifer Smalarz received this award and was recognized at the 2023 LLA Summer Institute.

We did not receive any nominations for the LLA Service Award or the Lifetime Membership Award.

2023 NCTE LLA strand

LLA sponsored 7 sessions. Michele made flyers for board members to pass around at the Elem gathering and LLA-sponsored sessions to be aware of the LLA sessions, along with how to become a member of LLA with a QR code.

2023-2024 LLA Social Action Subgroup

Our LLA Social Action subgroup consisted of Drs. Brian Kissel, Grace Kang and Dorothy Suskind. This subgroup worked to improve the visibility of the work that LLA did on all the social media outlets. They worked with NCTE staff to publish events on Facebook, Instagram, and X(Twitter). In addition, they published the first LLA newsletter in June 2023. It was well received. The second issue of the newsletter was released in November 2023. The spring issue was released in February 2024. The summer issue was released in June 2024.

2023-2024 LLA Board Meetings

The LLA board met via Zoom on the following dates:

- July 31, 2023
- September 25, 2023
- October 23, 2023
- November 16, 2023
- January 29, 2024
- February 29, 2024
- March 28, 2024
- April 23, 2024
- May 30, 2024

During our meetings, the board conducted ongoing business related to LLA elections, LLA events, LLA conference, LLA budget, and LLA strategic planning (including ways to promote LLA membership).

Multilingual Caucus

We had our first LLA caucus – Multilingual Caucus. Priscilla Alvarado was voted as President and Keri-Ann (former board member) was voted as Vice President. They prepared and led the Spanish programming at the summer conference and a free webinar for multilingual teachers on April 17, 6:30-7:30 pm. 14 people registered and seven teachers who spoke Spanish and Chinese attended this event. The caucus grew to 32 members by August 2024.

Book Study

Kathryn Mitchell Pierce and Michele Myers led the first book study about Pat and Deborah's book *Learning to be Literate* on May 21. A total of 25 members registered, and eight attended.

The next book study will be about Lucy Spence's *Educational Neuroscience for Literacy Teachers: Research-Backed Methods and Practices for Effective Reading Instruction* on September 24, 7-8 pm, ET.

LLA Journal: *Talking Points*

The October 2023 issue featured three excellent articles with multilingual learners in national and international contexts and one photo essay about indigenous languages from Taiwan. The May 2024 issue featured three excellent articles and one essay of classroom voices about empathy and action through literacy. The most recent call for the May 2025 issue is a general theme issue. The submission deadline is October 1, 2024.

The call for next *Talking Points* Editors was released in spring and the deadline to apply was July 1. Sherry and Pat's term as editors is ending, and their last issue will be in May 2025. The next set of articles is due in June 2025. Sherry and Pat are happy to mentor the new editorial team.

Strategic Planning

The board decided that LLA would not hold a summer conference in 2024, and we would not award the LLA scholarships and Joy of Teaching Award in 2024. We encouraged members to submit proposals and attend the NCTE and NCTM joint conference in June 2024. The board hoped to build up reserves and save for future events.

LLA has 412 members and 190 subscribers. 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 will also work with staffers to ensure that our webpage makes it easy for interested participants to (re)activate their membership. We will grow our Multilingual Caucus, continue to publish our newsletter, and continue to invite our members to lead book studies. We will also continue to publish LLA events on all social media outlets.

Respectfully Submitted, Yang Wang, LLA President

Two-Year College English Association (TYCA)

Two-Year College English Association activities for the past year have focused on creating more extensive opportunities for community college literacy educators to connect with and learn from each other. TYCA focuses on creating equitable opportunities for learning and literacy development for all learners in their first two-college years, and TYCA is the only group within NCTE with multiple members whose teaching and service work supports students who are excluded from higher education at institutions with admissions standards.

TYCA organized networks for members to work collaboratively with each other around key areas of open-access literacy education, including literacy program coordination, teaching reading, online teaching, supporting multilingual writers, and literature. We will organize networks for two-year college writing centers and creative writing in Fall 2024. Networks determine their own activities; examples include having a listserv, organizing reading circles or other virtual events for network members, hosting in-person get-togethers at the annual conference, and working on resources for TYCA members outside of the network.

TYCA also initiated a seminar-style professional development opportunity. Members work together in a very small cohort of about 10 people with contact across a year both virtually and in person at the TYCA National Conference. Participants read and discuss texts, have opportunities to talk with experts on topics of interest, share resources, and discuss topics relevant to their work as open-access literacy educators. TYCA is launching two seminars in Fall 2024 (community college teaching and open-access literacy program coordination) with plans to start a cohort focused on literacy research at the annual conference in April.

The TYCA National Conference was held on April 3, 2024, in Spokane. Leigh Jonaitis and Sarah Johnson co-chaired the conference, and the theme was “The Weird and the Wonderful: Unexpected Growth in Unfamiliar Spaces.” Shelley Rodrigo, NCTE President, was the keynote speaker. The conference included an opening session, breakout sessions, roundtable discussions, the plenary, and a closing session. The next TYCA National Conference will be held on April 9, 2025 in connection with the CCCC Convention in Baltimore, Maryland. The theme is “Politics and the English Language.” Theresa Lopez is chairing the conference. The TYCA Chair and Association Chair are working on a conference handbook to support conference program chairs and committees in future years, which will be available for the 2025 conference planning committee.

TYCA Regional Associations held conferences in Fall 2023 and Winter 2024: West (September in Salt Lake City, UT), Northeast (October in Bethesda, MD), Midwest (October in Wahpeton, ND), Pacific Northwest (October in Yakima, WA), and Southeast (February in Greenville, SC). Regional conferences are planned for the 2024 to 2025 academic year: Northeast (October in Providence, RI), Midwest (October in Livonia, MI), Pacific Northwest (October in Bellingham, WA), Southwest (October virtual), and Southeast (February in Jackson, MS). TYCA is also in the process of reorganizing the West and Pacific Coast (California) regions into a single region, which will hold a virtual conference in winter or spring 2025. TYCA is also organizing a new council of regional chairs in Fall 2024, which will permit the TYCA Executive Committee to focus on national open-access and community college literacy education issues while providing regional leaders with more support in organizing conferences and managing their regional executive committees.

During the 2024 to 2025 academic year, the Workload Issues Committee will be working on creating resources to help two-year college literacy programs make informed decisions about class size. The Diversity, Equity, and Inclusion Committee continues to work on a DEI toolkit and outreach activities for TYCA regional conferences. TYCA is also relaunching its permanent Research Committee in Fall 2024. The group's first task will be to work on recommendations for doing literacy research in open-access contexts. TYCA also has three temporary task forces working on research studies: the National Survey of Two-Year College English Programs, the Task Force to Study the Impact of 2020 on Two-Year College

English, and the Writing Centers Task Force. TYCA is in the process of organizing two additional task forces to do research and create member resources for trauma informed education and teaching digital literacy in open-access teaching contexts. Finally, TYCA is also organizing groups of TYCA and NCTE member experts to examine position statements and white papers and then either create revisions or develop supplemental resources (depending on the topic).

The work of TYCA has always been and remains focused on supporting literacy educators with teaching-intensive loads who work with the broadest range of students in higher education.

Joanne Baird Giordano, Chair



**REPORTS OF
THE STANDING
COMMITTEES**

Standing Committee Against Censorship

Overview:

The SCAC met monthly, September 2023-May 2024. In each meeting the committee heard updates from members, the NCAC representative, and Sarah Miller on the work of the IFC.

Committee Support of NCTE and the IFC

Three SCAC members served on the Intellectual Freedom Award Committee (Christina Dobbs, Mark Letcher, and Katie Burnett).

Position Statement: Katie Burnett represented the SCAC on the ad hoc review committee for Supporting Teachers and Students in Discussing Complex Topics, which was published in September 2024.

Teacher Corps: Annamary Consalvo and Ann David supported the IFC in crafting applications for the first Teacher Corps cohort. SCAC members served on the selection committees for the first, and subsequent, Teacher Corps cohorts. SCAC members reviewed book rationales for the Teacher Corps throughout Spring and Summer 2024.

Ann David prepared a process for revising the Students' Right to Read statement that draws on NCTE expertise, external expertise from partner organizations like NCAC, and legal experts. Recognizing the future of intellectual freedom will involve litigation, the SCAC recognizes the need to revise the Students' Right to Read to better reflect the kinds and volume of challenges to book selection that are happening now.

Convention 2023

The Annual Meeting occurred at the NCTE Annual Convention in Columbus, OH, with all active committee members in attendance. Chair transition from Annamary Consalvo to Ann D. David

Research Roundtables: Working to Understand Censorship and Its Impacts on the Teaching Profession. Organized by Ann David.

- Ricki Ginsburg & Rosa Nam, Intellectual Freedom Fellows, Keynote
- Presenters from Colorado, Texas, South Carolina, Illinois, New York, Iowa, and Ohio

Dreaming Together: What Texts Do We Want to Teach and How Can We Be Hopeful in the Face of Censorship

- Mindy McGinnis, Ohio author
- Natalie Chase, South Carolina teacher
- Members of the SCAC

Events

Banned Books Week webinar for NCTE. Ann David and Katharine Covino offered an overview of the current state of censorship. Affiliates from Texas, Maine, and Michigan offered intellectual freedom work from their respective states. September 2023.

2023 Equity Summit - In Pursuit of Equity: Book-Banning and Censorship, National Council of Social Studies and Council for Historical Education. Ann David served as an expert panelist for a session on censorship during this virtual conference, along with Taslyn Miller from PEN America and Courtney Petland, the president of the American Association of School Librarians. October 2023.

Laura Papano, author of *School moms: Parent activism, partisan politics, and the battle for public education* (Beacon Press) was interviewed by Ann David, SCAC Chair, for an NCTE webinar. February 2024.

Advocacy

Emily Kirkpatrick, Sarah Miller, and Ann David served as expert contributors to the UN Special Rapporteur's, Farida Shaheed, visit to the US to investigate the Right to an Education (press release (PDF)). They participated in a panel discussion with people from PEN America, the ALA, and other organizations supporting intellectual freedom and engaging in anti-censorship advocacy. Additionally, Sarah Miller and Ann David recruited 6 teachers to participate in a Zoom session with Ms. Shaheed to share their stories of experiencing censorship and restrictions on their teaching. April 2024.

Publishing

Special Issue: *Censorship in English Language Arts Classrooms*, an edited collection, expected publication, January 2025.

Lead editor: Ann David, Editorial Team: Katharine Covino, Christina Dobbs, Christine Emeran, Mark Letcher

- Ginsburg et al, *It's In Our Schools: A Large, National Study of Teachers' Experiences with Censorship*

- Kate Lechtenberg, Jessica Albright, Avonshae Rounds & Dawn Thomas, *Critical Praxis Uncensored: Using Collective Self-Study to Process Our Experiences with Censorship*

- Melanie Koss & Katie Paciga, *Teachers' Perceived Autonomy Over Curricular Materials in a Charged Sociopolitical Climate*

- James O'Keefe & Alisia Muir, *The Meaning of "Informed American Patriotism": Teaching the 1619 Project in Texas*

- Susan Cridland-Hughes, Jennifer Gallman & Jed Cridland-Hughes, *Challenging Times: Book challenges in the age of critical race theory*

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

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

While the media has reduced coverage of book bans and challenges, the issue of censorship in K-12 settings continues to be of utmost importance to NCTE members. Many states have passed legislation that restricts teachers' ability to use their professional judgment in selecting books and other curricular materials. The impacts of these laws will continue to be felt, particularly as specific policies are developed and enforcement of those policies takes hold.

Additionally, SCAC members have commented that—regardless of state—whether a school is in a rural, suburban, or urban setting often determines the extent to which they face direct censorship or feel pressure to self-censor their book selections. For example, teachers in western Massachusetts do not feel supported in selecting diverse books for their students because of a perception that they will be challenged and their principal will not support them, even though Massachusetts does not have restrictive legislation. Whereas teachers in urban districts in Texas continue to feel like they can select the books that will align with their students' needs, regardless of the restrictive legislation at the state level.

As the shift to enforcement of these restrictive laws takes hold, more litigation is likely on the horizon in various states. The environment for legal arguments regarding free speech, the relevance of the professional judgment of teachers, and related concepts is uncertain given the politicization of the judiciary, particularly the Supreme Court. NCTE members benefit from clear case law regarding their position as professionals who can select curricular materials based on their expertise. NCTE and its members should attend to these trends and make decisions about how to best support this work while recognizing that NCTE is not primarily an organization that focuses on litigation.

The upcoming 2024 election continues to create uncertainty for those attending to intellectual freedom and censorship issues in K-12 settings. The impacts of the election, regardless of outcome, are difficult to predict and the organization needs to be prepared for a wide range of potential responses.

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

While censorship has always been a concern among English language arts educators, this explicitly political use of censorship to target teachers, books, and schools is different in both degree and kind from previous censorship. It is different in degree because it is so much more widespread than previously. Social media and national organizations—like Moms for Liberty—have been used to share resources and processes for challenging books in schools. The reports from PEN America and ALA make clear how much more common this strategy is now. It is different in kind because of the explicitly political nature of these bans and challenges designed to align curriculum with a very specific Christian nationalist ideology. Laura Pappano’s book does an excellent job of covering this shift.

What this means for medium and long-term planning for NCTE is that censorship of books and curriculum materials is not going away any time soon. The people and organizations that pushed these bans and challenges have succeeded in passing legislation in many states that have not ensconced restrictions in law. Shifting the conversation to one valuing teachers’ knowledge and expertise in selecting curriculum materials—including books—for their own students will take time and resources. NCTE is best positioned to do this work as it represents the voice of K-12 teachers, a voice that even now is not as valued in these conversations as it could be. How NCTE positions itself, including resources like the Intellectual Freedom Center, to support its members in selecting diverse books to teach the readers in the classroom is the work of the next many years.

Ann David, Chair

Standing Committee on Diversity and Inclusivity

Major Activities:

1. **HBCU FEATURED SESSION AT NCTE BOSTON 2024:** Our committee proposed a session at NCTE led by Dr. Valerie Kinloch, Past NCTE President and current President of Johnson C. Smith University with participants from a range of HBCUs. The session was accepted and our committee asked if it could be elevated to be a Featured Session. Thanks to our 2024 Program Chair, Dr. Tonya Perry and NCTE Director Emily Kirkpatrick, they made that happen! The session title and program description are below followed by the rationale for the session as contributing to NCTE's vision and to shaping the profession of teaching:

“It’s About Time”: Centering, Supporting, and Learning from HBCUs and Black Brilliance at NCTE

Facilitator: Dr. Valerie Kinloch, 15th President of Johnson C. Smith University, Charlotte NC and NCTE Past President

This session is sponsored by NCTE’s Standing Committee on Diversity and Inclusivity. Kamania Wynter-Hoyte will represent the Diversity Committee at this session to introduce the speakers.

Annotation for Program: NCTE welcomes you to a uniquely generative space where all NCTE members can learn from the wisdom, courage, perseverance, and joy of administrators, faculty, and students from Historically Black Colleges and Universities (HBCUs) and grow in our ability to serve HBCUs as central to NCTE and the literacy education community. Valerie Kinloch, President of Johnson C. Smith University and NCTE Past President, will pose questions to a panel of HBCU representatives as NCTE charts a clear path toward centering HBCUs and our service to them as leaders in the work to remain strong and true to Pro-Black convictions in a time of heightened anti-Black legislation and curricular oppression.

As this session connects to building a stronger NCTE and profession: The critical role of HBCUs in the education of future professionals, including literacy educators, has been widely documented but relationships between HBCUs and NCTE have not been formally sought. In 2023, Vice President of the United Negro College Fund, Lodriguez Murray, commented that HBCUs were seeing an unprecedented level of “clout and capital” adding, “Frankly, it’s about time.” We also say, “It’s about time” for NCTE to formally embrace the wisdom, history, and contributions of HBCUs and to create spaces to serve them as central to the literacy education community.

This panel discussion offers a joyful and generative space to initiate relationships between NCTE and HBCUs and to begin constructing initiatives through which HBCU representation becomes critical to NCTE as an organization. Questions will be posed to include:

- How can NCTE best serve HBCUs?
- How can HBCUs benefit from association with NCTE, and how can NCTE elevate the important literacy work occurring at HBCUs?
- How can NCTE create permanent spaces for HBCUs as central to our organization where members regularly learn from and with HBCUs to inform work in teacher education, higher education, and K-12 classrooms?
- What can NCTE learn from the wisdom, expertise, and convictions of HBCUs as we deepen our commitment to challenging anti-Black legislation and school board actions across the country?

At a time when Black histories are threatened in public school curricula and Offices of Diversity and Equity are targeted in higher education, NCTE can learn from the convictions, expertise, and foundations that HBCUs have long stood for, going back to the first Black college, the African Institute in Philadelphia, 1837. At the same time, NCTE can provide important support for HBCUs through collaborative associations initiated and explored through this roundtable experience. Members of the Standing Committee on Diversity and Inclusivity will attend the session and record suggested strategies and initiatives to be included in their annual report aligned with steps the committee can take in collaboration with the Presidential Team and the Executive Committee to bring those strategies and initiatives to life.

2. **WAKE UP! HOW TO MOBILIZE AGAINST BOOK BANNING:** This is our committee's second session at the Boston conference. Led by Committee Co-Chair Kamania Wynter-Hoyte and Committee member, Sanjuana Rodriguez, the roundtable session will focus on equipping educators with a practical and proactive toolkit to counter escalating book bans and curricular censorship. Presenters will share actionable steps for teachers under attack, provide resources, and share organizations that support teachers to disrupt book banning. Round table topics include:

Table 1-Trends in Book Banning and How to Problematize Criteria (Sanjuana Rodriguez & Kamania Wynter-Hoyte)

Table 2- Strategies to Counter Book Bans Approaches of Librarians (Edi Campbell & Roberta Price Gardner)

Table 3- Empowering Educators: Navigating Controversy with Banned Books in the Classroom (Grace Enriquez, Susan Flis, & Stephanie Jones)

Table 4-NCTE Intellectual Freedom Resources, Sarah Miller

3. **INDIGENOUS PRESENCE AT NCTE:** In July and August 2024, committee members Joaquin Munoz, Kamania Wynter-Hoyte, and Susi Long met with NCTE Executive Director Emily Kirkpatrick to discuss possibilities for building Indigenous presence at NCTE, rich and active discussions about land acknowledgements, and strategies for educating the wider NCTE membership about Indigenous literacies, issues, and contributions in ways that substantively transform literacy curriculum through collaborations based on the leadership Indigenous educators. Toward this end, Dr. Munoz has agreed to take the lead. Building on the work that he and Dr. Tim San Pedro did as a part of the last two years of committee work and NCTE presentations, Dr. Munoz has:

- a) Met with representatives from CCCC's American Indian Caucus to discuss aligning our work with theirs. They were supportive of the projects that the committee, under the guidance of Dr. Munoz, is interested in committing to. See below.
- b) Begun thinking on the following projects:

- A publication place for Indigenous scholars, particularly those with critiques of English teaching and English courses; possible NCTE's
- A mentoring and support program (not unlike CNV or PDCRT) that supports Indigenous K–12 teachers (NOTE: Our committee's co-chair, Dr. Kamania Wynter-Hoyte, is also co-directors of PDCRT and will take the task of making PDCRT known in Indigenous teacher education and K–5 teaching communities to be able to draw more Indigenous teachers into the PDCRT program).
- Dedicated spaces in NCTE journals for Indigenous work to be shared; this is being initiated now. Dr. Munoz is initiating conversations with NCTE journals to produce special issues focused on Indigeneity.

- A clear commitment and resources from NCTE to engage with Indigenous communities in meaningful ways at every site where NCTE takes place.

4. CONTINUED WORK ON ANTI-FAT PHOBIA, FAT HATE AS IT INTERSECTS WITH RACE AND GENDER: Committee members, Dr. Dywanna Smith and Dr. Jarvis Jackson completed all three NCTE webinars related to this topic and they can be found here:

- Session 1: https://ncte.org/blog/video_library/introduction-to-fat-phobia-and-anti-blackness-in-k-12-and-teacher-education/
- Session 2: https://ncte.org/blog/video_library/countering-racism-and-fat-phobia-through-literature/
- Session 3: https://ncte.org/blog/video_library/radical-black-love/

In addition, committee member, Dr. Dywanna Smith continued to work with colleagues on special issues of three journals related to this topic. Updates on that work are:

- *English Teaching: Practice and Critique* (Editor: Vaughn Watson): Summer 2024 Dywanna Smith and Jarvis Jackson, Guest Editors IN PRINT
<https://www.emerald.com/insight/publication/issn/1175-8708/vol/23/iss/2>
- *Language Arts* (Editor: Sandra Osorio): November 2025 issue.

Dywanna Smith and Janice Baines, Guest Editors – SUBMISSIONS ARE CURRENTLY BEING SENT OUT FOR EXTERNAL REVIEW.

- *English Leadership Quarterly* (Editor: Cody Miller): February 2025 issue

Dywanna Smith and Kenesha Johnson CALL FOR SUBMISSIONS WAS DISSEMINATED AUGUST 2024.

1. What are significant changes or trends in our field?

The push toward the so-called Science of Reading (SOR) and anti-Black, anti-Brown, and anti-LGBTQIA+ legislation. These interwoven trends continue to seriously impact curriculum in the form of book banning and curricular censorship, once again silencing the same histories, literacies, languages, and lives as have been historically oppressed by schooling.

2. What trends should NCTE leadership consider for medium – to – long term NCTE planning?

NCTE leadership should continue to focus on the work to educate teachers and administrators about the dangers of and how to counter the trend listed above: The push toward the so-called Science of Reading (SOR) and anti-Black, anti-Brown, and anti-LGBTQIA+ legislation. Both issues are intertwined and seriously reduce literacy curriculum to a white dominant core and are actualized in the form of book banning and curricular censorship.

Our committee would also appreciate NCTE's continued and visible promotion of:

Three-session webinar series by Dr. Dywanna Smith and Dr. Jarvis Jackson, sponsored by the committee and focusing on Fat-Phobia and Anti-Blackness in K–12 and Teacher Education.

- Session 1: https://ncte.org/blog/video_library/introduction-to-fat-phobia-and-anti-blackness-in-k-12-and-teacher-education/
- Session 2: https://ncte.org/blog/video_library/countering-racism-and-fat-phobia-through-literature/
- Session 3: https://ncte.org/blog/video_library/radical-black-love/

And any webinars that come from Dr. Joaquin Munoz's work to center Indigenous presence at NCTE and in PreK-12 and university classrooms.

Susi Long and Kamania Wynter-Hoyte, cochairs

Standing Committee on Affiliates

This year, SCOA has continued the work of strengthening our committee and its programming to focus on the important services and advocacy we provide for affiliate leaders of NCTE, while also attempting to critically evaluate the role of the affiliate at large and what it means to renew and reimagine who and what we are as a larger body. Interrogating many of our past practices and casting a vision for the future has largely been on the mind of our committee as well as the affiliate leaders we work with consistently. We also welcomed a new member to our committee, Stephanie Beulow from Hawaii. She has replaced Dr. Renee Rude as the Region 8 Representative. We are currently waiting for new members for Region 3 and 7.

A large part of determining where you can go in reimagining the nature of the affiliate is crafting a strategy, structure, and definition of what we currently are as affiliates. In line with this thinking, much of our programming of the 2023-2024 year has been focused on structure and stability. This thought was the impetus for our session “Refresh Your Affiliate Playbook: (Re)build Your Institutional Knowledge for the Future.” This session was held on July 27th, 2023 and was led by SCOA Regional Representatives with examples from their own affiliate structures, constitutions, and planning documents. It was met with enthusiasm from the affiliate leaders who attended and they left the session with templates and ideas for how to move forward with revising or crafting new playbooks of their own. Because of this excitement surrounding the idea of a playbook and structural growth, we pushed these ideas into our professional development for affiliate leaders within our 2023 Columbus Convention sessions and into this summer's sessions at the Affiliate Leadership Meeting in July of 2024. Understanding our affiliates' need for structure was the first step in leading us into a future of reimagination.

In addition to the fall programming, we continued in our SCOA Chair Meet-Ups which included affiliate Presidents, Executive Directors, and NCTE Liaisons in order to understand and communicate together about the global needs of affiliates around the country. These quarterly meetings remained successful and will hopefully continue post-convention 2024.

SCOA also continued in their yearly charge to judge the Affiliate Awards that were presented to awarded affiliates at the Affiliate Awards Breakfast at the 2023 NCTE Convention in Columbus. Our 2023 theme, It's All Connected, focused on the idea that the work we do ties us together as affiliate leaders. This year we were excited to receive a number of submissions that detailed the extensive and important work that affiliate leaders are participating in state to state in the areas of communication, multiculturalism, membership, student affiliate and affiliate excellence, and more. We enjoyed presenting these awards and celebrating the achievements of our affiliate leaders as well as hearing from the voices of our incoming President Tonya B. Perry and Executive Director Emily Kirkpatrick.

In addition to our work in planning the Affiliate Awards Breakfast, SCOA was represented in a variety of other sessions at the 2023 NCTE Annual Convention in Columbus, Ohio. The Affiliate Get-Together session focused on making connections in an “un-conference” style, pairing affiliate leaders in roundtables based on interest, affiliate role, region, and more. Having these dedicated groups allowed affiliate leaders to make connections both based on need and encouraged them through empathy. It led to many connections and deep learning. In addition, we also hosted the annual Affiliate Extravaganza which highlighted the work of exceptional affiliates from Michigan, Texas, and Pennsylvania who shared initiatives in a working roundtable session. The Standing Committee on Affiliates had a successful convention in 2023!

Much of our spring was dedicated to incorporating new members into our committee and crafting a detailed plan and facilitation of the 2024 Affiliate Leadership Meeting in Washington D.C. Our theme, Restore and Reimagine, was built off of the idea that we are in a new era of professional learning, advocacy, and organization. With our responsibility as a committee, we split our sessions into the two major themes. Our sessions on Restore focused on attention to the structure and stability of our affiliates by taking a deep dive on our documentation, constitutions, by-laws, and

overall needs as affiliate leaders. We split into a variety of groups and allowed leaders to network and have conversations related to our growth in structure. Our sessions on Reimagine focused on the questions of what a new era could look like for affiliates. We facilitated a President Panel for four unique presidents of affiliates who could answer questions and share what their affiliates have been doing to push the boundary of what has been and what could be. In addition, we had sessions that interrogated our financial futures and led affiliate specific questions and discussion on how affiliates can be relevant, timely, and future thinking. We were excited to have such a successful weekend together in D.C.

This year has been positive and I appreciate the work of my committee members as we look back on what we have accomplished in 23-24.

Our future work timeline includes the continuation of our charges, the involvement of new members, and maintaining added consistency with our communication and professional development opportunities for affiliate leaders.

The Standing Committee on Affiliates is continuing to work on a variety of projects and initiatives coming into the fall season and the start of a new school year. In the next few weeks, we are excited to be joining the Standing Committee Against Censorship for “A Conversation about Intellectual Freedom with NCTE Affiliates for Banned Books Week.” The popularity of these conversations in year’s past warrants the continuation of such a conversation, while considering the vital role that state-level affiliates play in these kinds of exchanges. We look forward to working with the SCAC on future events as well, seeing as our two committees share in many of the same battles. We are proud to be working together.

Within our fall planning as well, one of our key initiatives at the current moment is the preparation of our varied sessions at the NCTE Annual Convention in Boston 2024. Our committee is working within sub-committees currently to plan and facilitate learning and networking opportunities for affiliate leaders at this year’s convention, including our charge to present and plan the Affiliate Awards Breakfast, Affiliate Extravaganza Roundtable, and Affiliate Leader Get-Together. We are working towards collaboration with the Standing Committee Against Censorship to focus on state-level book bans and more. They will be featured with us at this year’s Affiliate Extravaganza.

Post-convention, our committee is dedicated to the reimagining of our affiliates, but also the reimagining of the role of our SCOA regional representatives. We are considering a remodel to the structure of our regions as some of the sizes, spaces, and needs of our geographical locations may need to be revisited. We want to be the most effective for the leaders we serve moving into 2025.

Moving into plans for the spring and summer, we are in the process of determining a variety of SCOA facilitated online sessions we can provide to our affiliate leaders. Our Affiliate Leadership Meeting this July (2024) was a wonderful success for our committee. We were thrilled to have forty-eight affiliate leaders representing twenty-six unique affiliates present for this in-person event. Because of the excitement that surrounded the event and the learning that occurred, we were prompted as a committee to consider how we might support this kind of learning in a virtual setting in the years we are not able to meet in-person. We are working on brainstorming and envisioning an online affiliate session or sessions for the summer of 2025 that will enable a similar kind of comradery of our leaders alongside an interrogation of our practices.

We believe these current efforts align with the vision of NCTE directly through advancing the work of its members and their leadership within their affiliate organizations through cross-collaborative advocacy, information sharing, and vision-casting. Giving affiliates the power to advance the work of educators in their regional organizations furthers the mission and vision of NCTE, and SCOA aims to create pathways for the advancement of that vision broadly and regionally.

The Standing Committee on Affiliates is committed to taking the mission and vision of NCTE and seeing that materialize in its regional and state-level affiliate organizations. Our goal is to provide support, advocacy, and a sense of community to help affiliate leaders promote NCTE's mission within their own affiliates and affiliate members. We do this through understanding the specific regional needs when it comes to shaping educational contexts, considering that each region will have its own unique challenges and triumphs. Support from this committee trickles down into the leadership happening around the country. We as a committee get to see that both globally and locally, and take in substantial feedback from affiliate leaders to help direct our regional-specific support and advocacy.

What significant changes or trends in our field?

The current cultural climate and attitude toward educators and the role of the teacher is part of continued concern from our affiliate leaders and SCOA members. English teachers in particular have faced constant criticism and aggression as we have all seen in recent years. This climate is still a significant issue for many of our affiliate leaders seeking help and support from both our committee and NCTE as a whole in terms of advocacy and help navigating the new systems we find ourselves in. NCTE has done an exemplary job in supporting teachers within this climate and we would ask that those efforts continue. The fight is not over for many of our regional areas and that support is still needed. Providing affiliate-specific programming as we have done in the past with the NCTE Intellectual Freedom Center would be something we would like to continue if possible.

What trends should NCTE leadership consider for medium – to – long term NCTE planning?

While it is a constant part of conversation for affiliate leaders, we as a committee are still trying to brainstorm long-term goals for supporting affiliates in the process of membership retention and motivation. I know that NCTE is in conversation about membership as well, so any medium- to long-term planning that is happening within NCTE could be of use to its affiliate organizations to further our efforts as well.

Amy Nyholt, Chair

Standing Committee on Global Citizenship

The NCTE Standing Committee on Global Citizenship is dedicated to promoting global citizenship education within the Council and members' teaching contexts. Our goal is to integrate global perspectives, equity, and cross-cultural understanding through advocacy, pedagogical ideas, and issues as members of a broader global community.

1. The committee held a meeting on Friday, September 15th, 2023, via Zoom to discuss ideas for bookmarks for the NCTE Convention and the Author event. We developed a set of resources aimed at integrating global citizenship themes into upcoming projects such as the bookmark design and the author event.

Post-meeting notes:

- Cynthia suggested joining the World of Words: Imagination Friday with Joanna Ho Author Event to gain insights on hosting an author event in January.
- Don emphasized that our committee's author event is an opportunity to incorporate our goals into the interviews. We discussed the questions to ask and celebrate the author's legacy and authorship.
- Heeyoung, Lisa, and Chase shared valuable thoughts about the bookmark designs and the author event with the committee's initiatives.
- A Conversation with Minh Lê (January 2024): Everyone agreed to start thinking and brainstorming ideas about the logistics of this author's event using a shared Google Doc to voice our thoughts.

2. NCTE Convention Bookmarks: Our committee's bookmark was designed and printed by the NCTE Publication Team. Over 1000 bookmarks were distributed at the Convention.

3. On November 17th, 2023, our committee had a robust discussion at the convention about our understanding of global citizenship and ways to promote interest and knowledge of global connections and issues across the Council. Each member shared ideas about the upcoming Author Event. We also discussed Minh Le's picture books and the key themes that can be amplified during the event.

Two groups of members expressed interest in submitting proposals for the two reserved Convention program slots in 2024, and each group shared their proposals with the committee.

4. On January 17th, 2024, our committee hosted two webinar events with Minh Le. During the classroom-focused portion of the event, Minh Le connected directly with students and educators from schools across the country. Through his discussion of his picture books, Minh illustrated how literature can serve as a universal language that fosters connection across generations and cultures. In the evening, an NCTE membership event was hosted where Minh offered advice on how educators can incorporate more culturally diverse texts into their curriculum to promote global citizenship. The conversation emphasized the importance of representation in literature and how teachers can empower students by introducing stories that reflect global perspectives.

<https://ncte.org/minh-le/>

5. To celebrate International Literacy Day on September 8th, 2024, our committee hosted a Padlet Slow Chat event. This virtual interactive event allowed students and educators from around the world to contribute their reflections and thoughts on the theme of Literacy as a Path to Global Citizenship.

<https://ncte.org/get-involved/volunteer/groups/standing-committee-on-global-citizenship/standing-committee-on-global-citizenship-ild/#:~:text=As%20we%20approach%20International%20Literacy,of%20inspiration%20for%20global%20citizenship>

6. Monthly Blog Publication: We will continue to post our monthly blog publication to raise awareness of literacy education in global contexts.

Grace Lee, Chair

Standing Committee on Literacy Assessment

Given recently revised charge “To advise the organization on literacy assessment practices (those that exist and those that should exist in a more just world),” the committee spent the year as a study group. This entailed not only tapping the expertise and experience of committee members but also inviting experts in the field to join us (virtually) to share their research and explore future developments in the field of literacy development. Each of the presenters offered readings that allowed committee members to prepare questions. The short presentations were followed by Q and A and then discussion among committee members. We heard from the following leaders in the field of literacy assessment:

January 24, 2024

Sharyn Rosenberg, National Assessment Governing Board staff, director of assessment for NAEP, the Nation's Report Card

February 26, 2024

Ethan Hutt, associate professor of education at UNC Chapel Hill and author of *Off the Mark: How Grades, Ratings, and Rankings Undermine Learning (but Don't Have To)*

April 16, 2024

Tanji Reed Marshall, equity scholar and CEO and Principal Consultant of Liaison Educational Partners

May 14, 2024

Carmen Kynard, the Lillian Radford Chair in Rhetoric and Composition and Professor of English at Texas Christian University. Before TCU, she worked in English and Gender Studies at John Jay College of Criminal Justice as well as English, Urban Education, and Critical Psychology at the Graduate Center of the City University of New York. She interrogates race, Black feminisms, AfroDigital/Black languages and cultures, and the politics of schooling with an emphasis on composition, rhetoric, and literacies studies. Carmen has taught high school with the New York City public schools/Coalition of Essential Schools, served as a writing program administrator, and worked as a teacher educator.

June 27, 2024

Following our meeting with Dr. Kynard, the group felt that they needed a meeting without an outside visitor to discuss and digest what we were learning.

August 29, 2024

Sara Zerwin, committee member and author of *Pointless: An English Teacher's Guide to More Meaningful Grading*

1. What are significant changes or trends in our field?

It will come as no surprise to anyone reading this report that artificial intelligence is having a tremendous impact on literacy assessment, particularly in the area of student writing. As a committee, we have more questions than we have answers.

- Will teachers revert to in-class paper and pencil writing assessments?
- Will AI tutoring be a huge boon to student writers and help teachers better manage the paper load?
- Will large scale assessments be entirely scored by artificial intelligence tools?
- How will ChatGPT shape our curricular decisions?
- How can we help students make good decisions regarding the use of artificial intelligence in their work?
- How can we as teachers make good decisions about the use of artificial intelligence when the ground beneath our feet is changing seemingly daily?

We do not have answers to these questions but hope to continue to grapple with them at our face-to-face meeting at convention and to foster professional conversations among conference attendees at our session in Boston.

2. What trends should NCTE leadership consider medium – to – long NCTE planning?

The committee feels strongly that systemic change is needed, particularly in the areas of:

- culturally responsive assessment
- the inclusion of more metacognition in assessment practices
- making clear the purposes of any literacy assessment to all stakeholders, including -- and possibly most importantly – to students
- shifting assessment practices to place more responsibility, giving more agency to students
- making the shift to literacy assessment as power WITH students rather than OVER students

Of particular concern is the issue of bringing promising literacy assessment practices to scale.

Carol Jago, Chair

Standing Committee on Research (SCR)

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. This subcommittee continues to meet and will gather at the 2024 Annual Convention in Boston to discuss future programming.

Accomplishments and Future Work:

In November 2023 we presented two guaranteed SCR Sessions, and submitted a third session that was featured by the SCR although it went through the peer review process. These include the following sessions:

Sustaining Youth Voice in NCTE and Beyond: An Opening Dialogue (with members of the youth engagement subcommittee): Limarys Caraballo (Teachers College, Columbia) Lauren Leigh Kelly (Rutgers University), Nicole Mirra (Rutgers University), Leigh Patel (University of Pittsburgh), Estrella Torrez (Michigan State University), and Vaughn Watson (Michigan State University).

In this intergenerational speculative session, youth and adult co-conspirators led a discussion about youth engagement and leadership at NCTE. Building on three years of work as the youth engagement subcommittee of the Standing Committee on Research, this summit focused on sustaining youth voice at NCTE. After gathering youth perspectives on questions such as, “What do you need your English teachers to understand about you? How do you need them to teach you?” The committee met with a small group of youth thought leaders to analyze responses. Designed to center these intergenerational conversations between youth, educators, and researchers, this youth summit provided a much-needed guide for the organization’s ongoing efforts to sustain youth voice at NCTE.

Toward Solidarity/Beyond Solidarity: (Re)Envisioning Conexiones in Research and Teaching with Black, Asian, Latinx, and Indigenous Communities
Session Co-Chairs: Jin Kyeong Jung (Texas Tech University), & Vaughn W. M. Watson (Michigan State University).

Participants:

Alice Y. Lee (University of California, Riverside), Judy W. Yu, David Beauzil, Diana Liu, Chiara Fuller, Yolanda Sealey-Ruiz, Cliff H. Lee, Mills College at Northeastern University, Danny C. Martinez, University of California, Davis, Grace D. Player, University of Connecticut, Jin Kyeong Jung, Texas Tech University, & Lit Diaspora research team (Vaughn W. M. Watson, Joel E. Berends, Sandra Boateng, & Lindsey Hall,, Michigan State University)
Discussant: Leigh Patel, University of Pittsburgh.

Educators and researchers showcased how Asian, Latinx, Indigenous, and Black communities move toward solidarity with youth and immigrant communities across multiple contexts. We took up critical questions to engage meanings and possibilities of solidarity, movement, and movements toward coalition building in research and teaching with youth and immigrant communities for social justice.

Black Teacher Educators Centering Black Intellectualism and Humanity in Their Theory, Pedagogy, & Praxis

Brooke Harris Gara (Butler University), Wintre Foxworth Johnson (University of Virginia), Davena Jackson (Boston University), Justin A. Coles (University of Massachusetts Amherst). Discussant: Gholnecsar "Gholdy" E. Muhammad (University of Illinois Chicago).

Black history and contemporary life are undervalued in teacher education program curricula. Four U.S.-based Black teacher educators will explore how they make Black intellectual thought prominent in their teaching. Attendees will engage in critical inquiry about Black literature and the importance of viewing Blackness as a paradigmatic emphasis in teacher education and language arts classrooms.

In February 2024 Limarys Caraballo and Danny C. Martinez participated in Stage 2 review for the 2023 conference and the SCR subcommittee organized sessions based on peer reviews.

After conversation with the SCR committee at the 2023 Annual Convention, we invited 2 guaranteed sessions sponsored by the SCR for the 2024 NCTE Annual Convention. These include:

Youth Ingenuity and Artificial Intelligence

Participants:

Jennifer M. Higgs (University of California, Davis), Clifford H. Lee (Mills College at Northeastern University), José Ramón Lizárraga (University of Colorado at Boulder), and Anna Smith (Illinois State University).

The role of artificial intelligence (AI) and its accessibility to youth has been a major concern of parents and educators. While moral panics emerge about how youth can mis-use AI for schooling and social media activity, youth are also engaging in sophisticated practices ignored by larger narratives that centralize the risks of AI. This ultimately erases youth agency and ingenuity. Participants in this panel will highlight research with and alongside youth who use AI in consequential ways across a range of activities. Unique to this panel are reports of the varied contexts where youth are productively using AI to transform and speak back to narratives that de-center their lived experiences.

Intergenerational Civic Disruption and Organizing in the Current Political Context

Participants:

Dr. Nicole Mirra, Rutgers University

Dr. Alicia Rusoja, University of California, Davis & Olivia Vasquez, Public School Teacher

Dr. Justin Coles, University of Massachusetts, Amherst

Dr. Grace Player, University of Connecticut, Leah Boveda, Aliana Aviles, Blanca Vazquez, Mikayla Hinds, and Sanjana Thakur

Dr. Maria Paola Ghiso & Dr. Gerald Campano

This panel will share experiences of intergenerational community activists and scholars who leverage their dynamic communicative practices to interrupt policies and practices that replicate systems that harm BIPOC, immigrant and stigmatized communities. This includes research with and alongside youth, students, teachers, parents and grandparents who have and continue to organize for equity and justice across a range of community contexts. Participants will consider how the 2024 presidential election shaped their advocacy and activist practices given the turbulent times in which we are living.

We continued to serve in our advisory and support capacity for Research in the Teaching of English, NCTEAR, and the Research Foundation.

In spring 2023, we convened a committee chaired by Mileidis Gort with Detra Price-Dennis, Danielle Filipiak, Clifford Lee and Patriann Smith as committee members, to select the 2024 awardee of the Promising Researcher Award. This committee selected Alex Corbitt (State University of New York at Cortland) and his study, "Speculative F(r)ictions: A Youth Restorying Horror and Monstrosity" as the recipient of the 2024 Promising Researcher Award. The award was announced in June 2024 and will be celebrated during the fall conference.

The Standing Committee on Research anticipates the following activities in 2024-2025:

- We will review all Research Strand proposals for NCTE 2025 and provide oversight for research-related convention program planning.
- We will arrange for two guaranteed research-related sessions during NCTE 2025.
- We will form a review committee for the NCTE Promising Researcher Award, of which a SCR member in good standing will serve as chair.
- We will continue to serve in our advisory and support capacity for *Research in the Teaching of English*, NCTEAR, and the Research Foundation, 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.
- In addition to our usual activities, the committee members have each signed up to participate in at least one subcommittee.

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.

Suggestions from Your Group

1. What are significant changes or trends in our field?

As discussed above, and started last year, 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. SCR continues to work on this and would love to have the support of our larger organization.

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 negotiated and take a stand on important issues; NCTE leadership therefore continues to consider how best to support educators in these efforts.

We also witness that AI is becoming an important topic for our field. For this reason one of our guaranteed sessions is devoted to AI, the affordances and constraints, particularly in the are of English Education. This is a trend we would like to confront, particularly from a youth focused and teacher focused perspective.

2. What trends should NCTE leadership consider for medium-to-long term NCTE planning?

The Executive Council could consider how it might support the initiatives related to increasing youth voice, participation, and collaboration in NCTE as an organization and in the field of English Education. For example: designating youth sessions, where proposals would be reviewed and selected by youth board in collaboration with SCR and local committees; 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.

Limarys Caraballo and Danny Martinez, Cochairs



**REPORTS OF
THE COMMITTEES**

Achievement Awards in Writing Advisory Committee

Submission of the 2025 Writing Prompt:

“There will always be storms of one kind or another, but I will always be buoyed by books – hopeful, encompassing, life-saving books.”

Illustrator, author, and Caldecott medal winner Sophie Blackall reminds us of the healing balm that a book can be – for a young child, an adolescent, and an adult. The potential to heal is real whenever a reader sees some aspect of their life, however small or great, mirrored in a book that they are reading. Validation of one’s experience matters: it’s what buoys a reader and lifts them up. And feeling understood, not just seen, is such an essential part of one’s identity and shapes feelings of confidence.

Writing directions:

Write a piece about how literature heals. Below are some ideas to get you started, however, you are free to go in a different direction.

- 1) Reflect on a character in a book who has felt like an ally to you. What made this character feel absolutely real and honest to you?
- 2) Respond to the idea that a book, or a specific character, can feel like a healing balm or ointment.
- 3) Representations in Texts (Bishop, 1990)
 - a) A mirror text is a concept or metaphor that offers a view, or mirror, of ourselves in a book. Where have you felt this validation? What healing impact did this have on you. In what way did this healing matter? For example, what did it prevent or encourage?
 - b) A fun-house mirror text is a concept that distorts the mirror or one’s reality. Where have you felt this betrayal of minimization from a text where hurting, rather than healing, prevented you from fully enjoying a book.
 - c) A blind spot text is a concept that also distorts because it magnifies, to a fault, isolated stories as collective stories. Where have you felt this kind of text? How could it be used, instead, to nurture healing about a person or group of people?
 - d) A curtain text is a concept that speaks to texts whose stories, private and highly sensitive, warrant a degree of protection. Where have you read a text that included images, or narratives, that perhaps should have been left behind a curtain? This might also speak to a particular scene or chapter in a book that hurts rather than heals. How could it have been handled differently?
 - e) A window text is a concept or metaphor that offers views of someone else’s world in a book. How has such a text helped you to better understand someone else’s experience? How has this text changed you? That is, what have you done as a result of reading this text? How did it bridge, and heal, what do you think you know about someone else?
 - f) A sliding door text is a concept that offers readers entry into a world of story: it makes you feel completely transported there. How has such a text helped you to feel empathy toward someone else? What has this text taught you about yourself? What more does this text make you want to know about yourself as well as others?
- 4) Research publishing trends in the last few years in the United States. Where has children’s literature missed the mark in terms of authentic representation. Which stories, and voices, are going unheard? Who is suffering, the very opposite of healing, because these stories are not being shared.

1. What are significant changes or trends in our field?

Disciplinary Literacy is receiving a great deal of attention. As teacher educator who teaches a disciplinary literacies course, teachers from all content areas need support in increasing literacy in their classrooms. I believe that NCTE, already a driving force in literacy education, might use its platform to further support disciplinary literacy. One way to do this might be to extend the NCTE writing contest to other content areas and encourage ELA teachers to initiate cross-curriculum writing partnerships with their Social Studies, Science, Business, and Math colleagues.

2. What trends should NCTE leadership consider for medium – to – long term NCTE planning?

At both the secondary and post-secondary level, I hear teachers convey a great deal of concern about student use of AI. Teachers need support and training in how to recognize AI use, how to navigate conversations about AI use with their students, and in general many teachers simply need more education about what AI is.

Jennifer Curl, Chair

Build Your Stack® Committee

Committee Members

CHAIR, Jen Vincent (2024) (Bannockburn School, Bannockburn, Illinois)
Jodi-Beth Hazel (2025) (IDEA Public Schools, San Antonio, Texas)
Zainab Jabari (2026) (Alief Independent School District, Houston, Texas)
Mona Mustafa (2026) Paterson Charter School for Science and Technology, Paterson, NJ)
Carrie M. Santo-Thomas (2024) (Warren Township High School Almond Campus, Gurnee, Illinois)
Kristine Schutz (2026) (University of Illinois Chicago, Chicago, Illinois)
Aliza Werner (2025) (Bookelicious/MKE Film, Wauwatosa, Wisconsin)
Executive Committee Liaison, María E. Fránquiz (University of Texas, Texas)
NCTE Staff, Sarah Miller

Major Activities:

October 2023 - Committee member Kasey Short joined the Middle Level Section Build Your Stack virtual event to share middle grade texts.

November 2023 - 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 different award committees.

March 2024 - Build Your Stack: Time to Laugh - Committee Chair Jen Vincent welcomed presenters to a virtual event to share texts related to humor.

April 2024 - Build Your Stack: Border Stories - Committee member Jodi-Beth Hazel hosted this virtual event that shared stories related to borders in our lives.

June 2024 - Best Books of the 2023-2024 School Year - Committee member Mona Mustafa 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. Sarah Miller shared this opportunity with affiliates at the summer 2024 gathering and collected information from those interested.

Upcoming Activities:

The Build Your Stack Committee is currently planning for the Annual Convention in November, 2024. 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 be hosting a workshop to provide guidance as to why it is important for educators to be building their own stacks, growing their classroom libraries, and advocating for classroom libraries. We will share benefits as well as resources.

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.

We believe continuing to model and share the importance of inclusivity in texts shared with students is imperative.

Jen Vincent, Chair

Charlotte Huck Award® for Outstanding Fiction for Children

The Committee Chair selected one new member to the Huck Award Committee, a classroom teacher since Joanne Powless, who left the Committee is also a classroom teacher. Kim Tate, the new member, was approved by NCTE. Sarah Miller and Cecilia Espinosa supported Kim Tate, the new member to the Committee from the beginning of the year. The Committee Chair has communicated via phone, email and zoom with NCTE Senior Coordinator, Sarah Miller. Cecilia 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 Huck Award Committee planned reading events for Dia de Los Ninos. These did not materialize. NCTE asked us instead to send photos to post on social media. Committee members took photos of Huck Award books they wanted to highlight. We sent these to Sarah Miller. She posted them on social media.

The committee has been reading and reviewing books received each month in light of the criteria (over 650 books). 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 (via Zoom) to discuss the books that we have read in light of the Huck Award criteria. We also have a private chat on WhatsApp where we discuss books between meetings. We will meet the Thursday all day 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 21st. We also plan to present at the sessions connected to the Huck Award at the NCTE conference. One of the sessions is centered on informing the membership what the awards involve, as well a section with a focus on teaching with the Award books, attended by several authors of the Book Awards. 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.

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 continues to be composed of a diverse group of members. This year an AfroLatine member joined the Huck Award Committee. 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, and render some groups invisible (banning of books). 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."

1. What are significant changes or trends in our field?

- Teachers in the classroom are being forced to utilize scripted curriculum. Into Reading, is one of these scripted programs. It does not offer a complete story. Instead, it offers excerpts of books. Many of these are not written by diverse authors. See critique - NYU Metropolitan Center For Research on Equity and the Transformation of Schools carried out a study of three reading programs. Into Reading is one of them. Here is what they found: Lessons in In(equity): Lack of Cultural Responsiveness in Common Elementary ELA Curriculum <https://drive.google.com/file/d/1LjxGyJ4fCosnWerw9GrB5cphlUQrIMXR/view>
- Diverse books that present a broad range of humanity and that serve as mirrors and windows are not at the center of a scripted curriculum.

- Quality Read-alouds do not take place consistently in classrooms.
- Children do not have opportunities to experience choice of books.

2. What trends should NCTE leadership consider for medium – to – long term NCTE planning?

- Create opportunities throughout the year for teachers to reconnect with children's literature, i.e. invite authors, create opportunities to participate in book clubs, and offer ways to deeply connect books in text sets. Engage the teachers in these reading practices, so they can see the value of engaging their children in these practices.
- Unpack the idea of why quality read-alouds matter.
- Offer webinars throughout the year by Maureen Aukerman, Barbara Flores, Paul D. Thomas, etc. on the dangers of the SoR. The California Association for Bilingual Education has done a wonderful work of educating its membership in this respect.
- Ask the big questions about what reading is? and Why it is important.
- Revisit the Reading Initiative NCTE once offered (Karen Smith).
- Make stronger connections with the National Writing Project throughout the year.
- Ensure more teachers can participate in the Book Award Celebration.
- Consider the high cost of the luncheon for all educators and create a more inclusive and less expensive space.

Cecilia M. Espinosa, Chair

Children's Poetry Award Committee

Actions, Projects, Initiatives, or Studies in progress

- We are currently reviewing and rating books that we have received.
- We meet monthly to discuss books that we have received.
- We are reviewing the Poetry Award Guidelines.

Accomplishments and timeline for future work

- Our articles about the 2024 Notable list were published in Language Arts and School Library Journal.
- We have selected Charles R. Smith Jr. as the recipient of the 2025 NCTE Award for Excellence in Poetry for Children.
- To date (9/13/2024), we have received 155 submissions. We expect to receive many more in September and October. We will have monthly zoom meetings to continue deliberations. Finally, we will meet on Thursday, Nov. 21 to discuss our final selections.
- The 2024 Committee will be presenting "Poetry to Share Stories: Presenting the NCTE 2024 Notable Poetry Books and Verse Novels" in Boston.
- The 2025 Committee will be presenting a Build Your Stack on the poetry books and verse novels that were not selected for the 2024 and 2025 notable lists.
- Our committee would like to propose two action items for inclusion in the guidelines. First, translated texts will not be accepted from 2026, aligning with the other two awards, Charlotte Huck and Orbis Pictus. However, we accept them in 2025, as our existing guidelines neither prohibit these texts nor specify requirements for original publication in English. Additionally, we propose adding a statement to the guidelines that poetry books, verse novels, and anthologies authored or co-authored by a committee member will be discussed without that member's presence during deliberation to avoid any appearance of impropriety.

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

Poetry is a genre often misused in schools, frequently chosen for memorization and handwriting practices, and typically reserved for sharing during the National Poetry Month. Through our conference presentations and journal publications, we promote a variety of poetry types and poets and offer teaching ideas to engage children in reading and writing poetry throughout the year. This aligns with our goal to "honor a living American poet for their aggregate work" and to "recognize and foster excellence in children's poetry by encouraging its publication and by exploring ways to acquaint teachers and children with poetry." We also promote the multicultural and diverse language and settings that poetry offers, which resonates with 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." Through these initiatives, we aim to inspire both educators and children to embrace poetry as a powerful tool for creative expression and learning year-round.

1. What are significant changes or trends in our field?
 - We plan to engage in revising the guidelines.
 - We propose expanding our age range 3-13 to be more inclusive, as we are receiving an increasing number of poetry and verse novels for young adults.
2. What trends should NCTE leadership consider for medium – to – long NCTE planning?
 - It is essential to consider supporting the costs associated with committee participation. While members agree to these costs upon joining, the lack of financial support –particularly for classroom teachers, who typically do not receive such support from their schools or districts – may discourage them from applying to serve on any committee.
 - Websites and social media connections are critically important in today's classrooms and teaching styles. We could post monthly updates on X, Instagram, or Facebook, sharing information such as past winners of the Excellence in Poetry for Children, notable books,

strong contenders that were not selected, relevant publications, and teaching ideas to engage children and teens in reading and writing.

- Most of our committee believes that we should not be required to pay for the luncheon. We dedicate months to reading and reviewing the books, writing journal articles, and spending hours on Zoom calls discussing the books, guideline changes, and the Excellence in Poetry for Children award.
- Sessions selected an Annual Convention are critical in reflecting current trends and enough cannot be said about the importance of issues of diversity today. All 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.

Junko Sakoi, Chair

Orbis Pictus Award® for Outstanding Nonfiction

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.

For the first time at the conference, OP presented a Build Your Stack; four committee members shared the remaining 25 books that rounded out our top 40 books (the committee comes to NCTE with the top 40 books to discuss and deliberate the winning selections). We had a wonderful turn out and have decided to include this event in annual NCTE conference.

In the spring, 3 members of the committee presented at the Tucson Festival of Books; I was scheduled to present but was stuck in an airport and was unable to attend. Two members shared the winning OP books, the recommended, and the honor titles. There was good attendance and excitement over the books, particularly the winner *Bordercrossing*, due to our proximity to the US Mexico Border, discussed in the book.

To this date (9/16/2024), we have received and reviewed an approximate total of 300 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 meetings (October and November) prior to the annual convention to continue deliberations. Finally, we will meet the Thursday before the annual convention to make final deliberations and select winners.

Last year, we had an increased social media presence and the visibility of the award is growing. An NCTE book award seal indicates a standard of excellence that teachers can rely on when making book selections for their classrooms. Of note, school librarians have also begun to use the OP winners for school libraries, with limited funds to purchase books-the seal calls attention to the books.

1. What are significant changes or trends in our field?

Our committee believes that the book awards would be strengthened by increased promotion using social media throughout the year-particularly at the beginning of the school year and towards the end (in the spring) when principals seem to find unspent monies and teachers are given a short time to make book purchases.

Our committee believes that we need to continue to look for ways to include more books about and by underrepresented groups. Additionally, smaller publishing houses are sending out thoughtful books but due to their size the budget may not allow for them to give away 7 copies to Orbis Pictus. Is there a way where they could perhaps send one copy to the chair to decide if the committee should receive the book? We have worked with Edelweiss but it has proven cumbersome.

2. What trends should NCTE leadership consider for medium – to – long NCTE planning?

We need to reconsider the Book Awards Luncheon; OP and the other book committees have shared our stance that teachers simply cannot afford to spend \$65 on lunch. University professors are not able to spend this amount either. At times like these where teachers are spending even more money out of pocket, we cannot expect them to spend this amount of money on a luncheon. We offered suggestions for re-envisioning the luncheon to be more inclusive. OP again offers to help NCTE re-envision the luncheon.

Lesbian, Gay, Bisexual, Transgender and Queer Advisory Committee

Committee charge: 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.

CHAIR, Ileana Jiménez (2024) (Teachers College, Columbia University, New York, NY)

Josh Coleman (2025) (University of Iowa, Iowa City, IA)

monét cooper (2026) University of Michigan, Ann Arbor, MI)

Toni Rose Deanon (2025) (Modern Classrooms Project, WA)

Jack Helton (2024) (Teachers College, Columbia University, New York, NY)

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

shea wesley martin (2025) (The Ohio State University, Columbus, OH)

René M. Rodríguez-Astacio (2026) (California State University, Fresno, CA)

Gabriel Acevedo Velázquez (2026) (Arizona State University, Tempe)

Renée Wilmot (2025) (Michigan State University, Lansing, MI)

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

The committee hosted an online webinar featuring Maia Kobabe, author of *Gender Queer*, on January 25 from 7-8:15pm ET, 2024. The event gathered approximately 80 registrants, including teacher educators who joined with their undergraduate/graduate students. The recording for this event can be found on NCTE's website in their video library.

Panelists

Anna Gonzales (she/her) is an English teacher at Little Red Schoolhouse & Elisabeth Irwin High School. She teaches 10th grade American Literature and a range of electives for 11th and 12th graders, including Trans Literature, Gender & Sexuality in Shakespeare, Black American Literature, Contemporary Native American Literature, Analytical Writing, and Personal Essay. Anna attended Swarthmore College, where she majored in English and Gender & Sexuality Studies, and earned a M.S.Ed from the University of Pennsylvania's Graduate School of Education, where she completed a thesis on the benefits of student reflection in the classroom. Before LREI, she taught English at Deerfield Academy.

Jack Helton is a Ph.D. candidate in English Education at Columbia University's Teachers College. They have served as an instructor in the MA program in English Education, studying adolescence and literature with pre- and in-service teachers, and in the undergraduate Women's, Gender, and Sexuality Studies departments at Barnard and Columbia College. Jack is a crisis interventionist for LGBTQ+ youth and trans competency trainer for educators and youth service providers. Helton's research looks at the relationships between gender, sexuality, and schooling, specifically the ways in which hetero- and cis-normativity are naturalized through school. Helton is invested in queer and critical trans pedagogies as a means by which educators might disrupt the hegemonic regimes of gender and sexuality as they intersect with dominant discourses are race, class, and ability.

Ileana Jiménez is the chair of NCTE's LGBTQIA+ Advisory Committee. She is a leader in the national and global feminism-in-schools movement and creator of #HSfeminism and #K12feminism. A high school English teacher-activist for 25 years, she teaches a course on gender, sexuality, and schooling at Barnard, and has taught critical feminist and queer pedagogies courses at NYU and Teachers College, Columbia. Her doctoral research at Teachers College is on Black and Latina feminist pedagogies, curriculum, and activism. In 2011, she received a Fulbright to interview queer and trans youth in Mexico City's high schools. She received her B.A. in English at Smith and an M.A. in English at Middlebury. She is @feministteacher on

social media platforms.

shea wesley martin is a literacy scholar-educator and facilitator currently completing their doctoral studies in Adolescent, Post-Secondary, and Community Literacies at The Ohio State University. Before beginning their doctoral studies, shea taught middle and high school English in Florida and Massachusetts and co-founded/facilitated several literacy initiatives to support LGBTQIA+ youth and educators around the country. Through their scholarship and pedagogy, shea deliberately centers the stories, histories, and humanity of queer and trans people of color. Above all, they remain committed to bridging the gaps between the “scholarly,” community efforts, and literacy classrooms. shea was awarded The Konigsberg Award from the Assembly on Literature for Adolescents of NCTE (ALAN) in 2022 and the NCTE LGBTQIA+ Advocacy & Leadership Award in 2023. Their work appears in multiple scholarly and creative outlets, including *Research on Diversity in Youth Literature*, *Radical Teacher*, and *Electric Literature*.

Cody Miller is an associate professor of English education at SUNY Brockport. During his seven years as a high school English teacher in Florida and in his current role, he has positioned texts as vehicles to discuss broader sociopolitical issues in students’ lives and worlds. Miller is the editor of *English Leadership Quarterly*. He served as the chair of NCTE’s LGBTQ Advisory Committee from 2018-2021. He was awarded NCTE’s LGBTQIA+ Advocacy & Leadership Award in 2022.

1. What are significant changes or trends in our field?

The committee is currently working with Lisa Avetisian and Kristen Ritchie to implement a series of virtual gatherings for LGBTQIA+ identified teachers within the NCTE membership. Incoming chair, TR Deanon, will be leading these events on the platform Discord, which NCTE will be hosting.

A working description of the gatherings is as follows: “This virtual meet-up is for all LGBTQ+ educators. This group aims to build professional skills and networks among participants. Bring your whole self to find and provide support in this queer community.”

The committee would also like to work on recruiting more teachers to join us. The committee is currently made up of majority academics as well as a few non-profit education related leaders. We see the virtual gatherings as an opportunity to meet potential new members.

2. What trends should NCTE leadership consider for medium – to – long NCTE planning?

The committee would like NCTE to continue pressing to support the teaching of queer and trans authors in classrooms as increasing bans on books have also resulted in targeting and vilifying queer and trans teachers and students. The increasing surveillance of teachers and teacher educators who teach queer and trans authors and books is so systemic that classroom teachers in particular are losing their jobs and livelihood. Addressing these issues systemically within NCTE programs and events such as virtual gatherings, convention sessions, and policy creation should be the focal point of future planning.

Ileana Jiménez, Chair

Promising Young Writers Advisory Committee

We have completed our annual prompt for 2024 – this year's theme is on what it means to be/not be from a place. We believe this prompt will have great appeal to students who have multiple places they consider home, who have experienced the racism in 'but where are you really from' and those who have lived in one place their whole lives. We have also started a list of possible prompts to build on in future years.

At the Annual Convention, we discussed providing a 'script' of sorts for students who want to participate but don't have a teacher at their grade level who they feel they could ask. We plan to post this on the website as well as have a video walkthrough of the process for students.

Lastly, we are planning for a virtual event about the prompt in October - to be co-hosted with the NWP. During this session, teachers will do some writing about the prompt, experience some lesson plan ideas and have an opportunity to ask questions and share ideas. We are very excited about this!

We would still like to publish (event digitally) an anthology of PYW online - this would be a great resource for teachers who often want mentor texts that are written by youth and also helpful for contestants who would like to see the range of submission types.

1. What are significant changes or trends in our field?

Having not participated in the scoring side of the Promising Young Writers contest, I am curious how AI is appearing. (I am sadly confident that it has made its appearance.) How should this be accounted for or understood? We currently require a teacher to vouch for the student writer - is that enough? Is that too much burden to put on the teacher to be certain it is not AI generated?

2. What trends should NCTE leadership consider for medium-to-long term NCTE planning?

Social media is expanding and challenging the way we think of communicating in general and creating greater opportunities for including more people in said conversations. At minimum, long-term planning should include targeted outreach via a variety of social media platforms and uses of hashtags to increase teacher/student awareness. We believe these would also be beneficial for sharing out the winners and highlighting snippets of the submissions.

Additionally, we believe NCTE leadership should consider what we mean by the terms 'promising' and 'writers' - how is promising represented in the ways that submissions are evaluated? How do we as an organization reify dominant ideologies about who is a writer and how writers operate in the world? In order to encourage greater participation from a wider swath of youth, we as an organization will need to do more to counter these ideas (with intentionality and a concerted effort - not just within the realm of the writing contest but across all areas of NCTE).

Stephanie Robillard, chair

Public Language Awards Committee

The Public Language Awards Committee experienced a seamless transition to new leadership this year as I stepped into the role of Committee Chair. The committee met regularly, focusing on two key projects: selecting the 2024 George Orwell Award recipient and developing a cross-curricular lesson plan for the Year in Doublespeak initiative. The smooth transition was supported by detailed documentation and training from the outgoing leadership, ensuring the committee's momentum was unaffected.

The subcommittee responsible for the George Orwell Award has diligently worked to identify candidates whose work significantly contributes to the critical analysis of public language. Collaboratively, the subcommittee refined its criteria and extensively reviewed numerous nominees from various fields, including journalism, literature, and public commentary. The selection process was rigorous, engaging experts and previous award recipients in deliberations to ensure a deserving individual or group gains recognition for their efforts to expose misleading language and promote transparency in public discourse.

Concurrently, the second subcommittee focused on designing an interdisciplinary lesson plan for the Year in Doublespeak, emphasizing critical thinking and media literacy across subjects. As the new Chair, I provided innovative insights into this project, facilitating collaboration between educators from diverse fields to integrate language analysis into existing curricula. Once completed, the lesson plan will offer educators a powerful tool to teach students how to engage with public language critically, understand the implications of doublespeak, and promote clear, truthful communication in various contexts. This initiative gives us hope for a future generation adept at navigating public language and promoting transparency.

Shekema Dunlap, Chair

REALM (Recognizing Excellence in Art and Literary Magazines)

Major activities:

- We launched our new scoring rubrics for our contest's judges to make them clearer and to help them better reflect what we wish to see in our submissions. Our new rubrics include consideration of the variety of voices in a submission's magazine, and allows for the submission of magazines that are entirely literary, with no artwork.
- We have created a video to help instruct judges who are new to the contest how to be more critical while remaining fair.
- Our pool of judges continues to expand, and this last year, for the first time in years, we did not run into the problem of not having enough judges to provide feedback to all of the submissions.
- We introduced the "New Horizons" award, which is awarded to the very best magazine that is new to the competition, as well as a recognition to magazines that did not earn the FIRST PLACE designation, but somehow stood out to our judges in one way or another.
- We reached out to magazines who had submitted their publications to other competitions, and to ones who had submitted to the REALM competition in the years prior to COVID, but who had not continued to send us their work. At least partially as a result of these efforts, our number of overall submissions has risen by 61% in the past two years, and our 422 submissions this past year were the contest's highest since 2009.
- Benjamin Lally updated our digital map for NCTE, highlighting the top magazines in the country.

1. What are 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. Anecdotally, the number of students who see themselves as writers appears to be diminishing as well, perhaps because of the increasing demands of social media and technological entertainment providing an expectation of immediate satisfaction. Any introspective and time-intensive practice such as becoming a talented artist or writer or poet might find itself becoming less and less appealing to students.

2. What trends should NCTE leadership consider for medium – to – long NCTE planning?

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

Benjamin Lally, Chair



**REPORTS OF
THE PUBLICATION
EDITORS**

NCTE Books Program

Total Books Program revenue for FY24 (including merchandise, other products, and permissions and royalty earnings) increased 5% over FY23's total, with book sales coming in slightly above the budget target and very strong permissions income.

The program received 20 new book proposals and 12 full manuscripts during the fiscal year.

Book Series

CCCC Studies in Writing & Rhetoric Series (SWR)

Stephanie Kerschbaum continued as series editor. Five new proposals were submitted for consideration in FY24; three new books were published. Four or five new books are projected to be produced in FY25.

NCTE-Routledge Research Series

Valerie Kinloch and Susi Long continued as series editors.

Principles in Practice (PIP) imprint

Cathy Fleischer continued as special imprint editor, working closely with NCTE publications staff to develop and promote projects. Two new titles were released this year. We plan to publish two new PIP books in FY25.

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 2023 and April 2024; posts on the Literacy and NCTE blog by authors and about new titles; continuing social media outreach (Facebook, Instagram, Twitter); feature stories in the Council Chronicle; a sale in May during Teacher Appreciation Week; ebook sales through Gale/Cengage; bookmarks and posters featured at the NCTE Annual Convention and CCCC Annual Convention; and visibility through the NCTE Online Store.

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 about 10 times a month to lists of nonmember faculty in teacher education, academic libraries, curriculum and instruction, high schools and 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.
- engaged in professional learning opportunities through NCTE-sponsored webinars.

New Titles (published July 2023–June 2024)

Building Critical Literacy and Empathy with Graphic Novels, Jason D. DeHart

Classroom Design for Student Agency: Create Spaces to Empower Young Readers and Writers, Lynsey Burkins and Frank Sibberson

Cross-Talk in Comp Theory, 4th edition, edited by Kristin L. Arola and Victor Villanueva

Reading the World through Sports and Young Adult Literature, Luke Rodesiler, Mark A. Lewis, and Alan Brown

Teaching Literacy Online: Engaging, Analyzing, and Producing in Multiple Media, Rochelle Rodrigo and Catrina Mitchum

Word Work: Practical Tools to Empower Language and Literacy Learning in the High School Classroom, Amber M. Simmons

Principles in Practice imprint

Cultivating Young Multilingual Writers: Nurturing Voices and Stories In and Beyond the Classroom Walls, Tracey T. Flores and María E. Fránquiz

Deepening Student Engagement with Diverse Picturebooks: Powerful Classroom Practices for Elementary Teachers, Angie Zapata

CCCC Studies in Writing & Rhetoric (SWR) Series

The Hands of God at Work: Islamic Gender Justice through Translingual Praxis, Amber Engelson

Living English, Moving Literacies: Women's Stories of Learning between the US and Nepal, Katie Silvester

Queer Techné: Bodies, Rhetorics, and Desire in the History of Computing, Patricia Fancher

Kurt Austin, Senior Books Editor

College Composition and Communication (CCC)
<https://cccc.ncte.org/cccc/ccc>

Overview

In 2024, we are set to publish will publish 23 scholarly articles plus the Chair's Address and Exemplar's Remarks. My last issue as editor is December 2024 – the draft of that issue's manuscript is already in the hands of NCTE Press. Over the past year, my assistant (Dr. Jill Chrobak) and I have been providing support to the incoming CCC editors, Matthew Davis and Kara Taczak, in addition to attending to the usual work of publishing the journal.

In 2024, we've still experienced the pandemic's impacts on submissions and reviewers. At the end of 2023, we believed the new, more stable NCTE press staff would help us bring publication of the journal back on time; however, while we have been mostly able to stick to our deadlines at getting an issue's manuscript to the press, we continue to experience late publication of both the online and print versions of those issues. In 2023, we were excited to hear about the move of NCTE journals to a new digital format; however, CCC has yet to experience that move to digital publication. In short, my experience as Editor of *College Composition & Communication* has only reinforced my previous impressions as CCCC Chair; that is, NCTE has yet to prioritize or even pay focused attention to the CCCC and its ever-shifting needs as a membership body.

Submitted by Malea Powell, Editor

College English

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.

Note: we have included a proposal to transition CE to a quarterly journal below. Our intention is to publish the same amount of content for each volume, but to produce four bigger issues rather than six smaller ones.

Editorial Team, 2023–24

Lori Ostergaard, Editor, Oakland University
Felicita Arzu-Carmichael, Associate Editor, Oakland University
Jim Nugent, Associate Editor, Oakland University
Megan Schoen, Associate Editor, Oakland University

Editorial Board

CE board members peer reviewed articles for two guest-edited special issues and they evaluated proposals for new special issues (one was selected).

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

Editorial Fellows

Following our 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 paused this program to determine how best to proceed.

We subsequently decided to make this a fellowship position, shifting the graduate students' responsibilities from being primarily journal-focused (i.e., aiding with one or two editorial reviews and assisting with issue production) to being more student-focused, involving four hours of mentored work every month for one year.

Editorial fellows will attend one editorial meeting every month so they can participate in discussions of individual articles and issues and help us identify new journal features and processes, and they will work with the editor or an associate editor to learn how to perform editorial reviews, select reviewers, co-author correspondence to authors, and shepherd articles through the entire review and publication process. Because we want our editorial fellows to have mentored experiences that demonstrate the whole range of work performed by journal editors, their first task will be to recommend revisions for our “advice to authors” document so that it better reflects the journal’s commitment to social justice, diversity, equity, and inclusion. While these are not paid positions, Lori will purchase NCTE memberships and journal issues for these colleagues.

This summer, we sent out a call for editorial fellows and invited four advanced PhD students to serve as editorial fellows 2024–25:

Amanda “Anie” Patterson Partin (she/her) is a Ph.D. candidate at East Carolina University whose in-process dissertation explores how non-denominational Christian churches can encourage and sustain cultural diversity efforts through their use of digital, embodied, and material rhetorics.

Haley Swartz (she/her) is a PhD candidate in rhetorics, communication, and information design at Clemson University. Her dissertation research addresses feminist rhetorics, disability studies, and reproductive justice.

S.B. “Bess” McCullouch (she/her) is working on a PhD in rhetoric, writing, and professional communication at East Carolina University. Her research involves ethics, visual rhetoric, embodiment, and gendered violence, and considers the intersection of the media and tech spaces.

Psyche Ready (she/her) is a PhD student in English at the University of Connecticut. Her dissertation will present a qualitative study that investigates the academic experiences of college students with mental illness.

2025 Special Issue

CE has a tradition of publishing theme issues and guest-edited special issues that address significant questions and provide access to cutting edge theory, research, and practice. We also believe special issues offer an opportunity for College English to support inclusion, equity, and social justice in the field. Thus, in March 2024, we circulated our second call for special issue proposals.

Editorial board members reviewed the proposals, and we selected one of those proposals to publish. In their proposal for a special issue, entitled “Informed Refusal: Theories, Pedagogies, and Methods for Imagining Consent in English Studies,” guest editors Sam Phillips, Violet Livingston, Timothy Oleksiak, and Stephanie West-Puckett described their proposed issue as “a provocation inviting thinking on consent beyond its enactment as a codified, bureaucratic process or as a form of protection against those who might do harm to others in more marginalized positions.” They framed this issue as an opportunity to engage our readers in “consent-based theories, pedagogies, and methods for practicing intentional relationships and working through education toward a more equitable and just future.”

We especially appreciated the invitational approach these guest-editors adopted for their CFP, scheduling a Zoom meeting to help prospective authors think through and develop their proposals and providing suggestions for how authors from across the field—composition, assessment, administration, rhetoric and literacy studies, digital and technical writing, creative writing, literature, and linguistics—might engage with the topic of consent/refusal. This special issue will be published in November 2025.

Amplifying the Contributions of Two-Year College English Faculty, Students, and Programs

In May 2024, we sent out our first call for a three-part symposium on two-year and four-year college connections and collaborations. We are working with Darin Jensen, editor of *Teaching English in the Two-Year College*, to develop this series of symposia, to be published in both *CE* and *TETYC* over the next three years.

These co-edited symposia will address issues and initiatives common to all college English faculty, and will highlight the work of two-year college faculty, students, and programs. Our first CFP did not result in many proposals, so we have selected one proposal co-authored by 3 two-year and 3 four-year college faculty and focused on collaborative problems and potentials in working across institutions. This work will serve as the gateway article into the series and be published in May 2025.

Because the response to our first CFP was low and because two-year college faculty have less time to dedicate to new research projects, this year we will invite a dozen, mostly new author/contributors to attend a Zoom meeting to encourage these faculty to contribute to our second symposium on *Dispatches from Two-Year Colleges*, which will address problems and solutions across higher-ed institutions from the perspectives of two-year college faculty.

Social Justice Initiatives

July Symposium: "The Homosexual Imagination: A Fifty-Year Retrospective"

Our first symposium was guest edited by Michael Faris and T J Geiger II and appears in the July 2024 issue. This symposium commemorating the 50th anniversary of the *CE* special issue, *The Homosexual Imagination*, looks back on the 1974 issue's significance as an achievement in the history of English studies and recognizes its importance as a site of possibility in the present moment. This symposium includes an introduction by Faris and Geiger, six short articles, and a comic.

September and November Special Issues on Critical Race Theory

Over the past 14 months, we have worked with editorial board member Aja Martinez and her co-editors, Louis M. Maraj and Frankie Condon, to develop two special issues addressing Critical Race Theory (CRT) in English studies:

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 featured counterstory, "Rodrigo's Travel Plans: Is a Right-Wing Coup Possible in the United States?" by Richard Delgado.

November 2024, *Critical Race Theory in English Studies: Policies and Institutions*, co-edited by Aja Martinez and Frankie Condon. With a foreword by Carmen Kynard, "Bridging the Issues: Just What Is Critical Race Theory and What Is It Doing in a Nice Field Like Ours?," a feature article by Jean Stefancic, entitled "On Joint Scholarship and Teaching," and an Afterword by Victor Villanueva. Members of the *CE* editorial board, editorial team, and others peer reviewed the articles for these issues.

Committing to Antiracist, Just, Equitable, and Ethical Practices

Since the beginning of our term, we have asked that our editorial board members, reviewers, special issue and symposia guest-editors, and authors read and commit to following the guidelines outlined in *Anti-Racist Scholarly Reviewing Practices: A Heuristic for Editors, Reviewers, and Authors*. In our correspondence with authors and reviewers we also ask that they follow the recommendations in the *CCCC Statement on Citation Justice in Rhetoric, Composition, and Writing Studies*. This fall our editorial fellows will help us to revise our author guidelines in light of the field's and journal's work towards social justice, diversity, equity, and inclusion and asking that our authors and guest editors also familiarize themselves with the *CCCC Statement on Editorial Ethics*.

Reviewers Added to Editorial Manager since November 2021

As part of our commitment to equitable and inclusive practices, and in an effort to provide better reviewer representation for our authors working in new research areas in the field, we have added 137 new reviewers to Editorial Manager, which represents an increase of 23.5% since we began our work in November 2021.

In addition, in order to better incentivize the vital, but uncompensated and largely invisible, work of our reviewers, we are creating a new "Review Board" for the journal. Invited Review Board members will be experts from across the field who have regularly reviewed for the journal and who will be recognized on our Masthead. These Review Board members will be asked to review two original submissions per

year.

Awards

Carmen Kynard's 2023 article, "Oh No She Did NOT Bring Her Ass Up in Here with That! Racial Memory, Radical Reparative Justice, and Black Feminist Pedagogical Futures," received the Richard C. Ohmann Outstanding Article Award and was selected to appear in Best of the Journals in Rhetoric and Composition 2023. This year we will nominate this exceptional article for the 2023 CWPA Outstanding Scholarship Award.

Editorial Queue

The numbers below reflect the submissions to Editorial Manager between July 1, 2023 and June 30, 2024, and do not include submissions to our guest-edited symposium.

Manuscripts Received: 98

Desk Rejections: 66 (67%)

Sent for Initial Review: 32

Reviewers invited to review: 157

Reviewers who accepted invitation: 64 (41%)

Accepted: 12 (13%)

Published in Volume 86: 16 articles, 1 review,* 1 symposium

* Three of the review authors we commissioned for May and July 2024 were unable to meet their deadlines, so those reviews have been moved to January and March of 2025.

Forthcoming in Issue 87.1 (12 short articles in special issue, plus editors' intro)

Forthcoming in Issue 87.2 (10 short articles in special issue, plus editors' intro, foreword & afterword)

Forthcoming in Issue 87.3 (2 articles and 2 review essays)

Forthcoming in Issue 87.4 (2 articles, 2 review essays)

Forthcoming in Issue 87.5 (possibly 2 articles and one symposium)

Proposal to Reduce the Number of *College English* Issues from Six to Four Annually

The *College English* editorial team proposes to transition the journal from six to four issues per volume. We intend to do so without changing the amount of content per volume: we merely request that the existing page budget be spread over four issues instead of two. We offer this proposal for three reasons related to our workload on both the front and back ends:

Coordinating reviewers has become considerably more challenging. The percentage of scholars who respond to invitations to peer review works has dropped from 87% to 41% over the past seven years. Other editors in the field have reported similar trends.

We have increased our mentorship. In an effort to encourage the development of new and upcoming voices in the field, we have increased the amount of substantive feedback we provide for desk-rejected submissions.

Continuous production is taxing. A six-issue publishing cycle—in which production is often underway on two issues in parallel, one in the manuscript stage and one in the production stage—adds a notable amount of cognitive, communicative, and scheduling labor to the editorial process.

In addition to simplifying the editorial process for the present editorial team, publishing quarterly will make the editorship of *College English* more appealing for future teams, and likely encourage a greater diversity of editorial applicants when our term ends in 2027.

The Reviewer Challenge

An increasing majority of our time editing *College English* is spent identifying and inviting reviewers. The following numbers document the percentage of invited reviewers who agreed to take on a review assignment over the past decade:

- 2013–2014, 75%;
- 2017–2018, 87%;
- 2019–2020 (pandemic), 82%;
- 2022–2023, 48%; and
- 2023–2024, 41%

This increase in the number of potential reviewers who decline to review results in additional work for the editorial team as we have to research potential reviewers, add new reviewers to the editorial manager system, and invite those new reviewers.

Increased Mentorship

We remain committed to mentoring authors by providing specific, encouraging, and substantive feedback in our desk rejections. The average desk rejection we send is 613 words long: those letters adapt some template language to the submission and provide a minimum of 300 words of additional, specific feedback along with suggestions for 2–4 other target journals the author might consider. By contrast, in 2014, most submissions that were desk rejected received only a form letter that listed five possible reasons why the work may have been rejected, with no additional, manuscript-specific feedback.

Both the time to identify and contact reviewers who will do this important work and the time we spend carefully composing specific feedback for authors whose work will not appear in the journal has resulted in additional time spent on the front-end, leaving us less time to perform citation checks, copyedits, and proof reviews for six issues every year.

Continuous Production

The current workflow for each issue comprises at least a dozen steps, generally requiring intervention from an associate editor to review and approve the changes being made at each step:

1. Receiving of the accepted manuscripts from the author
2. Formatting of the manuscripts and performing initial citation editing
3. Delivering the formatted manuscripts to NCTE HQ for copyediting
4. Receiving and reviewing the copyedited manuscripts from NCTE HQ
5. Preparing and delivering the copyedits to the authors
6. Receiving the reviewed copyedits from authors
7. Delivering the finalized manuscripts to NCTE HQ
8. Receiving the first proofs from HQ
9. Reviewing, dividing, and delivering the proofs to the authors with copy-marking instructions
10. Receiving and reviewing proof corrections from the authors
11. Delivering the proof corrections to NCTE HQ
12. Approving two final proofs

When two issues are in production simultaneously at different stages of this process, it adds considerably to the complexity. In the past, this has led to unnecessary delays in producing issues while waiting for communication and scheduling challenges to be resolved.

Editorial Content

As the numbers below demonstrate, over the past decade, *College English* has published 60 issues (54 regular issues and 6 theme or guest-edited special issues). A total of 152 feature articles were published in the 54 regular issues for an average of 2.8 feature articles per issue. As our research

demonstrates, this trend for fewer feature articles and shorter issues began well before the pandemic. Over the past ten

years, each College English volume has included an average of 15 feature articles, 3 review essays, and one symposium or comment/response.

If we reduce the annual number of issues to four, and assuming one of those is a special issue or theme issue, we will be able to publish 5–6 feature-length articles in each of the remaining 3 issues, in addition to 3–4 review essays and 1 symposium per volume.

Volumes 77–84 (2014–2024), 6 Issues per volume, 615 pages (the maximum allowed):

- Volume 77 (2014–2015) 18 articles, 4 reviews, 2 symposia, 596 pages
- Volume 78 (2015–2016) 15 articles, 5 reviews, 1 special issue, 1 comment and response, 618 pages
- Volume 79 (2016–2017) 13 articles, 2 reviews, 2 special issues, TYCA Guidelines (Ritter's last volume), 645 pages
- Volume 80 (2017–2018) 18 articles, 2 reviews, 2 comment and response, 556 pages
- Volume 81 (2018–2019) 13 articles, 2 reviews, 1 special issue, 1 report from the College Section Chair, 562 pages
- Volume 82 (2019–2020) 13 articles, 3 reviews, 1 comment and response, 638 pages
- Volume 83 (2020–2021) 16 articles, 2 reviews, 473 pages
- Volume 84 (2021–2022) 18 articles, 4 reviews, 1 special issue, 682 pages (lanetta's last volume)
- Volume 85 (2022–2023) 12 articles, 4 reviews, 1 theme issue, 551 pages
- Volume 86 (2023–2024) 16 articles, 1 review, 1 symposium, 489 pages

Lori Ostergaard, Editor

English Education

One major initiative for *English Education* in this last fiscal year was the publication of a two-part special issue focused on the ELATE Summer Conference theme of Centering Hope and Organizing for Justice. Dr. Nadia Behizadeh, current ELATE Chair, was the guest editor. Originally slated for one issue, the call generated enough interest to support two issues (56.2 and 56.3), resulting in the total publication of two editorials, three research articles, four (re)active praxis essays, and one symposium. Two of the articles are currently listed in the top five Most Read this Month: the symposium "Collective Dream for English Education" and Rubén González's "I've always had the abolitionist spirit in me": Preservice Teachers of Color and Pedagogies of Abolitionist Praxis."

A second major initiative was the journal's collaboration with the ELATE EC in creating the ELATE Discussion Series "Small Talk about Big Ideas" (slated for 26 Sept and 22 Oct 2024). Each virtual discussion focuses on an article published in *English Education*: Stephanie Anne Shelton's (2022) Janet Emig Award winning "Communities of Discomfort: Empowering LGBTQ+ Ally Work in a Southeastern Rural Community" and Rubén González's (2024) article noted above. While supporting professional engagement and building community, the series will also highlight the quality of publications in *English Education* while driving traffic to the journal's website.

These two initiatives engage with many elements of NCTE's vision statement (e.g., supporting access for more diverse voices, engaging with issues of power, creating and disseminating nationally recognized research) while engaging the ELATE community in collective knowledge building about/for meaningful ELA teacher education.

Respectfully submitted, Editor 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 Amy Burke, Aimee Hendrix-Soto, and Mandy Stewart, as well as Whitney Chandler, editorial assistant. This was the first volume year of the team's tenure. During the Volume 113 period (September 2022 – July 2023), Amy (associate professor), Aimee (assistant professor), and Mandy (professor) were faculty members in the Department Literacy and Language at Texas Woman's University in Denton, Texas. Whitney was a high school English teacher in the southeast. Susan Vargas-Sheltra, the journal's copy editor, operated out of Urbana, IL. Colin Murcay assisted with the final stages of publication for all issues except 113.6. Finally, the Secondary Section Steering Committee members contributed to 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 141 manuscript submissions to *English Journal* from January 1, 2023, through December 31, 2023. This is an approximate date range for submission deadlines for Volume 113 due to the change in editorial teams. Therefore, this number is our best estimate of submissions during the Volume 113 timeframe.

From the submissions, 48 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 113 of *EJ* had an acceptance rate of approximately 20.5 percent.

Columns and Columnists

Volume 113 saw the discontinuation of the following columns:

- Books in Review, Michelle Zoss
- NWP Voices, Jennifer S. Dail
- Teaching Shakespeare, Kevin Long and Mary T. Christel

The following column continued but with new editors:

- The Future Is Now, Luke Rodesiler and Alan Brown (former editors); Melinda McBee Orzulak and Danielle Lillge (new editors).

The following column continued with the same editor:

- LGTQIA+ Intersectional Identities (Stephanie Anne Shelton, editor)

The following columns were new beginning in Volume 113:

- Teaching in a Time of Censorship (Ann D. Davis, Annamary Consalvo, and Katharine Covino, editors)
- Black Youth Futures (Stephanie Toliver, editor)
- Critical Approaches to Literature Study (Jeanne Dyches)
- Reimagining Research (Tiffany DeJaynes)
- Teaching Multilingual Learners in ELA Classrooms (Melody Zoch, editor)
- Critical Curations: Developing Rich Text Sets (Nicole Amato and Katie Priske, editors)
- Telescopes: Possibilities in YAL (Arianna Banack, editor)
- Teaching and Composing Today (Deb Kelt, editor)

Poetry

The poetry section was edited by Alexa Garvoille. Peter Elliott stepped down after Volume 112.

Issue Themes

Four of the six issues that comprise Volume 113 had specific themes; the coeditors chose to devote two issues (113.2 and 113.4) to articles of general interest under the issue title “Perspectives and Possibilities”. The selected themes included the following:

- 113.1: Teaching with Hope, Teaching for Justice
- 113.3: Censorship and Resistance
- 113.5: What is English?
- 113.6: Affirming Queer and Trans* Identities and Experiences within Anti-LGBTQIA+ Contexts

Each issue in Volume 113 included a From the Editors essay and a High School Matters column essay (except 113.6 for which no High School Matters column was submitted).

Volume 113 consisted of the following:

- 6 From the Editors introductory essays
- 3 invited essays addressing the question “What is English?”
- 1 invited article about the 2022 honor books
- 1 invited essay by the NCTE Standing Committee Against Censorship
- 4 invited articles related to the science of reading movement in secondary contexts (written by P. L. Thomas)
- 48 peer-reviewed articles
- 5 High School Matters essays
 - 29 columns
 - 3 Speaking My Mind essays
 - 4 pieces of artwork

Coediting Responsibilities

The coeditors shared the duties of preparing all issues the General Interest issue of the journal

Anonymized Reviewing Process

EJ is referred by peer reviewers from North America, Asia, 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. Three hundred and thirty-six (336) reviewers completed reviewed of submissions for Volume 113.

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 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 articles and honorable mentions for Volume 113 will be announced at the Secondary Section Steering Committee luncheon at the Annual Convention in Boston, MA in November 2024.

Respectfully submitted,

Amy Burke, Aimee Hendrix-Soto, and Mary Amanda Stewart

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.

ELQ is working with other NCTE groups to create collaborative opportunities. For instance, Dr. Hiawatha Smith guest edited an *ELQ* special issue with the NCTE Early Career Educator of Color award winners. The October 2024 issue features experiences and insights from state affiliate presidents. Other publishing collaborations are listed in the following section.

Volume 46 (2023-2024) was published in the previous year. Below is a breakdown 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

Volume 47 (2024-2025) is presently being constructed. Below is a break down of the issues:

Issue 1: August, "Leading toward a Reimagined English Language Arts"

Issue 2: October, "Leading with State Affiliates"

Issue 3: February, "Leading with Care"

Issue 4: April, "The Role of Educational Leaders in Countering Fat Phobia and Hate in PreK-12 Schools and Teacher Education," guest edited by Dywana Smith, Kenesha Johnson, and Susi Long

Cody Miller, Editor

Language Arts

Editorial Team

Co-editor: Sandra L. Osorio (Erikson Institute, Chicago)

Co-editor: Rebecca Woodard (University of Illinois Chicago),

Co-editor: Rick Coppola (Chicago Public Schools and University of Illinois Chicago)

Research & Policy Column Editor: Brian Kissel (Vanderbilt University)

Perspectives on Practice Column Editors: Valente' Gibson (Jackson Creek Elementary, Columbia, SC)

Civic Literacies Column Editors: Chris Hass (James Madison University)

Writing Matters Column Editor: Tracey Flores (University of Texas, Austin) and Emily Machado (University of Wisconsin, Madison)

Children's Literature Reviews: Aerial N. Johnson (Teachers College Reading and Writing Project, Columbia University)

Editorial Assistant: William Peek (University of Illinois Chicago)

Submission Types

We have two different submission types: 1) feature manuscripts (6,500 words) and Perspectives on Practice (1,500 words).

Feature Articles include original research studies of literacy and language, preschool-grade 8.

Characterized by methodological and theoretical soundness, Feature Articles include portraits of the language arts across multiple contexts and modalities, provide clear implications for teaching and learning, and make a significant contribution to advancing knowledge in the field. We also consider submissions that are conceptual in nature and that attend to broader issues, research trends, and policies shaping the field of language arts. (approximately 6,500 words)

Perspectives on Practice submissions speak directly to the diverse practitioners of the language arts, including teachers, librarians, literacy specialists, children's book authors and illustrators, professional development providers, and more. Submissions may include a description of an innovative teaching strategy; an exploration of promising new apps, book series, or games that support literacy learning; insights related to creating children's literature; professional learning opportunities that nurture inquiry and reflection; perspectives on current or controversial issues in the field of language arts; or additional topics determined by the author. These first-person contributions are chosen by the column editor Valente' Gibson and are engaging and accessible to the multiple audiences of Language Arts (approximately 1000-1500 words).

Volume 101 Overview

Volume 101 included six issues: September 2023: Centering Blackness in Pedagogy & Practice, November 2023: Visions & Viewpoints, January 2024: Cultivating Inclusive Classrooms that Honor Difference and Dis/ability, March 2024: Visions & Viewpoints, May 2024: Honoring Asian American and Pacific Islander (AAPI) Communities, Viewpoints, & Experiences, July 2024: Fostering Civic Discourse. These included the publication of 16 feature articles, 12 Perspectives on Practice, 21 columns, and 7 award pieces.

Columns included Civic Literacies, Writing Matters, Children's Literature and Research, Policy, and From Language Arts to Learning Communities to support the application of the theoretical into practice. We also have a one pager in issue called Know Your Village that highlights notable contributions from members of our literacy community.

We are proud of the thematic foci in these issues, and their connection to the justice-oriented vision of NCTE's organizational vision.

Rebecca Woodard, Co-editor

Research in the Teaching of English (RTE)

Editors: Mollie Blackburn, David Bloome, Dorian Harrison, Michiko Hikida, Laurie Katz, Stephanie Power-Carter, The Ohio State University

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 research on 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 for educators and scholars interested in English teaching, literacy, and learning across all levels, from preschool to adult, and multiple contexts, including transnational and global spaces.

Since our first year as the editorial team, we have advocated and worked towards technological advancements that can help redefine *RTE* as a research journal. We are especially eager to improve the accessibility and visibility of the journal and its published manuscripts. We are also committed to voice the challenges faced with the current technological infrastructure for reviewing manuscripts.

In the first year as the editorial team, we had to employ our resources and networks to start and maintain a steady flow of diverse and high-quality manuscripts. We are glad to report that in our second year, we have been able to achieve that. We have held true to our vision to publish new and innovative scholarship on the teaching of literacy and English education. For both volumes 58 and 59, new journal covers have been designed that feature artwork from P–12 students.

The Field of Literacy

In our second year as editors of *RTE*:

Issue 58.2

- This issue featured manuscripts on queer temporalities, and transnational youth expressing religious being and belonging through writing
- Peer reviewed manuscripts: Ryan Schey; Mary M. Juzwik, Matthew R. Deroo, Christina Ponzio, and Lance Wheatley
- Conceptual review: Catherine Compton-Lilly
- Epistemological interview (in Spanish and English): David Poveda's interview conducted by Judith Kalman
- Presidential Address: Alfredo Celedón Luján

Issue 58.3

- This issue featured manuscripts on speculative genre awareness, literacies of dignity, and high school teachers' online poetry community
- Peer reviewed manuscripts: James Joshua Coleman; Danielle R. Filipiak; Sarah J. Donovan, Jennifer Guyor-Jowett, Denise Krebs, and Maureen Daley
- Epistemological interview: Yonas Mesfun Asfaha's interview conducted by Lydia Kiramba
- Annual Annotated Bibliography

Issue 58.4

- This issue featured manuscripts on college composition instructors' responding to student writing, critical content analysis of rural representation in middle grade novels, and empathizing stance in classroom argumentation
- Peer reviewed studies: Carolyn Wisniewski; Rachelle Kuehl and Karen Eppley; Min-Young Kim and Sanghee Ryu
- Epistemological interview: Marjorie Elaine's interview conducted by Antero Garcia
- Presidential Address: María Fránquiz

Issue 59.1 (in press)

- This issue featured manuscripts on supporting biliteracy in the English Language Arts through family partnership, an eight-year longitudinal study of an English Language Arts teacher's developmental path through multiple contexts, and a college composition instructors and students' orientations toward translanguaging in writing
- Editor's introduction on epistemic injustice and search for ways of language research
- Peer reviewed studies: Mary Armanda Stewart and Douha Abbasher; Peter Smagorinsky and Stacia Long; Havva Zorluel Özer
- Epistemological interview (in Portuguese and English): Gilcinei Teodoro Carvalho's interview conducted by Leandro Diniz
- Issue 59.2 (in press)
- 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)
- Guest Editor's introduction and manuscripts on the Language of Belonging, Naming Our Truths, Remembering Who You Are, Language and Culture Negotiations, and Playmaking with Afrodiasporic Youth in Philadelphia

Issue 59.3 and 59.4 – Plan

Unsolicited manuscripts focusing on bilingual writing, sexual assault narratives in classrooms, multilingual literacy and ideas of personhood, and humanizing writing in elementary grades

Diversity of Voices

Our team has been dedicated to increasing diverse voices reporting on wide range of topics for the journal. Data shows that we are on track to meet this goal by maintaining a steady stream of high-quality diverse manuscripts. Considering all publications in Volume 58 and Volume 59 issues #1 and #2 (which consist of the currently published issues under our editorship), our analysis shows an equal number of publications authored by people identifying as BIPOC and people identifying as White. Of the published manuscripts so far, only 4 authors are located outside the U.S. It is our goal to increase the number of authors located outside the U.S. and manuscripts in the "pipeline" suggest that there will be an increase in the number of international authors.

Policy Documents

We have created the following documents and drafts to highlight the importance of and provide language for certain issues:

- A document highlighting the need of reflexivity during the research and writing process, specifically focusing on inclusion of positionality statements in research manuscripts.
- A document underlining the importance of citation justice in research

- A first draft for use on Artificial Intelligence in research on the teaching and learning of literacy, literature, and language arts

New *RTE* Webpage

With the help and support of NCTE Executive Director Emily Kirkpatrick, Colin Murcraay, and the NCTE Presidential Team, *RTE* (and other NCTE journals) have a new publications webpage with many features that allow for a more substantive interaction with members, readers of the journal, and others. Some of the anticipated affordances included online supplemental materials to accompany published articles, better statistical information (e.g., citation frequency), early online publications, and many more. These features will help the visibility of the journal and increase the overall reputation of the journal. Unfortunately, many of the deliverables have yet to be realized.

Existing Revision Software: Editorial Manger

When we started our editorship, we noticed that the Editorial Manager was not intuitive and user friendly. It presented us with a plethora of procedural issues that we have to deal with and that are continuing. There are continuous problems experienced by authors, reviewers, and us. Calls for the replacement of Editorial Manager have been made by the past three editorial teams (including ours). With the recent change of leadership in the publication team, many of the technological changes that were in process have become de-prioritized and the promise of replacing Editorial Manager seems to have been “taken off the table.” Moving forward, we invite a dialogue with NCTE leadership and the publications team to help share details about the impacts of this on the overall access to and reputation of the journal.

New *RTE* Post Acceptance Review Software: Kriyadocs

- We are one of the first journals to work closely with the NCTE and the Kriyadocs team to test run and fine tune the software to make it user friendly and time efficient for all stakeholders involved in the process from post acceptance to printing.
- We have been actively and routinely flagging the issues to push for continuous improvement of the software. We have created a series of “work-arounds” to make the software more usable for authors reviewing copyedited manuscripts.
- While we believe that the Kriyadocs system has potential, there is a need for better coordination between the NCTE journal publications office, the Kriyadocs team, and ourselves as journal editors. The lack of coordination and the lack of understanding the needs we have as editors has led to delays in the publication of *RTE* issue volume 58, issue #4 and volume 59, issue #1.

Language Affordances of the New *RTE* Web Page

RTE has been publishing some of the Epistemological Interviews (interviews with renown 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) is 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.

- 58.2: The first of these was an interview with David Poveda (University of Madrid, Spain) conducted by Judith Kalman (CISE, Mexico) in Spanish.
- 59.1: The second of these was an interview with Gilcinei Teodoro Carvalho (Federal University of Minas Gerais) conducted by Leandro Diniz (Federal University of Minas Gerais) in Portuguese.

The *RTE* Editorial Review Board

There are 137 scholars on the *RTE* editorial review board. Of these, 19 are located outside the US 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.

- We correspond with the Editorial board virtually (via email) and meet at the annual NCTE conference.
- We sent out *RTE* lapel pins and letters of gratitude to Editorial board members to acknowledge 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 towards increasing our reach and promoting new scholarly voices within the journal. To meet this goal, we are engaged in the following endeavors:

- At NCTE 2023 in Columbus, OH, we led a session focused on writing a social justice research article in literacy, literature, and language arts education: challenges, complexities, and contributions.
- At NCTE 2023 in Columbus, OH, we led a session focused on making a research-based argument in composing an article for *Research in the Teaching of English*.
- At NCTE 2023 in Columbus, OH, we met with potential authors during “meet the editors” session.
- At NCTEAR 2024 in Austin, TX, we met with presenters to help encourage their manuscript submissions.

Journal Accountability Report

We joined as an editorial team in mid-2022 and have been able to not only increase the number of submissions received but also maintain their steady flow. The following is an overview of the number of manuscripts received by *RTE* (in reading the table below it may be helpful to know that our team became the editors of *RTE* in April 2022 with public notice of our editorial team as the new editors of *RTE* made in March 2022).

2021: Jan 12, Feb 15, Mar 11, Apr 14, May 4, Jun 4, Jul 4, Aug 4, Sep 5, Oct 1, Nov 1, Dec 2, Total 77

2022: Jan 2, Feb 0, Mar 7, Apr 2, May 7, Jun 10, Jul 10, Aug 16, Sep 6, Oct 9, Nov 18, Dec 15, Total 102

2023: Jan 12, Feb 7, Mar 10, Apr 12, May 26, Jun 8, Jul 10, Aug 12, Sep 8, Oct 15, Nov 21, Dec 7, Total 148

2024: Jan 26, Feb 20, Mar 13, Apr 13, May 15, Jun 19, Jul 19, Aug 17, Total 142

We worked closely with the publication director, Colin Murcray, to maintain an alignment between *RTE* and NCTE processes. We met weekly to discuss publication queues, review management systems, and relevant issues.

According to the electronic editorial review system (Editorial Manager), from July 1, 2023, through June 30, 2024:

- There were 180 manuscripts submitted to *RTE*.

- Of these 180 submissions, 130 were desk rejected (not sent for review), that makes up about 72% of all submitted manuscripts. Of these desk rejected manuscripts, it is our impression (no direct way of calculating this in EM, so these calculations were done manually) that approximately 65% were manuscripts not on an appropriate topic, usually a manuscript on the teaching and learning of English as an additional language, English as a foreign language, or English for specific purposes. Around 30% were desk rejected because the methods or theoretical framework needed to be strengthened significantly. For this kind of desk rejects, the authors were often sent a mentoring style letter outlining the ways their manuscript could become publishable. The remaining 5% were desk rejected because they were not complete and/or did not adhere to *RTE* submission requirements (e.g., author names were not masked).
- 11 manuscripts have been accepted and have either been published or are in queue for publication. 43 manuscripts received a revise and resubmit letter and 34 of those revisions came back. 18 manuscripts underwent the peer review process and were rejected after being provided detailed feedback by the reviewers and the field editors. 10 manuscripts were sent revise and resubmit letters and are awaiting revisions by the author. 14 manuscripts are currently under review.
- Over 242 external 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 169 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 94.4 days (about 3 months).

Impact of the Journal

As of now, our google citations are at an average of 0.76. This number needs to be understood as constituted by articles that have been published 12 months ago, 9 months ago, 3 months ago, and 1 month ago. As such, the 0.76 google citation rate is not comparable to an impact factor which is calculated on articles cited within 1 year of publication, 3 years of publication, and 5 years of publication. Extrapolating the 0.76 google scholar citation rate over a 12-month period for all published articles, we would anticipate a citation rate above 1.5.

Our team continues to grow the number of submissions to the journal and adhere to national standards for publishing to improve the journal's overall impact (one measure of which is Citation Impact Factor – although it is not the only valid assessment). Additionally, in working with Colin Murcay, we were hoping to improve access to the manuscripts through early online publishing opportunities, some articles are available in multiple languages and ensuring that authors have access to metrics for their published work. At this point, given the data available to us, we cannot calculate an Impact Factor as traditionally calculated. According to Scimago, there were a total of 127 citations in 2023 (which covers both the end of the previous editors' tenure and our beginning tenure).

The maximum number of views of an article published over 12 months ago is 2000. The maximum number of views on an article published over 6 months ago is 130. The maximum number of views on an article published over 3 months ago is 200. In brief, the number of views of the articles that have been published so far in *RTE* under our editorship shows high interest in those articles. (Given that *RTE* has a diverse readership—researchers, teacher educators, educators who work directly with P–16 students, and others—the number of views would seem to suggest that the articles are of interest to a broad range of readerships.

Since authors put in a great deal of intellectual work to compose the articles published in *RTE* articles, we have a commitment to do what we can to spread their work further. It is our hope that the potential affordances of the new *RTE* web page can be employed to help disseminate the articles published in *RTE*. These affordances include weekly publication alerts, online first capabilities, and podcasts.

Challenges

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

- Since the beginning of our editorship, technological and administrative issues with Editorial Manager (EM) continue to present process and production challenges. Reviewers and authors have voiced their concerns with the clunkiness of the software and issues with logging in and downtimes.
- The newly introduced Kriyadocs continues to present technological and access issues for the editorial team, copywriters, and authors. Access issues sometimes delay simple edits by days and weeks. An excessive amount of hours has been spent fixing formatting issues with documents, emailing and calling the Kriyadocs team, and setting up additional meetings with Jon Reigelman to try and correct the errors with typesetting. Increasing access by the *RTE* editors to all aspects of Kriyadocs would facilitate the processing of manuscripts through the post-acceptance publication process, reduce the workload of the *RTE* editors, and shorten the time and effort needed to process manuscripts.
- Unanticipated change in NCTE journal management has led to delays in our publication queue.
- Authors put in intellectual work to publish articles, and we want to do be able to create more opportunities to improve the visibility of our published manuscripts. Publication alerts were highlighted as part of the new website. We registered to receive the updates but there are no updates being sent out from the website.
 - The current alert design does not increase visibility for the journal. Currently, you must be a member of NCTE to receive alerts. This is not standard practice across research journals. By allowing non-members to have access to the journal alerts, we increase the likelihood that individuals will subscribe to the journal.
- Authors appreciate receiving early access publishing. Additionally, most top tier journals provide these features for authors. This was supposed to be a key feature offered with the new publication website; however, this feature has not been moved forward and/or approved to date.
- Managing orthography for epistemological languages in languages other than English has been a challenge. We want to explore publishing epistemological interviews in languages with alphabetic and logographic variations that differ from that of English such as Chinese, Arabic, Korean, Japanese, Hindi, etc., but unavailability of inhouse expertise to enable copyediting and related processes and lack of resources to hire external expertise has been a challenge.
- 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.
- The *RTE* journal information is spread across two websites which leads to confusion on the part of reviewers, authors, and subscribers/members. The older site is here: <https://ncte.org/resources/journals/research-in-the-teaching-of-english/>. The new site is located here: <https://publicationsncte.org/content/journals/rte>. It is critical that the older site be removed and that the url to the old *RTE* site take users to the new *RTE* website.

- Communications with NCTE continue to be a challenge. We are extremely pleased that Jon Reigelman has continued a practice initiated by Colin Murcray in joining the *RTE* editors' team weekly team meetings. It is our view that such a practice increases communication and mutual understanding of the successes, frustrations, and challenges faced by all those involved in the publication of *RTE*. It is our view that two other sets of communications need to be established and institutionalized:
 - communication among the editors of all NCTE journals (so we can learn from each other, identify common challenges and potential solutions, etc.)
 - communication directly with NCTE leadership (e.g., the Executive Director, the Presidential team, the Executive Committee) so that NCTE can be aware of and also share their views on the goals, accomplishments, challenges, etc., with *RTE* and the other NCTE journals.

Submitted by Axa Khalid Warraich

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, consistent with the NCTE Vision that aims to “actively engage families, community members, administrators, colleagues, and other stakeholders and contribute to and critique policy at the local, state, and national levels” (<https://ncte.org/about/>). *Talking Points* publishes two issues per year, in October and May. In this update, we report on activity surrounding publication of the October 2023 (35:1) and May 2024 (35:2) issues. We also describe progress toward the October 2024 issue.

Talking Points published eight manuscripts in the October 2023 and May 2024 issues. Six of these were peer-reviewed articles; the others were reviewed by the editors, including a photo essay and a Classroom Voices piece. Each issue also included a message from the president of LLA, an editors’ letter, and cover art supplied by student artists. Calls for upcoming issues are printed in each published issue, posted on the *Talking Points* webpage (<https://ncte.org/resources/journals/talking-points/write-for-us/>), and shared via social media.

The October 2023 issue, themed Literacy in National and International Contexts, highlighted meaningful literacy interactions in various global arenas. Articles drew attention to the role multilingual children play in mediating language, culture, and relationships; described opportunities for Chinese American families to explore language and heritage through book conversations; and examined ways that international mindedness supports the development of transnational students’ literacy identities. Finally, a photo essay illustrated collaboration between teacher educators and Atayal communities to implement curricula that sustains indigenous language and culture. This issue reinforces the commitment of NCTE to “strengthen cross-community connections, information sharing, and organizing to collaborate more powerfully” in national and international contexts (<https://ncte.org/about/>).

The May 2024 issue, themed Using Participatory Literacy Practices to Build on What Students Know and Care About, celebrated the powerful impact of participatory literacy practices that build on students’ interests and intentions. Articles included a study of seventh-grade students contributing to curriculum development through an exploration of abolition; a reflection on the impact of translanguaging pedagogies to challenge hegemonic, neocolonial, and white supremacist classroom structures; and a consideration of responsive pedagogical practices that meet the challenges of standardized learning and assessment. Finally, a Classroom Voices piece featured an interview with a student activist who demonstrated literacy as social practice. This set of articles exemplifies the NCTE Vision to “deepen every student’s consciousness of worth and widen possibilities for all students’ access, power, agency, affiliation, and impact, across a lifetime” (<https://ncte.org/about/>).

The October 2024 issue, currently in its final stages of publication, will celebrate the efforts of educators to persevere through increasing challenges presented by curricular mandates, book bans, and political harassment as they continue to support their students’ genuine, socially just, and joyful literacy growth.

The current *Talking Points* editors conduct a virtual bi-weekly planning meeting and also attend monthly LLA board meetings to share their vision for the journal and their goals to honor the intentions of the organization. Co-editors work closely with NCTE staff to meet production deadlines. We have been committed to a hands-on approach with our authors, participating in editorial and content support. *Talking Points* editors have participated regularly in the Meet the Editors forum at the NCTE Annual Conference.

As we complete our tenure as *Talking Points* editors, we would like to express our gratitude for the involvement and support of Talking Points authors and reviewers; NCTE staff members, most especially Tom Tiller; and the LLA Board for their ongoing commitment to the mission of Talking Points. We look forward to working with the incoming team as they transition into their positions as editors who will continue to engage parents, classroom teachers, and researchers in the essential goal of ongoing reflection in the field of literacy and language.

Respectfully,
Sherry Sanden and Patricia Paugh, Co-Editors

Teaching English in the Two-Year College (TETYC)

Of Note:

Submissions to the journal increased nearly 50% this year. We are still not back to pre-pandemic levels but if this trend continues, we will be there for by the next annual report.

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 to four months behind on the journal. The production office is overworked, too, and the journal is increasingly late.

Activities relevant to the journal

- I co-facilitated an MLA Institute on Reading and Writing Pedagogy sponsored by Salt Lake Community College and the University of Utah this year. This institute and others nationally will become the basis for a special issue in the future.
- I attended the journal editor roundtable at NCTE in 2023 and will do so again in 2024.
- New symposium series in conjunction with College English forthcoming
- Small feature in the [Council Chronicle](#) on the journal and two-year college writing studies

Issues

- Sept 2024–Special issue on alternate grading practices–being copyedited as of the writing of this report
- May 2024–2nd-page proofs complete–will be published this week
- Dec 2023–special issue on Pathways
- Sept 2023–regular issue

Upcoming Issues

- Writing Center Special issue–guest editors Clint Gardner and Sarah Z. Johnson
- Race and Two-Year Writing Studies–guest editor Charissa Che
- Looking back on 2020-2025 in TETYC–best of with symposia reflecting on important scholarship and a new article from Holly Hassel following up on her seminal research gaps article from TETYC.
- Special issue on MLA institutes and the scholarship they are producing

Future Planning

- My last issue is May 2026–the job ad is written and the process for finding the new editor should be underway.

Journal Accountability Report

Summary of activity for the journal office between Sep 01, 2023 and Sep 01, 2024.

This report was run Sep 15, 2024.

Submission Statistics

New Manuscripts Received (by First Receipt Date) <i>Bona Fide manuscripts submitted by Authors during the specified time period. This number may include submissions that have been removed by the journal office and manuscripts that have been submitted, but have not yet been assigned to an Editor.</i>	62
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<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>	62
<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>	37

<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>	29
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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	25	4
Revisions Declined by Author	1	1
Average Turnaround Time for Author (days)	78.8	8.5

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>	3.1
<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>	4.6
<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>	38.3

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>	154
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Agreed to Review <i>Number of Reviewers invited during the time period who agreed to review and are still working on their reviews.</i>	9
Reviewers who Completed Reviews <i>Number of Reviewers invited during the time period who agreed to review and have completed their review.</i>	64
Declined to Review <i>Number of Reviewers invited during the time period who declined to review.</i>	6
Have not Responded to Review Invitation <i>Number of Reviewers invited during the time period who have neither agreed nor declined to review.</i>	0
Uninvited Reviewers <i>Number of Reviewers invited during the time period who were subsequently un-invited by the Editor.</i>	22
Terminated Reviewers <i>Number of Reviewers invited during the time period whose roles were subsequently terminated by an Editor who chose to make a decision without waiting for the review to be completed.</i>	53

Reviewer Performance Averages

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

Days to Respond to Invitation <i>Average number of days between date Reviewer was invited and date Reviewer agreed or declined to review. Note the Reviewer may have been invited at any time; this calculation includes reviews that were agreed to or declined during the specified time period.</i>	0.7
Days to Complete Review (from Date Invited)	21

<i>Average days between date Reviewer was invited to review and the date the review was completed.</i>	
Days to Complete Review (from Date Agreed to Review) <i>Average days between date Reviewer agreed to the review invitation and the date the review was completed.</i>	20
Number of Reviews per Reviewer <i>Average number of reviews completed by each Reviewer during the time period.</i>	1.5
Number of Late Reviews <i>Total number of reviews completed after the due date.</i>	22
Average Days Late <i>For all the Late Reviews specified above, the average number of days those reviews were submitted after the due date.</i>	9.3
Number of Early Reviews <i>Total number of reviews completed on or before the due date.</i>	42
Average Days Early <i>For all the Early Reviews specified above, the average number of days those reviews were submitted on or before the due date.</i>	13.3

Reviewer Recommendation Summary

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

Reviewer Recommendation Term	Reviews Completed	Frequency of Recommendation
Accept	13	20.3%
Accept Conditionally	18	28.1%
Decline to Publish	13	20.3%
Revise and Resubmit	20	31.3%
Total Reviews Completed	64	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	7	10.9%	27.9
Accept Conditionally	15	23.4%	52.5
Do Not Accept	25	39.1%	35.8
Revise and Resubmit	17	26.6%	39.5
Total Editor Decisions	64	100%	39.8

Revision 1

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	14	70%	8.6
Accept Conditionally	3	15%	28
Do Not Accept	1	5%	33
Revise and Resubmit	2	10%	33.5
Total Editor Decisions	20	100%	15.2

Revision 2

Editor Decision Term	Total Decisions	Frequency of Decision	Average Time to Decision
Accept	5	100%	28.8
Total Editor Decisions	5	100%	28.8

Summary of Correspondence History

Summarizes all letters sent during the specified time period.

Letter Purpose	Letters Sent
Author Notice - MS Outside of Publication Scope	13
Author Notice of Manuscript Number	65
Author Requests Deadline Extension on Revision	2
Author Submits New Manuscript Confirmation	62
Author Submits Revision Confirmation	29
Editor Decision - Accept	25
Editor Decision - Accept Conditionally	18
Editor Decision - Do Not Accept	25
Editor Decision - Revise and Resubmit	19
Editor Notice Reviewer Agrees to Review	132
Editor Notice Reviewer Declines to Review	6
Incomplete Submission Deleted - Notification	2
Incomplete Submission Deleted - Warning	3
Journal Office Notice All Reviews Complete	22
Journal Office Notice Author Declines to Revise	4
Journal Office Notice Completed Review	64
Journal Office Notice Editor Decision Notification	86
Journal Office Notice New Submission	124
Journal Office Notice Revised Submission	58
PDF Built and Requires Approval	134
Reviewer - First Late Reminder	24
Reviewer Instructions and Due Date	132
Reviewer Invitation	172
Reviewer Invitation Declined	6
Reviewer Notification of Editor Decision	118
Reviewer Reminder - Before Due Date	41
Reviewer Requests Deadline Extension on Review	2
Reviewer Thank You	64
Reviewer Uninvited Notice	37
Terminate Assignment	3

Prepared by Darin Jensen, Editor

Voices From the Middle (VM)

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

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FOURTH VOLUME YEAR IN PROGRESS

Volume 32 is well underway, and our first issue will be published in September. This volume year will involve several conversations on a theme we've selected, "Placed in the Middle." 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. As we work with our dedicated contributors on this exciting series of issues, we've announced the following calls for manuscripts for Volume 33 that we are calling "Fiercely in the Middle."

Fiercely in the Middle

As we wrap our term as editors, we want to take a moment to celebrate you, our readers and our writers. This final year is devoted to what Kass Minor calls "teaching fiercely": "To teach fiercely is to be in community with your students and yourself; it's stepping outside yourself and looking into your soul. And not just your teaching soul, but your soul soul, because those two things aren't separate." During our tenure at *Voices*, we have had the opportunity to glimpse so many beautiful souls, and we have delighted in sharing these souls with our readers. But we also know that in the day-to-day grind, while we may admire the souls of others, as teachers, we often don't stop to look into our own souls. Further, we recognize that current times are trying times in the field of education. As such, we can't help but be drawn to Minor's "Structured Generator of Hope," as a way to transform dominant school cultures—cultures that are standardized, competitive, and transactional—into places of future goodness—places that are humane, collaborative, and relational. Thus, this year we ask you this year to dream with us and imagine ways that ELA teachers can teach fiercely and make change in our middle level classrooms. We hope to explore ways to nourish the young adolescents we teach so that they are prepared and excited to do the work needed to change our world. We want you to share rituals that prepare students for collective collaboration. And most of all, we want to inject joy, justice, and agency into our students' everyday lives.

Dreaming and Collaborating toward Future Goodness

September 2025

Dreams. Everyone has them. Unless they don't. As Luvvie Ajayi Jones writes in her blog post, "We need to keep dreaming, even when it feels impossible." Here's why, dreams raise our hopes, and too often we are afraid of being disappointed, so we choose to dream small or not at all. Yet dreams are the basis of change. And collaborative dreaming can make us unstoppable. We know the language arts are a place to foster and to expand our dreams. Through them, we can, as Jones

urges, “give ourselves permission to be who we want to be, even if we don’t have the blueprint yet.” So how, as ELA teachers, can we prepare our students to “draw the map, so someone that comes behind us won’t get lost”? In this issue, we invite you to dream and collaborate with us as we imagine ELA classrooms that embody goodness. How do you integrate maps in a way that allows students to develop goals in imaginative ways? How do you let imaginations run wild so that students can achieve previously unimaginable accomplishments? How do you model your own dreaming, giving your students permission to do the same? How do you engage students in acts of meaningful listening so that they may dream together? In what ways do you use literature and writing to illustrate the power of “what if?” Ultimately, as Jones states, “When our dreams are big, we’re telling the folks who know us that they don’t have to be small either. When our dreams come true, we’re expanding the worlds of others because now they know theirs can too.” How do you dream big?

Manuscripts Due: December 15, 2024

Nourishing Positive Human Connection
December 2025

Minor focuses on the need to develop thought sanctuaries, which include thought partners, rest, and engagement in multiliteracies, as a way to nourish and nurture positive human connections. Thought is just one of the six language arts, yet it is essential to the success of the other five: reading, writing, speaking, listening, viewing, and representing. Upon reflecting upon Minor’s work, we wonder—how much emphasis is put on thought in our ELA classrooms? Are we so caught up in production and meeting standards, that we neglect creating the thought-sanctuaries needed to make real change? We invite you to muse alongside us. How can we privilege thought in our learning spaces? What roles do thought partners play, and how do we develop these connections? How do we allow time for rest so that our students feel refreshed and capable of new ways of thinking? In what ways do we use multiliteracies to develop thinking? How do we ensure all students’ needs are met so that they are free to engage in thought? What ways do we encourage joyful curiosity? How do we underscore flexible thinking, and how can we be willing to work within loose or absent agendas?

Manuscripts Due: March 15, 2025

Building Community through Rituals
March 2026

In their work on creative problem solving, the design thinking company IDEO stresses the importance of rituals to develop a culture of collaboration—and collaboration will need to be fully developed in order to build a just world. Minor also stresses the need for school communities to have “opportunities to contribute materials to the build in the form of knowledge, culture, and resources that work toward shared values.” Rituals, she notes, will contribute to making the connections needed to engage in such building. As ELA teachers, we often study rituals in the stories we teach, but how often do we actively build rituals with our students? And how do we help our students see the benefits of the rituals we do engage in? In this issue, we invite you to consider the role of rituals in ELA classrooms. How can we use rituals to connect our work in the classroom to topics and issues that are meaningful to students? How do we consider multiple perspectives when developing rituals? How can rituals help students take ownership over their work or develop new skills and perspectives? What rituals do you use to build trust in the learning community? What opportunities do you provide for students to expect messiness, to engage in trial and error, to fail—and how do rituals assist in this process?

Manuscripts Due: June 15, 2025

Reflecting Upon Joy, Justice, and Agency
May 2026

Minor reminds us that “To move forward, we must look back.” If we are going to teach fiercely in order to bring about joy, justice, and agency, we must have a strong and clear understanding of where we’ve been and the forces and factors that have impacted our histories and systems. Yet, she also cautions us that we cannot reflect upon new ideas and information without thoughtfulness. It can be difficult to implement learning experiences we haven’t had ourselves, making this work challenging. Thus, we have to build our mental models for joy and justice in school by “developing rituals that build the muscles for collaboration, nourishment, building, and reflection.” And we have to continually remind ourselves that alone, we cannot determine what is just or brings joy to others. So how can we, as educators, teach in a way that brings joy, justice, and agency to our students, as well as ourselves? How do you help students understand that justice is a journey rather than a destination? In what ways do you build students’ social literacy skills—their ability to determine when to say what, with whom to speak, and what the general affect of the communal space might be”? How do you teach students to interrogate the media they consume on a daily basis so that they have a better sense of the worlds’ strengths and its failings? How do you build racial literacy into your pedagogy so that students’ begin to recognize acts that other those in their communities? When do you provide opportunities for students to experience somatic literacies so that they recognize how their bodies are reacting to environments? How do you infuse joy into learning? How are you providing students with opportunities to define justice? How do you give agency to your students?

Manuscripts Due: August 15, 2025

EDITORS: SHANETIA CLARK, ROBYN SEGLEM, & MATT SKILLEN



**REPORTS OF
THE ASSEMBLIES**

Assembly for Expanded Perspectives on Learning

The Assembly for Expanded Perspectives on Learning (AEPL), an official assembly of the National Council of Teachers of English as well as an officially recognized standing group of the Conference on College Composition and Communication, is open to all those interested in exploring the boundaries of teaching and learning beyond traditional disciplines and methodologies.

Areas of interest include, but are not limited to: aesthetic, emotional, and moral intelligence; archetypes; body wisdom; care in education; creativity; felt sense theory; healing; holistic learning; humanistic and transpersonal psychology; imaging; intuition; kinesthetic knowledge; meditation; narration as knowledge; reflective teaching; silence; spirituality; and visualization. Language and vernaculars; ways of seeing as related to different communities. Alternative ways of learning. Environmentalism and social justice. AEPL invites participation in its many events, including AEPL's annual summer conference, JAEPL (The journal for AEPL), the AEPL Newsletter, national conference workshops, panels, and special interest groups at the College Composition and Communication Conference (4Cs), and the National Council of Teachers of English.

Purpose

- to explore research on expanded perspectives on learning and its implications for and applications to English and language arts education;
- to encourage research and classroom practices that focus on new conceptions of learning, ways of knowing and understanding, with particular attention to the ways that race, gender identity, and class issues affect what we do in our classrooms and in our research;
- to encourage publications and presentations on these subjects;
- to present programs and special projects on relevant topics;
- to provide an open forum for theorists, researchers, and practitioners to exchange ideas on these and related subjects;
- to integrate the efforts of those in various disciplines who have a common interest in effective teaching and learning.

AEPL hosted two sessions at CCCC 2024 focused on the topic of empathy. One was a guaranteed session, and one was a proposed session selected from the competitive pool. We hosted two sessions because we received a large number of high-quality proposals through the CFP for our guaranteed session. Interest in the session led us to host an online symposium on the topic of empathy in summer 2024.

The 2024 conference was held online for two days, June 13-14, 2024. THE TITLE WAS "ENACTING EMPATHY IN THE CLASSROOM AND BEYOND." PLEASE SEE THE ATTACHED PROGRAM and SUMMARY OF THE CONFERENCE, WITH LIST OF PRESENTERS, WHICH WAS SENT TO ALL MEMBERS OF AEPL.

The Conference on Empathy was certainly the highlight. We also held Friday afternoon sessions online during the fall 2023 and spring 2024 which brought people together to share research, teaching practices, etc.

AEPL's primary challenges are encouraging current members to continue to join AEPL activities, recruiting new members who may not be familiar with the organization's history and influence, and maintaining financial stability in an environment where teachers/faculty receive less and less funding for professional activities.

Hosting an in-person conference in June 2025 (our first since the COVID pandemic) is one strategy we are using to activate current members and recruit new members. The annual conference has been the primary driver of our finances in the past. Income from the conference is used to pay for the production of the journal JAEPL.

Goals:

- To publish the next issue of JAEPL
- To hold an enriching and financially successful 2025 Conference on Spiritual Traditions in Teaching, YMCA of the Rockies, Colorado.
- To serve our current members, provide forums for presentation, conversation, and to nurture new members.

Submitted by Geraldine DeLuca, Chair

Assembly for the Teaching of English Grammar

ATEG is a national forum for discussing the teaching of grammar. We promote approaches to grammar instruction that are inclusive and non-discriminatory. ATEG holds an annual conference focused on innovative grammar instruction.

In addition, the organization publishes the peer-reviewed ATEG Journal. Seeking to foster discussion and analysis of the teaching of English grammar at all levels K-16, the ATEG Journal solicits manuscripts that describe best practices of grammar instruction. Consistent with ATEG's mission, the journal promotes approaches to grammar instruction that are inclusive and non-discriminatory.

ATEG also presents two awards each year: The Grammar Teacher of the Year Award (presented by ATEG and GrammarFlip) and the ATEG Future Teacher Award.

ATEG members receive discounted conference registration and a subscription to the ATEG Journal. Membership is \$12 per year for nonstudents and \$7.50 per year for students.

Convention date: July 14, 2023

Convention location: Charlottesville, Virginia

Convention theme: Innovations in Grammar Teaching

Average attendance: 30

Presenters shared hands on teaching methods.

Session topics:

1. Grammar Clinic : a Window, a Lab, and a Door
2. Successful Teaching of the Parts of Speech
3. Writing To Celebrate Grammar
4. Teaching 'Part of Speech' Conversion as an Authentic Language Activity
5. There and Back Again: From the Classroom to Online and Back to the Classroom
6. Making It Up As We Go Along: Sentence Diagrams, Authority, and Innovation in the Grammar Classroom
7. Exploring English
8. Beyond Conventions: Grammar Instruction that Enhances Reading Comprehension
9. Adverbs, and Verb Tenses Through Participation in Fundamental Movements

The sessions were very successful as teachers received new ideas to utilize for their own particular level of grammar instructions. ATEG also participated in NCTE's Saturday Night Assembly sessions in which three members described ATEG's inclusive methods for grammar instruction.

ATEG did not participate in any other conferences outside of NCTE's Saturday Night Assemblies, NCTE Convention, and the ATEG Convention.

Outstanding Accomplishments:

- Held a productive conference
- Published our ATEG peer reviewed journal
- Redesigned ATEG logo
- Developed a new website
- Updated all of the ATEG social media accounts
- Awarded grammar teacher of the year

Issues or Challenges:

Making our programming for conferences and journal websites relevant and visible to today's teachers. We have updated our logo to be more appealing and eye catching and have been working to regularly update all of our social media accounts to be able to connect more with today's teachers.

We are listening to our members and finding topics that concern a wide cross section of members in grades K-16. We have found that we have many of the same teaching goals. Because of the smaller conference size we are able to attend and listen to all of the sessions and have in-depth discussions identifying issues in teaching methods, discussing solutions, and how best to apply them in the classroom at all teaching levels.

Assembly's goals for the upcoming year:

1. Make ATEG's influence stretch over a broader geographic area outside of the DC Metro area.
2. Hold conferences at a variety of locations around the country.
3. Explain the focus of the peer reviewed journal to include more member articles, book reviews, and lesson plans for teachers and students to take advantage of in their own classrooms and studies.

Submitted by Sharon Saylor, Co-President

Assembly on Literature for Adolescents of NCTE

The Assembly on Literature for Adolescents of NCTE (ALAN) promotes communication and cooperation among all individuals who have a special interest in adolescent literature, presents programs and conferences on this subject, promotes and increases the number of articles and publications devoted to it and integrates the efforts of all those with an interest in this literature.

Date(s), topic(s), and average attendance of assembly's convention session(s):

2023 ALAN Workshop: November 21-22, 2023 (Columbus, OH)

Theme: "Audacious Dreams: Celebrating Imagination, Courage, and Freedom in YAL"

Total attendance: 492 (388 paid)

The 2023 ALAN workshop was a tremendous success, featuring keynotes by Renee Watson and Roshani Chokshi.

Link to the workshop schedule can be found here:

<https://drive.google.com/file/d/1DI6LKXGN5zt6nVDOOc9BvGzKlK1524As/view?usp=sharing>

Most outstanding accomplishments this past year:

- Increased presence on social media platforms.
- Increased outreach from Mentorship committee, including stronger onboarding for new workshop attendees, online book chats at #ALANreads, and online workshops for those interested in writing for The ALAN Review.
- Increased ALAN Picks book reviews, available at the ALAN website.

Issues or challenges (operational, policy, educational, etc.):

1. Low voting turnout in annual elections.
2. Need for revisiting the policies and procedures for the ALAN Walden book award, to make the process for equitable and effective.
3. Increasing membership and outreach.

Assembly's goals for the upcoming year:

1. To continue to grow and retain membership
2. To provide opportunities for our members to engage with YAL, and with each other, throughout the year, not simply at the annual workshop every November.
3. To offer new opportunities for members and nonmembers to utilize the resources and expertise of ALAN in their classrooms and libraries.

Submitted by Mark Letcher, Executive Director

Assembly on Computers in English

The purposes of this assembly are to promote communication and cooperation among all individuals who have a special interest in computers and the English language arts; to present programs and special projects on this subject; to promote an increase in the number of articles and publications devoted to it; to encourage the responsible development of computer software in the language arts; and to integrate the efforts of those with an interest in this subject.

Date(s), topic(s), and average attendance of assembly's convention session(s) from this past year:

The Assembly for Computers in English (ACE) hosted an in-person workshop during the 2023 NCTE Annual Convention. This half-day conference workshop, on November 16 2023, invited participants to explore various ways digital tools—such as AI and photography—can help students develop their abilities to engage with and create digital media. There was also a presentation about researching with digital tools and another about graphic novel creation using AI. There were roughly 15 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.

Date(s), theme(s), of any conferences assembly had that were not part of an NCTE Convention:

As mentioned above, we will restart the online workshops established in the past couple of years as an initiative that allows consultants and presenters to be more active with NCTE. These workshops are cohosted by ACE and NCTE, and the series is titled, "Digital Literacy in the ELA Classroom." In this past academic year, we had one webinar led by Kristen Hawley Turner and Jill Stedronsky about using Book Creator with secondary ELA students. We would like to restart this initiative in collaboration with NCTE, as these workshops have shown to be valuable and practical.

Assembly's most outstanding accomplishments this past year:

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

Issues or challenges (operational, policy, educational, etc.):

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. Our new concern will probably be trying to figure out how to pay for our assembly's tax-exempt status moving forward.

Assembly's goals for the upcoming year:

First, we are focused on facilitating consistent, meaningful online workshops. We had a good start, but we've hit a lull and need 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, Chair

National Council for Teachers of English Assembly for Research

The purposes of this assembly are to promote inquiry into literacy practices and to consider continually what it means to engage in that inquiry; to provide opportunities for researchers in different sites and from different perspectives to come together to learn from one another; to encourage greater participation in research by teachers from all levels of schooling; to promote the growth of research and researchers through the forum provided by the Assembly for Research; to support the development of early-career researchers through assembly activities; and to provide a democratic body that strives to incorporate research activities into the broader goals and practices of NCTE.

Date(s), topic(s), and average attendance of assembly's convention session(s) from this past year:

Literacy Research that Matters.

NCTEAR 2024 CONFERENCE: Feb 23-25, 2024

"May We do the Work that Matters. Vale La Pena, it's worth the pain" ~Gloria Anzaldúa

We happily welcomed many new educators and students into our organization.

Assembly's most outstanding accomplishments from the past year:

In the last year, our assembly has successfully begun the process of re-analyzing our constitution and updating policy documentation. The executive committee has met monthly to address the documents. We also voted to continue our newsletter for our attendees and constituents. The newsletter hopes to re-engage our members and help create more layers of communication about our upcoming and past activities.

Issues or challenges (operational, policy, educational, etc.):

One of the challenges we noticed was the fact that the constitution had not been updated since 2020 and was somewhat outdated. The constitution did not address many of the roles and tasks needed to maintain the organization. The pandemic changed the everyday operations of NCTEAR. This year we are making concerted efforts to formalize those operations. Some of our members wanted to know more information about NCTEAR and engage with the organization.

Assembly's goals for the upcoming year:

- a. Updating constitution and policies for the organization
- b. Increase our marketing and advertising NCTEAR activities during NCTE Convention
- c. Becoming more active participants at NCTE's Annual Convention

Submitted by Dorian Harrison, 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, an expert 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, innovative 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 Leader Award. Follow CLA on Facebook and X.

Date(s), topic(s), and average attendance of assembly's convention session(s) from this past year:

2023 Notable Children's Books in the Language Arts

Saturday, Nov. 18, 2023

8:00-9:15 am PT

Room LD 182/183

In this session, members of the Notables committee highlighted K-8 titles, chosen for the 2023 Notable Children's Books in the Language Arts list. For each highlighted title, the presenters offered informative reviews and recommendations for teaching. Several authors and illustrators of the award winners participated in this presentation. The session was very successful and had approximately 50 attendees

CLA Expert Class

Nodes of Literary Connection: How Culturally Diverse Imprints Are Building Pathways for More Inclusive and Representative Children's Literature

Saturday, Nov 18, 2023

5:45 PM - 7:00 PM EST

B-130-132, GCCC

This year's session began with a welcome from the committee and a short CLA business meeting. In celebration of 30 years of experts leading the Master Class, the committee formally debuted the new name of the CLA session, The Expert Class. The main portion of the session featured conversational-style groupings at six tables where experts shared the focus, vision, and collaborative process that constitutes their work in children's literature. Participants rotated between each table throughout the session, making connections with experts from North American Small Presses, International English Language Books, International Translated Books, Outstanding International Books/USBY, Authors, and Illustrators. The session concluded with door prizes donated by our experts and coordinated by Ellen Myrick, President and Chief Marketer, Publisher Spotlight. Approximately 60 people attended this session.

CLA Breakfast, Sunday, November 19, 2023

7:00 – 8:45 am EST, Short North A, GCCC

This ticketed event included a keynote presentation by acclaimed author Traci Sorell, the CLA Art Auction, and the announcement of the CLA Research Award, the CLA Early Career Awards, and the Bonnie Campbell Hill National Literacy Leadership Award, Approximately 160 people attended this year's highly successful breakfast. Each paid attendee left with complimentary copies of Traci's books, Contenders and Mascot, generously provided by her publishers. The event was followed by a book signing by Traci Sorell.

Date(s), theme(s), of any conferences assembly had that were not part of an NCTE Convention, along with remarks on the success of the conference(s):

Tucson Festival of Books: 2023 Notable Children's Books for the English Language Arts
March 9, 2024

Members of the NCBLA Award Committee presented the 2023 Notable award book list. Approximately 35 people attended the session.

2023 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 PM 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 is exclusively available to CLA members through our website.

2023 CLA Student Committee Grad Info Session: Navigating the Academic Job Market

September 19, 2023 at 7:00 pm ET

The CLA Student Committee organized an online informational session aiming to support graduate students as they prepare to pursue academic positions upon graduation. The webinar featured as keynote speaker Dr. Alex Lampp Berglund, an early career scholar who had served as chair of the CLA Student Committee in the past. The webinar was attended by 8 individuals. The webinar recording is exclusively available to CLA members through our website.

2024 CLA Student Committee Webinar: Echoes of Resilience: The Past, Present, and Future of Children's and YA Literature

July 24, 2024 at 6:00 pm ET

The CLA Student Committee's annual webinar for 2024 spotlighted authors Hannah Moushabeck, Palestinian American author of *Homeland: My Father Dreams of Palestine* (2023) and Stacy Wells, Choctaw Librarian and author of the *Tana Cooks* series (2024). Presenters shared how their heritage and history is entwined within their writing and about the power of fiction narratives to encourage cultural competence. The webinar was attended by 19 individuals. The webinar recording will be made available to CLA members through our website.

Assembly's most outstanding accomplishments from past year:

Published two issues of the *Journal of Children's Literature*. The Fall 2023 Issue (49.2) focused on liminality in reading and teaching with children's literature, and the Spring 2024 Issue (50.1) was an open themed issue.

- Continued publishing the CLA Blog on a biweekly basis. The blog is written by CLA members and aims to support "PreK-12 and university teachers as they share children's literature with their students in all classroom contexts."
- Awarded the 2023 CLA Research Award to Josh Coleman, Assistant Professor at the University of Iowa, in recognition of his project *BannedChildhoods: Storying Book Banning practices and LGBTQ+ Educational Activism in the Conservative Midwest*.
- Awarded the Bonnie Campbell Hill National Literacy Leader Award to Kathleen Nickle, teacher at the Singapore American School, to support her attending and presenting at the 2023 NCTE Conference.

- Awarded the 2023 CLA Early Career Award to Josh Coleman, Assistant Professor at the University of Iowa. Dr. Coleman's work investigates book banning in youth literature and explores the use of LGBTQ+ literature.
- Awarded two Vivian Yenika-Agbaw Student Travel Grants to two graduate students to support their attendance at the 2023 NCTE Convention.
- The awardees were Jennifer Slagus, whose doctoral research focuses on representations of neurodivergence in twenty-first century middle grade fiction, and Callie Hammond, who examines the use of historical sources and children's literature to teach about the Holocaust.
- Completed a successful audit of CLA's accounts and endowment as per the Assembly's bylaws. The audit committee found that records are meticulously maintained and reported to the board and that policies and procedures are followed with integrity.
- Amended our Assembly Bylaws to change the name of the CLA Master Class to the CLA Expert Class

Issues or challenges (operational, policy, educational, etc.):

- CLA remains concerned with the continuing book banning efforts that seek to narrow the literature that is available to children and adolescent readers. Of particular concern is the fact that these widespread banning initiatives systematically target the experiences of minoritized individuals and communities, and seek to silence particular points of view. We continue to develop and publish work that investigates book banning and provides tools for teachers and librarians.
- CLA has developed its own digital presence, including a website featuring password-protected member-exclusive content, online membership purchase options, and an automated membership management system. However, shifting technologies and rising costs put a strain on our technological knowhow and our finances. Our leaders continue to build and leverage their expertise to maintain a continuously updated, highly functional digital presence. We would love to see NCTE offer assemblies some support in this area by extending some services to assemblies, making available special agreements with website service providers, or recommending preferred providers.

Assembly's goals for the upcoming year:

Membership

In the 2025 calendar year, the Children's Literature Assembly (CLA) hopes to continue to maintain a steady membership by monitoring renewals, reaching out to expired members, engaging current members with leadership and development opportunities, and also attracting newer members through coordinated promotion and communication.

In terms of recruitment, CLA will strategically focus on students and early career researchers CLA will use publicity strategies to this end, with mechanisms to engage these groups in place as the assembly offers both a Student Interest Group with dedicated governance and events, like the exclusive Student webinars and socials, and a triennial Early Career Award. Student participation is also supported by the Vivian Yenika Agbaw Conference fund, which is a designated line within the overall assembly budget.

Increasing the number of classroom-based practitioners are another possible area for membership

growth; promotion through the CLA booth at NCTE and through the annual CLA breakfast at the NCTE conference are both potential mechanisms for achieving this goal.

Communications

To maintain open and timely communications, CLA will maintain the monthly newsletter via email to current and past members and constituents.

These newsletters are designed to quickly publicize deadlines, share applicable literacy education-related projects, and promote community and awareness among assembly members and literacy professionals working across various educational settings. CLA has dedicated Facebook and X (twitter) social media administrators to help with more immediate communications between the newsletter dissemination as well.

Programming and Publications

The recurring program at the NCTE Annual Conference (the Expert Class, the Notables Session, the CLA Breakfast) remain the touchstones of the work of the CLA. This upcoming year a planned online Research Symposium in conjunction with the University of Georgia, to be held February 21, 2025. Submissions to the symposium and participation on the day of the event could help guide the direction of the assembly in terms of content between Annual Conferences.

As CLA prepares to celebrate its 50th year as an Assembly, we hope to grow the endowment enabling us to support the work and professional participation of literacy professionals and further disseminate research and collegiality in the field. This next year, we will be working to ease the transition of editors for the Journal of Children's Literature (JCL).

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 8. The ECEA sponsors the Day of Early Childhood on Saturday during the NCTE Annual Convention and publishes an online peer reviewed journal, *Perspectives & Provocations* and twice-yearly newsletter. Each year it recognizes an outstanding teacher educator and teacher with an award and provides 3 scholarships to attend the Convention.

ECEA's Affirmative Action Committee has created the Professional Dyads and Culturally Relevant Teaching project and developed multiple resources including a list of consultants to facilitate early childhood educators' anti-racist work.

Date(s), topic(s), and average attendance of your assembly's convention session(s):

ECEA Sessions were combined with the regular program, no longer labeled "The Day of Early Childhood". The sessions were well attended with the average attendance rate of 50%.

Assembly's most outstanding accomplishments this past year:

This past Spring on May 20th at 7pm, we co-hosted with the GSEA of NCTE, a webinar -- "What Now?: Queer and Trans Educators in Early Childhood Education". Danelle Adeniji will be joined by Jon Wargo, Laura Jiménez, Harper Keenan, Maya Gonzalez and Akeia "Ki" Gross

Issues or challenges (operational, policy, educational, etc):

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

Assembly's goals for the upcoming year:

Building off of last year, the 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 Darius Phelps, 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 provides information to its members, works with NCTE's LGBTQ Advisory Committee to make NCTE a more inclusive organization, sponsors sessions at the NCTE Annual Convention, and provides an annual mini-grant to a local educator or organization in the state of that year's NCTE Convention.

Date(s), topic(s), and average attendance of assembly's convention session(s):

"Queer(ing) Conexiones: A Sponsored Session of the Genders and Sexualities Equality Assembly," Friday, November 17, 2023, 12:30-1:45pm.

The session featured the GSEA Mini-Grant recipient at Keynote Speaker, Beth Baryon, a local school librarian who created queer and trans affirming spaces despite local challenges, as well as 10 roundtable sessions. There were approximately 60 attendees who eagerly engaged with the session.

The Business Meeting was Saturday, November 18, 2023, 5:45-7:00pm, and had approximately 30 attendees, who readily engaged with the agenda and election of new officers.

Assembly's most outstanding accomplishments this past year:

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 payment methods, 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 the 2023 half-day workshop that was a part of the 2023 program.

Issues or challenges (operational, policy, educational, etc.):

- 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. We filled all positions for this cycle, but every person ran unopposed.
- The roundtable is always very well attended, but the business meeting on a different date in a different location requires 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.

- The GSEA has explored creating an online community space for queer teachers, in an effort to reach within and beyond NCTE for a diversity of members.
- The GSEA leadership, already a part of the 2024 program, will meet to plan for the coming year in more effective ways than has been the case in the past.
- The GSEA hopes to more regularly communicate with membership via e-newsletters moving forward.
- The GSEA hopes to have a more vibrant and consistent online presence in the coming year.

Submitted by Stephanie Anne Shelton, Past 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.

As an organization, GSOLE recognizes that online literacy instruction (OLI) in reading, alphabetic writing, and multimodal composition is taught in traditional and digital settings, engaging teachers and scholars of reading and composing across a range of disciplines. This document is intended for OLI educators, including both teachers and tutors, their program administrators, and other stakeholders. The purpose of these principles is to establish a set of shared values related to the development of sound instruction.

Date(s), topic(s), and average attendance of your assembly's convention session(s):

GSOLE did not hold any NCTE Convention sessions this year.

Date(s), theme(s), of any conferences assembly had that were not part of an NCTE Convention:

The 2024 GSOLE Conference: Visions and Sites of Online Literacy Education was held virtually on February 1-2, 2024. The conference had 117 registrants, down from 2023, and featured 2 plenary sessions, 6 concurrent sessions, 14 synchronous presentations, and 9 asynchronous presentations. We introduced a multi-day format for the 2024 conference in an attempt to make programming more inclusive to a variety of time zones.

Assembly's most outstanding accomplishments this past year:

One of this year's biggest accomplishments is strengthening our online literacy community. Along with the annual conference, we held a number of networking events, including asynchronous opportunities to collaborate on conference panels, and participants have shared increased feelings of belonging in the community and connection with the organization.

During the year, we enhanced outreach, particularly with our affiliates connections. We enhanced our organization's presence and visibility at conferences like CCCC and RSA.

Our annual election this year saw an increase in nominees for leadership positions within the organization, showing a desire for involvement amongst members. In addition, we had an increase of members who are new to the organization nominate for at large and eboard positions.

Issues or challenges (operational, policy, educational, etc.):

In response to the anti-DEI legislature across the US, one of the challenges members of our organization have faced is re-shaping courses and materials to account for strict requirements. As an organization, we're interested in supporting or working with literacy instructors in this area.

As a "global" organization, we continue striving to make the organization more diverse and international. We seek opportunities to invite and amplify the voices of diverse members. In addition, we made changes to the format of our annual conference to enhance accessibility and

reflect attendees from different time zones.

This year our executive board faced an operational challenge with our treasurer unexpectedly stepping down. This prompted the organization to change bylaws so that newly-elected treasurers would shadow the existing treasurer for a year to help ease the transition into that role.

Assembly's goals for the upcoming year:

This year we hope to continue growing our organization through involvement at the conference. We are hoping to increase our attendance from last year and continue with the multi-day format to increase accessibility and participation options for members.

Likewise, we will continue to amplify diverse voices within the organization and executive board. Especially as we support literacy instructors working against anti-DEI initiatives, we want to make sure the organization is as inclusive and representative as possible.

Submitted by Meghan Velez, Affiliates Co-Liaison

International Writing Centers Association

New Purpose and Vision Statement (Article I of our Constitution as amended by a membership vote on May 31, 2022)

Article I: Name, Affiliation, Objective, and Values

Section 1: The name of the organization shall be the International Writing Centers Association, hereafter referred to as IWCA.

Section 2: The International Writing Centers Association (IWCA) is an Assembly of the National Council of Teachers of English (NCTE).

Section 3: IWCA fosters the development of writing center directors, tutors, and staff by sponsoring meetings, publications, and other professional activities; by encouraging scholarship connected to writing center-related fields; and by providing an international forum for writing center concerns.

Section 4: IWCA advocates for expansive and evolving definitions of writing centers, literacy, communication, rhetoric, and writing (including a range of language practices and modalities) that recognize the theoretical, practical, and political value of these activities to empower individuals and communities. IWCA also recognizes that writing centers are situated in broad and diverse social, cultural, institutional, regional, tribal, and national contexts; and operate in relationship to diverse global economies and power dynamics; and is, consequently, committed to facilitating a dynamic and flexible international writing center community.

IWCA is, therefore, committed to:

- Supporting social justice, empowerment, and transformative scholarship that serves our diverse communities.
- Prioritizing emerging, transformative pedagogies and practices that give underrepresented tutors, directors, and institutions equal voice and opportunities in the decisions that affect the community.
- Providing support to underrepresented tutors and institutions globally.
- Promoting effective pedagogical and administrative practices and policies among colleagues in and around writing centers, recognizing that writing centers exist across a range of diverse contexts and circumstances.
- Facilitating dialogue and collaboration among and across writing center organizations, individual centers, and practitioners to foster the broader writing center community.
- Providing ongoing professional development in writing centers to tutors and administrators to support ethical and effective teaching and learning.

Date(s), topic(s), and average attendance of your assembly's convention session(s):

NCTE Annual Conference

November 18, 2023

-Secondary Schools Writing Centers SIG. 10 attendees.

-“Good, It’s Not Just Me: Finding Connections through Our Secondary Writing Center Journey.” 12 attendees.

The presentations were well received and attendees expressed interest in secondary school writing centers. With that said, it is hard for our secondary school members to attend. To ensure greater representation, IWCA began paying for the president of the Secondary Schools Writing Centers Association (an affiliate of IWCA) to attend NCTE in 2023, which should free up money for it to support more members to attend NCTE.

Date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention:

April 3, 2024. IWCA Collaborative @ CCCCs: Reckoning with Generative AI in Our Writing Centers, a one-day conference hosted by IWCA on the first day of CCCCs in Spokane, WA. 102 attendees. We were impressed by the progress that our community has made in addressing GenAI, particularly when most institutions across the globe have not developed policies for or guidance on GenAI.

April 5, 2024. "IWCA-Sponsored Research: Using Limited Resources to Invest in an Abundant Future of Research in Writing Centers" presented at the CCCCs 2024 Annual Conference in Spokane, WA. 35 attendees. Each year IWCA invites its grant winners to present their research at CCCCs.

June 24-28, 2024. Summer Institute in Bogota, Colombia. 32 attendees. This was our first SI hosted outside North America. It was facilitated in Spanish and English.

October 11-14, 2023. IWCA Annual Conference: Embracing the Multiverse in Baltimore, MD. 583 attendees. This year's conference featured new formats and greater accessibility initiatives. Our members brought forth their most creative ideas.

Assembly's most outstanding accomplishments this past year:

IWCA hosted its first bilingual Summer Institute outside North America in Bogota, Columbia. Most of the facilitators were non-US members and it served a greater percentage of our non-US members than any past IWCA event.

IWCA has enacted a long-term goal of creating a new, more robust and accessible website, which will go live in late October 2024.

The association awarded a greater number of travel grants across the board and implemented a tiered-registration for our Summer Institute based upon gross national income.

At the invitation of the MLA-CCC Joint Task Force on Writing and AI, the association participated in an NEH sponsored initiative to draft Working Paper 3 (with Coauthors): Building a Culture for Generative AI Literacy in College Language, Literature, and Writing, which will be released in September 2024.

Issues or challenges (operational, policy, educational, etc.):

IWCA continues to struggle with volunteer fatigue, which means the pool for officers and conference chairs remains small.

Although the association has foregrounded its status as international membership, we continue to struggle to be seen as more than a US organization. We will continue to seek input and focus on messaging that is more inclusive.

IWCA is addressing the quick evolution of GenAI, but our members are concerned about efforts by industry to market chatbots as tutors. We welcome inter-org collaboration on this issue.

Assembly's goals for the upcoming year:

The IWCA treasury is in good shape, so we are inviting proposals for funding beyond travel, dissertation, and research grants.

The association has just launched a Task Force on GenAI. We plan to implement what we learn from a survey and upcoming listening sessions and to share a resource archive that we've just launched.

Submitted by Sherry Wynn Perdue, President

Assembly for Advisers of Student Publications/Journalism Education Association

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

Date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention:

The 2023 Fall JEA/NSPA National High School Journalism Convention was in Philadelphia Nov. 2-5. The fall convention had 4,477 attendees and had the largest convention attendance post-pandemic.

The 2024 Spring JEA/NSPA National High School Journalism Convention was in Kansas City April 4-6. Spring attendance at 2,531 was lower than expected. The convention included an on-site celebration of JEA's centennial.

The 2024 JEA Advisers Institute took place in Providence, Rhode Island with 76 adviser-only attendees. Attendance was slightly lower than previous events prior to the pandemic.

Outstanding Accomplishments

2024 is JEA's centennial. JEA's centennial is a unique and significant opportunity for the association to articulate its remarkable trajectory — unparalleled in scholastic media education. The celebration will deepen understanding of JEA's history, inspire pride in the past and elevate the organization's unique identity and characteristics in order to strengthen the association for its future. A team of 24 volunteers began planning in May 2023 to coordinate centennial activities and promotions including a JEA 100 website, convention festivities, member giveaways, contests, and a series of state and national proclamations.

JEA is weeks away from launching a new website concept and design — bringing the content from curriculum.jea.org, jeadigitalmedia.org and jeasprc.org into JEA.org. The new website launches in tandem with a new association and membership management system. The new AMS puts more member benefits into one place and will increase staff efficiency.

JEA continues to develop and promote its curriculum initiative. In fall of 2023, JEA hired a curriculum specialist to promote weekly lessons in conjunction with topics in the news or relevant to the time of year. The curriculum specialist sends out weekly newsletters to promote the curriculum and is starting a podcast this fall.

Issues or challenges (operational, policy, educational, etc.):

We've seen an increase in resignations from outstanding, experienced journalism teachers above the typical rate of teacher turnover. Journalism teacher retention and recruitment are key areas we need to refocus on immediately and ongoing. Mentorship and outreach are established programs that address this issue. The Outreach Academy is an intensive seminar for media advisers who need help teaching and advising students in journalism while dealing with issues surrounding diversity. The Outreach Academy is a one-day training session attached to the national convention. The Mentoring Program matches trained veteran advisers with individuals new to teaching journalism and advising student media to offer support and guidance during their initial years in scholastic journalism education. Mentees and

mentors are paired for two-year terms which can be extended for a third year for the mentee to pursue JEA certification.

Assembly's goals for the upcoming year:

- Develop and implement a new strategic plan
- Maintain and grow membership
- Continue to focus on diversity and antiracist teaching resources
- Provide resources, training and support to underserved populations
- Continue to forge and develop partnerships with organizations to advance scholastic journalism

Submitted by Lindsay Porter, Director

The Rural Assembly on English Language and Literacy Education

The purpose of The Rural Assembly on English Literacy and Language Education (TRAELE) is to provide a forum for ongoing and sustained discussion among all individuals who share a professional commitment to rural students, teachers, issues, and academic materials that pertain to the teaching of English Literacy and Language Arts at all levels of instruction. TRAELE is committed to including rural issues of geospatial equity related to all intersectional identities (i.e., BIPOC, queer, working-class rural folks) and rural texts in English studies and English language arts classrooms; fostering research and scholarship; addressing urbannormativity and metrocentrism in academic and school settings; acknowledging and supporting the unique needs of rural students and teachers; and broadening cultural diversity through more inclusive understandings of geospatial difference. TRAELE disseminates information to its members through the TRAELE Listserv, TRAELE Newsletter, social media accounts, and sponsors sessions at the NCTE Annual Convention each year.

Date(s), topic(s), and average attendance of your assembly's convention session(s) from this past year:

This is our first official year as an assembly, so we don't have an official count/data for this yet.

Date(s), theme(s), of any conferences your assembly had that were not part of an NCTE Convention:

This is our first official year as an assembly, so we haven't had any separate conventions.

Assembly's most outstanding accomplishments this past year.

TRAELE's most outstanding accomplishments this year include becoming an official NCTE assembly. Another major accomplishment from this year is that we are becoming the official home of the Whippoorwill Book Award for Rural YA and MG Literature. The award is young, having only gone through four cycles but has been picking up steam and recognition in the publishing community. We are excited that the TRAELE business meeting will be where the award is announced and the author will be invited to speak.

Issues or challenges (operational, policy, educational, etc.):

Since we're fresh, we're still learning about pretty much everything that comes with having an assembly. One of the biggest hurdles was figuring out how to get tax-exempt status and get a bank account, which we've now figured out. We are also working on getting a website up and running and would love to feature a link to it somewhere on NCTE's website. Because rural places are so isolated, it would help to get the word out. We were also wondering if it would be possible to do a blog or some other announcement via official NCTE channels to help spread the word. We would love to see the organization grow. We're also trying to figure out how we could do what ALAN does and invite members to renew their membership dues when they renew their NCTE dues, or what the most effective and efficient way to do that would be.

Assembly's goals for the upcoming year:

Our goals for the year include:

- Determine an appropriate award plaque, etc. for the Whippoorwill
- Fine-tune our website
- Figure out how to do dues
- Establish a Whippoorwill committee for the next award cycle
- Design and implement one community outreach activity - book club with the Whippoorwill winner's text; rural open write; etc.

Submitted by Chea Parton, Chair



TASK FORCES

NCTE Task Force on Teaching Current Events in ELA Contexts

The NCTE Task Force on Teaching Current Events in ELA Contexts convened for the first time on May 14, 2024. Subsequent meetings took place on June 17, 2024, July 22, 2024, and September 5, 2024, supplemented by asynchronous work on related business. The charge of the task force was to explore and then create a written document identifying ways that NCTE can support ELA teachers to teach current events as ongoing components of their instruction.

The Task Force is still in progress on the goal of creating a report for the NCTE Executive Committee outlining a roadmap to guide the organization in providing teachers with instructional resources and learning opportunities while building long-term capacity in this area. Task force members began their work by analyzing the results of an NCTE member survey regarding their experiences and needs regarding teaching current events.

This analysis revealed several common areas of need - members indicated that they need support with: age-appropriate resources that address topics from multiple perspectives, the background knowledge of students and teachers, fear of losing their jobs or experiencing backlash when discussing specific topics related to diversity, equity, and inclusion, classroom strategies to get students to share their opinions and listen empathetically to others, the threat of misinformation and 'fake news,' and safe classroom environments for discussion. This analysis also revealed that members and their students expressed interest in discussing topics including: race, LGBTQIA+ issues, global wars, climate change, human rights, book banning, and U.S. political polarization and elections.

The task force then formed working groups to gather resources related to several topics included in its charge; these included: Context (How do the realities and risks of censorship and repressions of freedom to teach and learn interact with offering resources on teaching current events? What do teachers need to know to navigate the risks yet prioritize teaching current events?), NCTE Resources (How can NCTE offer unique leadership and pedagogical support in this area? What are recommendations for resources that NCTE could develop?), and Partners (What are existing organizations, educational programs, and/or platforms with which NCTE may wish to partner or otherwise incorporate?). The Task Force is now synthesizing the research members have done into a memo for NCTE leadership that will be delivered in early October 2024.

The work of the task force is responsive to NCTE's mission to foster the use of language to construct personal and public worlds and support young people to achieve full participation in an equitable and just society.

Significant changes or trends in our field

As mentioned above, NCTE members are interested in discussing a wide range of current events with students in their classrooms and request support from NCTE in the following areas: age-appropriate resources that address topics from multiple perspectives, the background knowledge of students and teachers, fear of losing their jobs or experiencing backlash when discussing specific topics related to diversity, equity, and inclusion, classroom strategies to get students to share their opinions and listen empathetically to others, the threat of misinformation and 'fake news,' and safe classroom environments for discussion. The landscape for literacy instruction in the U.S. is becoming increasingly politicized and teachers desire support from their

professional organizations with offering student-centered, rigorous, standards-based, and civically engaged instruction in the face of censorship and backlash.

Trends for NCTE leadership to consider for medium- to long-term NCTE planning:

The forthcoming memo from the task force will outline strategies in more detail, but we encourage NCTE to consider potential avenues for supporting teachers that include:

- Mission Statement Guidance for English departments/Schools/Districts with examples.
- Database for different news sources for students to explore: *Newsela*, *New York Times*, etc... that would provide a variety of perspectives on current issues.
- Information shared through NCTE Publications: Language Arts, Voices from the Middle, Council Chronicle, English Journal, Build Your Stack/Blog post that is vetted.
- Fellowship to bring people together to create resources.
- Videos with short, high-quality teaching practices using current events.



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 feels the loss of every individual who has spent so much of a life's energy giving, to students, to the future, whether or not we can list them by name. A few such losses from the past year—those for whom we had knowledge—are listed below. We will miss them.

John Brereton
Lillian Bridwell-Bowles
Peter Carino
Beth Daniell
Edmund James Farrell
Sheila Mary Fitzgerald
Sandi Forsythe
William Hart-Davidson
Gail Hawisher
John Stephen Newmann
John W. Stewig
Dorothy Watson
Darius B. Wimby