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**2017 NCTEAR**  
**Midwinter Conference**

**Location:**  
**San Francisco State University**  
**San Francisco, CA**

**Date: February 10-12, 2017**

**Proposal Deadline:**  
**October 7, 2016**

**Submit proposal and cover**  
**sheet (available on [nctear.org](http://nctear.org))**

**to: [nctear2016@gmail.com](mailto:nctear2016@gmail.com)**

**More information: [nctear.org](http://nctear.org).**

# NCTEAR

National Council of Teachers of English  
Assembly for Research

## Newsletter

Summer 2016

### Message from the Chair W. Douglas Baker Eastern Michigan University

First, thank you to the 150+ participants who contributed to NCTEAR's Midwinter Assembly this past February! Hosted by Eastern Michigan University (originally Michigan State Normal School), the conference provided opportunities to explore how we can make our research more persuasive to stakeholders, including to and with colleagues and others across boundaries, and how we can (re)shape public dialogue on educational literacy and ELA research.



Douglas Baker

On opening day, the Mentoring Workshop, organized by Allison Wynhoff Olsen, Jen VanDerHeide, and Cassie Brownell, generated conversations among the nearly forty graduate students and early-career participants and their mentors. The workshop contributed to one of the purposes of NCTEAR, "to support the development of early-career researchers through Assembly for Research activities." (You can see NCTEAR's constitution on our website at [nctear.org](http://nctear.org).) The thirteen mentors included four of the five prolific keynote speakers, Mollie Blackburn, Paul Prior, Peter Smagorinsky, and Mariana Souto-Manning, each of whom also provided opening remarks for a panel discussion on a range of topics over the next two days. During Friday night's dinner George Newell, Russel Durst, and Judith Green paid tribute to the work of Arthur Applebee, Miles Myers, and Annette Patterson, respectively, reminding us of the importance of these representative scholars on whose work we continue to build.

David Kirkland, a Detroit native and the fifth keynote speaker, opened Saturday morning with a dynamic talk on a panel about equity of access in education, and his energy and the panel's respondents, set the tone for the day and the remainder of the conference. NCTEAR's Executive Board, in coordination with selected past chairs and senior scholars, strived to create an inquiry-based, congenial atmosphere where scholars across generations and sites could share and discuss their research. The Graduate Student Committee (Faythe Beauchemin, John Brady, Cassie Brownell, Merideth Garcia, Davena Jackson, Bridget Maher, Brianne Radke, Natasha Wickenheiser, Ja'La Wourman) furthered encouraged participation and contributed to helping all find places to dine on Saturday evening.

The conference exceeded the Executive Board's expectations, and I thank all of you who made the weekend possible, particularly Tom Venner, the Dean of the College and Arts and Sciences Dean at Eastern Michigan University (EMU), who paid for Friday's dinner; and, my EMU colleagues and staff—Jenny Tucker, you created continuity for us across the three days! (The weather turned out to be great too!) I especially thank my colleagues on the Executive Board, Jamal Cooks, Jayne Lammers, Maria José Botelho, and Ryan Rish, past chairs Adrienne Dixson and Ayanna Brown; and, David Bloome, Judith Green, and Joanne Larson, who contributed to the logistical and conceptual planning. Diana Arya helped tremendously with the proposal review process, as did all of the reviewers; and, thank you Cory Brown for organizing the online program.

The Board agreed to appoint Monaliza Chian as NCTEAR Historian, and she will help us to continue compiling the history of the Assembly, including from its early years at the Bismarck Hotel in Chicago through the present. So, if you have information about NCTEAR that might be useful, please let us know.

Jamal Cooks is planning another brilliant midwinter conference, and I look forward to seeing you all in the Bay Area next year and to contributing to NCTEAR as Past Chair.

## Snapshots from the Mentoring Workshops



## Snapshots from Mentoring Workshops

### Works-In-Progress Workshops

with Diana Arya, David Bloome, Paul Pryor, and Ryan Rish

David Bloome offered advice on the theoretical framing of papers because they are often cluttered with many theories and methods. He recommends settling on what you want to accomplish and then to be consistent throughout the paper.

Diana Arya proposed that we must contextualize our studies within the histories, policies, and local mandates that have had a hold. For example, we can problematize sense making in classroom research. What counts as making sense? for students? teachers? Consider the micromoments through critical discourse analysis as students connect and disconnect to texts.

Ryan Rish asked the group to examine what we sanction at universities. How do we police ideas? How do we respond? How do we invite different ways to represent research? We have a responsibility to create spaces for student inquiry and self-study as we consider what brought us to our work and reflect on the inquiry process.

Paul Pryor asked the group to consider what texts say about the world. There are tensions among disciplinary literacies. How are arguments constructed across disciplines? Finding evidence is a practice socializing readers into particular communities. Are claims meaningful? Who are the gatekeepers to particular interpretations? What counts as interpretation? Often, we are dealing with complex data sets. There should be a dialogue between theories and data. Are our theories living up to our data? Paul recommends using theories that respect these complexities.

### Setting Up a Research Line Workshop with Caroline Clark, Judith Green, and Jayne Lammers

Jayne Lammers shared her experiences with exploring research interests. She recommends that we leverage opportunities and relationships with colleagues and community members for exploring these interests.

Caroline Clark described her process of participating in three inquiry groups. She reframes her teacher education courses to include teacher research. She maintains that shared questions and interests are entry points for teach inquiry groups.

Judith Greene proposed that our lived experiences offer “roots and routes” for our research agendas. Collaboration can provoke different ways of thinking about and framing our work. These partnerships create tensions that can provoke new perspectives.

## 2017 NCTEAR Midwinter Conference

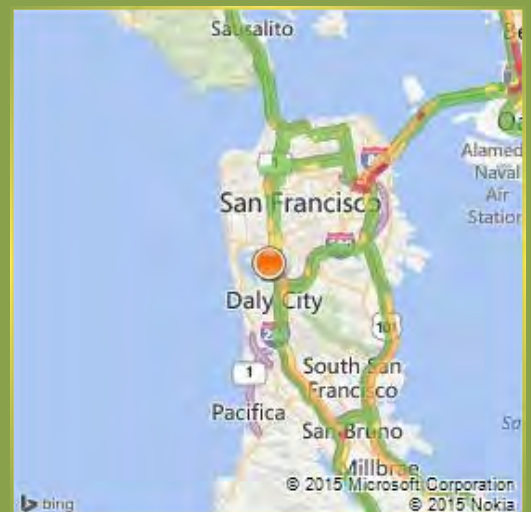


### Connecting to Communities: Researching Language, Literacy, and Culture

**San Francisco State University**  
**February 10-12, 2017**



Professor Jamal Cooks, the 2017 NCTEAR Chair, invites you to submit a proposal for the midwinter conference in San Francisco.





## Workshop on Navigating the Various Demands of Faculty Life with Cathy Fleischer, Ryan Rish, and Mollie Blackburn

Cathy asked the group: “What kind of life you want to have?” She reminded the group that we are free to choose our research projects. How can these projects inform teaching and service? Ryan changed to an institution that was closer to his family and to support his research trajectory. Mollie recommended that we protect our time and privilege flexibility and variety, while participating in service that is interesting to us.

## Workshop on Navigating the Publication Process with Mary Juzwik and Paul Prior

Some recommendations:

- Write a short and concise letter with initial submission
- Consider the reviewers’ feedback
- Decide on how you want to revise
- Make your argument clearer
- Revise and craft a letter to the editor thematically organized
- Demonstrate responsiveness to the reviews

Rounds of revisions vary among journals. Manuscripts can be rejected after you revise and resubmit. Tier 1 journals do not send out most submissions to review. Thirty percent of submissions make it to review. Consider writing the same project for different audiences.

Next steps:

- Let your passion help you craft your work
- Consider the dialogues that you want to participate in
- Publish some of your dissertation research before you defend
- Lead significant research projects
- Collaborate with local and/or international colleagues

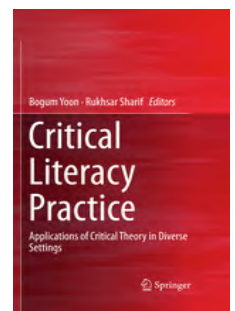
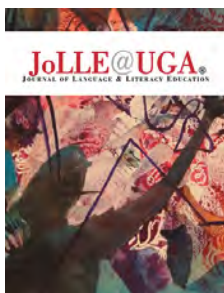
How to select journals:

- Read editors’ initial editorial that states their vision for journal
- Review journal issues over time to consider if it is the right venue for your work
- Consider what counts for tenure at your institution

### Two resources:

Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage Publishers.

Thomson, P., & Kamler, B. (2013). *Writing for peer reviewed journals: Strategies for getting published*. New York, NY: Routledge.



### Arthur Applebee by George Newell, The Ohio State University



Arthur Applebee was Distinguished Professor in the School of Education, Chair of the Department of Educational Theory & Practice, and Director of the Center on English Learning & Achievement at the University at Albany. Arthur proffered the field of English language arts with a range of what Geertz and others refer to as mid-level theories; that is, he did a great deal of theory construction shaped by and then re-shaped by empirical data. Mid-level theory— which, by the way, Arthur never mentioned in his work—hovers just over classroom events

seeking to explain teaching and learning as situated, contextualized, and indeterminate. As such, mid-level theory avoids the universal and instead theorizes from aspects of high theory as well as what happens in events as complex and multi-leveled structured meanings. He was the author of *Tradition and Reform in the Teaching of English: A History*, *The Child's Concept of Story*, *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*, and *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*.

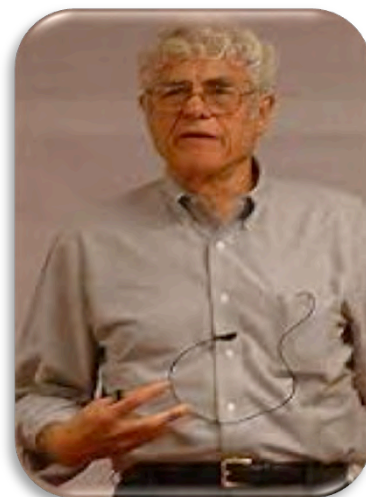
### Annette Patterson by Judith Green, University of California at Santa Barbara



Annette Patterson, a teacher and writer, who did the unexpected and asked questions. She founded the worker-owned press Chalkface Press. Annette published theoretically framed and empirically grounded books on the critical teaching of literature. Her writing challenges what counts as English language arts and the teaching of literature. Her 2005 book chapter, with Bronwyn Mellor, argues for the historical imperative of critical literacy theories and pedagogies. The Chalkface Press books change every reader and teacher: They will never read and teach the same.

### Miles Myers by Russel Durst, University of Cincinnati

Miles Myers was the founding member of the Bay Area Writing Project (BAWP) and the former Executive Director of NCTE. The BAWP became the National Writing Project. He worked as a high school English teacher in Oakland. Miles was a strong advocate for teachers to have authority over their own practice and collaborative relationships between researchers and teachers. He was the author of *Changing Our Minds: Negotiating English and Literacy*, which championed classroom teachers critically conversant with research and theories. Miles was proponent of workers' rights: from collective bargaining for teachers to other groups such as Caesar Chavez's farmworkers to University of California faculty.



**KEYNOTE SPEAKER: David E. Kirkland**  
**The Roles of ELA Research in Generating Equity in Education**



**David E. Kirkland** discussed the role of the English language arts in creating equity in education by opening up assignments and beginning with genres that are familiar to students; using “outcast texts”; letting in multiple varieties of English; challenging deficit perspectives of students; and, centering social and emotional connection. In his concluding remarks, David drew on other scholars in the field to describe ELA research that generates equity in education:

- Teaching and learning are not built *for* students . . .But made *of* them: (Ladson-Billings, 2014)
- Question of relevance requires that we rethink the basics (Dyson, 2007)
- Rethink the policy, curriculum, and instruction. . . (Gutierrez, 2008)
- Interrogate assumptions of the *status quo* . . .(Fecho, 2006; Morrell, 2008)
- (Instead of failing students, let’s think about how we are *failing* students.)
- Teach like our lives depend on It . . .**Because too often theirs will!** (You, 2015).

David invited conference participants to examine: In what ways is play present in our classrooms? How do we attend to the socio-emotional conditions of our students? Where does the curriculum address the lives of our students?

**Respondents:**

**Tamara Butler** of Michigan State University implored the group to use research to center and transform language and space. How do we research third space? We need to bear witness of the freedom of imagination and intelligence of our participants.

**Lynn Verduzco Baker** of Albion College asked the group to confront our biases in research, that is, in framing, designing, and collecting and analyzing data. We must question our methodologies and methods. Let’s research *with* instead of *on* marginalized communities.

## KEYNOTE SPEAKER: Marianna Souto-Manning

### Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners



In listening to Juan speak, an Afro-Latino student participating in school through oral language in a grade two dual-language classroom, **Marianna Souto-Manning** took notice of his translanguaging practices in three languages as he participated in the classroom. She argues for researchers working with teachers to support their observations of children's complex practices and share socially just teaching practices. Listening to Juan speak, she named how he shuttled among everyday English, Spanish, and African American languages as he mixed and remixed languages for purposeful reasons,

- highlighting the social work of learning (Juan was speaking and reading for social purposes);
- challenging the academic separation between oral and written practices;
- engaging in official reading (leveled books) and clandestine reading (Souto-Manning, 2013; Sterponi, 2007), which was linked to play and friendship (The latter texts were more complex than his official leveled books.); and,
- assembling a multimodal text collection by using fiction, nonfiction, and everyday texts to make sense of school texts and out-of-school experiences.

Juan's story implores teachers and researchers to move beyond scripted practices and questions what counts as educational success and language and literacy practices. His cultural and linguistic knowledge demand that educators and scholars cease comparing and understanding multicultural and multilingual children against White middle-class monolingual children. In listening to children, teachers can build on what they know and create curricula that draws on multiple texts and contexts for classroom learning, while humanizing children and their families and communities along the way.

#### Respondents:

**Django Paris** of the University of Michigan commented that Mariana's paper helped give evidence of culturally sustaining pedagogy in that she documents the ways that teachers and researchers must see students as whole, versus broken, be intent on keeping them whole across classroom learning experiences.

**Maria José Botelho** of the University of Massachusetts Amherst promoted a shift in thinking about culturally relevant/sustaining pedagogy to pedagogies of sustaining cultural production, which call attention to the spaces that teachers create in the curriculum and classroom for children to use their cultural and linguistic resources as well as expand their repertoires of linguistic practices. While Marianna's paper featured Juan translanguaging in stretches of talk, Maria José wondered about what happens when Juan is invited to participate multiliterately and multimodally? What other modalities does the teacher include in the classroom that are resources for Juan to continue representing his lived experience and knowledge making? These complex practices require theories and research practices to understand children's social, cognitive, and emotional engagement.



## KEYNOTE SPEAKER: Mollie Blackburn

### Exploring Race and Religion in LGBT-Themed Young Adult Literature with High School Students



Intersectionality (Collins, 1998) calls attention to how the power relations of race, gender, and class construct each other. Through teacher inquiry Mollie analyzed dialogue data from a LGBTQ-themed young adult literature course for middle school students that she teaches. She examined how characters and readers consider sexuality alongside race, class, and religion identities. In a racially homogenous class, she noticed that her race privilege

as a White woman permitted the lack of examining whiteness. In a more racially and ethnically diverse class, the class engaged with issues of sexuality and race in isolation from and association to each other as religion intersected with these identities. Moves between reading the characters and reading themselves the students and teacher critically engaged with cultural expectation. Students and teacher shared stories about not “fitting in with marginalized social and cultural groups with which [they] identified.” Talk about intersections of sexuality, religion, and culture came more readily than sexuality and race because this intersection is unfamiliar to students and teachers. She speculates that the ease of talk about the intersection of sexuality and religion might inform our understanding of the intersection of sexuality and race. Mollie maintains that it is the responsibility of the teacher to invite and expand student dialogue about intersecting identities.

#### Respondents:

**Ramona Caponegro** of Eastern Michigan University proposed that the intersectionality and intertextuality in the field of children’s and young adult literature can enhance students’ understanding of the texts they read, and their lives. As “disciplinary boundaries are becoming porous,” there is a sharing of reading practices among scholars. The interdisciplinary of children’s literature scholarship might offer new possibilities for understanding intersectionality.

**Jon M. Wargo** of Michigan State University reflected on how Mollie’s research may ask students to unlearn certain ways of being and feeling racially and religiously other and different. Affective moments of unlearning as acts of impression making can challenge the analytical distinctions among bodily sensation, emotion, and thinking as if they could be discrete realms. He suggests that “refracting affective data” might make intersectionality more visible, make students’ feeling life part of their identities.



**KEYNOTE SPEAKER: Paul Prior**  
**Literate Activity, Dialogic Semiotics, and Disciplinarity:**  
**Tales of Learning vs. Trajectories of Becoming**



Paul began with the following questions: What do we mean by academic writing? How should we understand academic discourse across modes? How are disciplinary and professional writing and discourse developed across time? He used his daughter Nora's trajectory as a biologist as a way to engage with these questions. Paul explained that Nora's course was shaped by childhood experiences with science texts and artifacts, experiences with family pets, outdoor activities, family talk, and other activities. These activities sociohistorically wove biology into Nora's lifeworld. In other words, these moments added up to a life, and shared moments added up to social lives (Lemke, 2000). This tale of becoming sees "learning as distributed, dispersed, and mediated, as chronotopically laminated, as actor-networked." Trajectories of becoming move us from asking "What people need to know in order to advance?" to "How people become advanced?" Paul argues that science writing, like any other writing, is "a matter of socializing students to act, think, value, feel, and use language in particular ways that are shared with others" (Newell, Bloome, & Hirvela, 2014). Learning to write as a biologist is not learning compartmentalized skills; it is about developing situated ways of being in the world.

**Respondents:**

**Alecia Marie Magnifico** of the University of New Hampshire responded through a narrated slide show. It can be found on YouTube at <https://www.youtube.com/watch?v=T8u46ft-iGA>.

**David Bloome** of The Ohio State University claimed that science writing has material and embodied consequences because people are participating within a set of social institutions. These social practices are complex human activities taking place in complex human relationships over time and over space. He invited the group to reconceptualize education to consider human development is shaped by interest and socio-economic circumstances: Every child has engagements, every child has everyday cultural practices. David contends that knowledge/power relations construct identities because particular practices are associated with particular contexts.

## KEYNOTE SPEAKER: Peter Smagorinsky Conducting and Constructing Persuasive Research



Peter considered activism in research outside of academia was the responsibility of someone else because scholars' role is to build the knowledge base. The Internet changed the flow of information. He began questioning if his scholarship had any impact. Legislators' sources are papers of record, weekly magazines, or other mass media publications. He came to notice that none of the work he had published within NCTE, AERA, or other organization had been read beyond the subscriber readership, keeping in mind not every subscriber reads publications from cover to cover. Peter's public writing produced responses and accolades. He admits that these publications do not "count" for much on his annual or merit pay reviews. While his research has earned his reputation in scholarly circles, his public writing is greatly appreciated; it makes an impression.

Public writing requires a conversational tone for a diverse audience. The genre requires "untraining and the adoption of conventions and practices" like irony, wit, and everyday language. Op-Ed or blog genres are not tolerant of thick description, quantitative work, and theoretical framing. Commentary requires space. Peter's public writing is fundamentally emotional. (He argues that all cognition is fundamentally emotional, a point that he would not write in an Op-Ed.) He tries to convey through anecdotes that schools are places of emotional engagement, relational possibilities, affective affiliations, while centering teachers' experiences. Peter asserts that connecting to readers at an emotional level is more persuasive than mounting an intellectual argument.

Public writing is also perilous. Peter contends that there are folks who write in agreement, and others who write in disagreement. The latter group wage uncivil attacks, questioning every intention as a teacher and writer. Younger academics question the merits of public writing, especially when Peter began, he held the rank of Distinguished Research Professor, with numerous academic publications. He recommends that academics be judicious about how and when to go public. He also admits that, while he encourages K-12 teachers to go public, he is also aware that it is difficult to do so in precarious situations.

### Respondents:

**Catherine Fleischer** of Eastern Michigan University began her response with a quotation by Grace Lee Boggs, a woman who spent 70 years working to create change in her beloved city of Detroit: "Just being angry, just being resentful, just being outraged, does not constitute revolution." Boggs spent her days

considering and reconsidering how to create change that was meaningful and long-lasting. Cathy agrees with Boggs but reminded the audience that anger centers our energies on the injustices teachers experience on a daily basis. Change relies on dialogue, forward thinking, and imagination. Cathy is angry that teachers “bear the brunt of the ‘reform’ movement,” with the public storyline blaming individual teachers for the problems with public education, distracting us from the historical and sociopolitical practices that have a hold on schools. While teachers have the expertise to talk back at these practices, many see themselves lacking the knowledge to speak back. Cathy offers some questions:

- How can we try to change the public narrative and still be safe?
- How can we do this kind of work in addition to the busy lives we lead as K-12 teachers or college faculty?
- How can we gain confidence in our knowledge as see it as a valuable contribution to the public discussion?
- How can we learn how to do all this in ways that are effective and no just shots in the dark?

There are two new resources for teachers that will support teachers’ advocacy work. NCTE recently established the Kent D. Williamson Policy and Advocacy Center to support K-16 teachers as “everyday advocates” in promoting change in educational issues at the local, state, and national level. See more information at <http://www.ncte.org/williamson-policy-center>. This year’s CCCC conference’s theme was Writing Strategies for Action with five Taking Action Workshops: Naming and Narrowing an Issue, Building Alliances, Framing Messages, Influencing Policy, and Making an Action Plan. See more information at <http://www.ncte.org/cccc/act>.

Cathy ended with following questions:

- What are the literacy issues you worry about the most?
- How can you imagine taking the expertise you already have and overlay that expertise with an advocacy stance?
- Whose mind would you want to change? And what steps might you take to do so?

**Judith Green** of University of California at Santa Barbara proposes that NCTEAR is an inspirational intergenerational dialogue for re/thinking social educational constructs, especially through transdisciplinary problem-solving. She suggests that transdisciplinary research allows for developing solutions to social problems that account for their complexity and diversity. Through integration of expertise and perspectives of diverse disciplines enables scholars and practitioners to develop comprehensive and holistic understandings and to disrupt misunderstandings. Judith invites the group to explore: Is there a potential for developing activism as a transdisciplinary initiative within NCTEAR? If so, who else might we invite?

### Catherine Fleischer’s Questions

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- How can you imagine taking the expertise you already have and overlay that expertise with an advocacy stance?
- Whose mind would you want to change? And what steps might you take to do so?



### Judith Green’s Questions

- Is there a potential for developing activism as a transdisciplinary initiative within NCTEAR? If so, who else might we invite?



This symposium brought together the Eastern Michigan University and The Ohio State University teacher research communities, the Eastern Michigan Writing Group and the Pink TIGers. These two communities are based at National Writing Project sites. The groups argued that an inquiry stance is more than reflection as teachers insert themselves into the scholarly conversation through studying their classrooms, thematizing data, reconstructing teaching practice in context, and making public their learning. Through systematic inquiry teachers resist and take action within their spheres of influence and beyond.

The Pink TIGers have worked together for the past 12 years. They meet on Saturday mornings for two hours on a monthly basis and recommit to group participation every year. Teachers and faculty members read and analyze data, write, read, and participate in a book group together. The challenges the group faces are time, keeping momentum, and engagement because of ebbs and flows in interest, expertise, and participation.

The Eastern Michigan Writing Project has met for the past 15 years. They gather every month on Thursdays and for one-to-five-day retreats during the summer. The group began with individual members' questions but now negotiates a shared research inquiry focus (i.e., What happens when...?). They write research memos in preparation for the group meetings and participate on a Google site.

Next steps for teacher research: Who owns knowledge? Faculty should create spaces for teacher research in pre-service teacher education and masters-level coursework. Students and families can be invited to participate in these lines of inquiry in K-12 classrooms, which will reposition them as producers of knowledge. Few teacher researchers participate in NCTEAR. What structures are getting in the way of teacher-generated knowledge to be counted in education? databases? who gets cited in research? use in courses? spaces devoted to TR in conferences? reward systems? Invite teachers to participate in multiple ways.

## **Symposium: The Purpose, Power, and Persuasiveness of Teacher Research: Connecting to the Larger NCTE Research Community**

Mollie Blackburn & Caroline Clark, The Ohio State University; Ralph Cordova, University of Missouri, St. Louis; Cathy Fleischer, Eastern Michigan University; Lisa Eddy, Adrian High School, MI; Kevin English & David Kangas, Wayne Memorial High School, MI; Kris Gedeon, Britton Deerfield Schools, MI; Jessica Kander, Pam McCombs, and Joe Montgomery, Eastern Michigan University; Ryan Schey, The Ohio State University; Beth Shaum, St. Francis Cabrini Middle School & NCTE Social Media Coordinator; and, Jill Smith, The Ohio State University & Westerville City Schools.

### **Freewrite from your perspective:**

- What is research?
- What does research do?
- Who does research? On whom?
- What counts as evidence?
- How does research figure into decision-making? curriculum development?

### **Read the summary of the symposium on the left and consider the future of teacher research against your freewrite and the following questions:**

Where does this take us? How can university researchers help teacher researchers? How can teacher researchers help university researchers?



**NCTEAR Past Chair  
& Associate Chair  
Session:  
Ayanna Brown,  
Jamal Cooks & W.  
Douglas Baker**



Points of discussion:

- Consider annual \$10.00 membership dues
- Increase senior scholar participation
- Create stronger links to teachers
- Next chair assumes position at closing of midwinter conference
- Hold elections in spring
- 2015-2016 chair will participate as past chair for one year
- Need a social media specialist on executive board
- Chair names conference theme
- Assemble local committee for the midwinter conference with strong links to executive board
- Renovate NCTEAR website
- Promote and demystify research



Dear NCTEAR community,

It has been a privilege to serve you as the NCTEAR Newsletter Editor during the past three years. Drawing on my ethnographic practice, the past six NCTEAR newsletters represent my listening, observations, conversations, document analysis, and participation during the midwinter conferences, executive board meetings, and beyond. I have kept copious notes and taken many photographs. My goal has been to represent the essence of these experiences. I tremendously enjoyed getting to know many of you through your scholarship and numerous conversations. Thank you for your generous ways.

I would like to thank Marsha Jing-Ji Liaw, my doctoral advisee and a doctoral candidate of the Language, Literacy, and Culture Concentration of the College of Education at the University of Massachusetts Amherst, for her layout knowhow as we closely worked together to represent NCTEAR news with beauty.

Please join me in welcoming Erica Newhouse, the new NCTEAR Newsletter Editor. I wish her the best in reporting the news of our community.

*Maria José Botelho*



**2015-2016  
NCTEAR Executive Board**

From left to right: Jamal Cooks (Associate Chair), Maria José Botelho (Newsletter Editor), Ryan Rish (Treasurer), Jayne Lammers (Secretary), and Doug Baker (Chair).

## Letter from Jayne Lammers



Dear NCTEAR Community,

We would like to introduce to you **Huili Hong**, our new Associate Chair, **Jennifer VanDerHeide**, our new Secretary, and **Erica Newhouse**, our new newsletter editor. Here's more information about our new NCTEAR Executive Board Members:

**Huili Hong** is an assistant professor in the Department of Curriculum and Instruction at East Tennessee State University Claudius Clemmer College of Education. She received her Ph.D. in Language, Education, and Society from The Ohio State University. Huili's research and teaching interests include language processes and literacy practices, second/foreign language education, teacher preparation, classroom discourse analysis, and ethnographic study. Huili also serves as Director of Language Collaborative of National Council of Teachers of English and vice president of Gilbreath Reading Council of Tennessee Reading Association.

Huili has been collaborating with her colleagues at ETSU in a few intramural and state-funded projects with focus on integration of STEM and literacy. Her work has been published in *International Journal of Early Childhood, Pedagogies: An International Journal, Linguistics and Education: An International Journal, The California Reader, Affective Reading Education Journal, Reading Matters, Tennessee Reading Teacher, Query*, and a number of edited volumes.

**Jennifer VanDerHeide** is an Assistant Professor of English Education in the Department of Teacher Education at Michigan State University. Her scholarship focuses on teacher learning of dialogic teaching and writing instruction, student writing development over time, and the connections between classroom interaction and learning to write, specifically within the context of the teaching and learning of argumentative writing. As a member of the Argumentative Writing Project at Ohio State University, she explored effective instructional practices for teaching argumentative writing in secondary schools and students' developmental trajectories for learning argumentative writing, particularly focusing on student learning of literary argument. From this work, she is interested in the contextualized nature of writing and learning to write and the tensions that arise between what counts as learning to write within a particular context and high-stakes, decontextualized measures of writing achievement. Her current projects involve a study of pre-service teachers' learning of dialogic practices that support student writing development, mentor teachers' roles in supporting pre-service teachers' learning of dialogic practices, and how teacher education programs can support mentors in their work. She recently served as co-coordinator of the mentoring workshop at the NCTEAR conference.

**Erica Newhouse** an Assistant Professor in the Department of Literacy and Multilingual Studies at Mercy College in New York. She taught high school English in Lexington, Kentucky and received my Ph.D. in Literacy Studies from the University of Wisconsin, Madison. She first attended NCTEAR in 2008, served on the graduate student planning committee for NCTEAR in 2011, and look forward to playing a more active role as the Newsletter Editor. Previously, Erica was a writer and the Editor-in-Chief of the biannual publication of the Mercy College School of Education Newsletter and co-edited a special issue about poverty and literacy for the *Global Education Review*. She has been a reviewer for several publications, national conferences, and served on the editorial review board of the *Journal of Adolescent and Adult Literacy, Reading Psychology, and IRA*. Erica has presented locally, nationally, and internationally on topics stemming from her research about adolescent, African American female readers of urban literature (NCTE, NCTEAR, AERA, & the Austrian-American Educational Cooperation Association). She conducts workshops and PD for teachers and faculty and recently began the *Diversity and Inequality in Education Reading and Conversation Group*, an interdisciplinary faculty group exploring diversity and inequality in education.

Welcome, Huili, Jennifer, and Erica!

Sincerely,

Jayne C. Lammers  
NCTEAR Secretary

## NEWS FROM THE NCTEAR COMMUNITY

**Botelho, M. J., & Sowell, N. (2016).** Teaching global children's literature: What to read and how to read. *Education Week*.

[http://blogs.edweek.org/edweek/global\\_learning/2016/08/teaching\\_global\\_childrens\\_literature\\_what\\_to\\_read\\_and\\_how\\_to\\_read.html](http://blogs.edweek.org/edweek/global_learning/2016/08/teaching_global_childrens_literature_what_to_read_and_how_to_read.html).

**Brooks, M. D. (2015).** "It's like a script.": Long-term English learners' experiences with and ideas about academic reading. *Research in the Teaching of English*, 49(4), 383-406.

**Brooks, M. D. (2016).** Notes and talk: An examination of a long-term English learner reading-to-learn in a high school biology classroom. *Language and Education*, 30(3), 235-251. doi: 10.1080/09500782.2015.1102275

**Buckley-Marudas, M. F. (2016).** Literacy learning in a digitally-rich Humanities classroom: Embracing multiple, collaborative, and simultaneous texts. *Journal of Adolescent and Adult Literacy*. 59(5), 551-561. Available at: <http://onlinelibrary.wiley.com/doi/10.1002/jaal.470/abstract>

**Buckley-Marudas, M. F. & Block, J. (2015).** Putting research on stage: Playwriting in the English classroom. *The English Journal*. 105(2), 102-107.

**Chisholm, J. S., & Quillen, B. (2016).** Digitizing the fishbowl: An approach to dialogic discussion. *English Journal*, 105(3), 88-91.

**Chisholm, J. S., & Whitmore, K. F. (2016).** Bodies in space/bodies in motion/bodies in character: Adolescents bear witness to Anne Frank. *International Journal of Education & the Arts*, 17(5). Retrieved from <http://www.ijea.org/v17n5/>.

**Godley, A., Monroe, T. & Castma, J. (2015).** Increasing access to and success in Advanced Placement English in Pittsburgh Public Schools. *English Journal*, 105(1), 28-34.

**Godley, A. J., Reaser, J. & Moore, K. (2015).** Pre-service English language arts teachers' development of critical language awareness for teaching. *Linguistics and Education*, 32(a), 41-54.

**Hawkins, L. K. (in press).** The Right Feedback at the Right Moment: The Power of Purposeful Talk in the Primary Grade Writing Conference. *Language Arts*.

**Hines, M. B., & Kersulov, M. (2015).** Engagement and resistance at Last Chance High: A case study of twenty-first century literacies and identities in one English classroom. *The Curriculum Journal*, 26 (2), 224-248, <http://dx.doi.org/10.1080/09585176.2015.1045536>

**Hines, M. B., Kersulov, M., Holloway, C., & Rupert, B. (2016).** "I'm white trying to play a black dude": Constructions of race in a connected classroom." In S. Tettegah and M. McCreery (Eds.). *Emotions, technology, and learning* (pp. 199-222). New York, NY: Elsevier.

**Lammers, J. C. (2016).**

["The Hangout was serious business": Leveraging participation in an online space to Design Sims fanfiction. \*Research in the Teaching of English\*, 50, 309-332.](#)

## NEWS FROM THE NCTEAR COMMUNITY

**Lammers, J. C. & Marsh, V. L.** (2015). Going public: An adolescent's networked writing on Fanfiction.net. *Journal of Adolescent & Adult Literacy*, 59, 277-285. [DOI: 10.1002/jaal.416](https://doi.org/10.1002/jaal.416).

**Rice, M.** (2016). Finding space for transfer of writing in Common Core curriculum standards. *Journal of Teaching Writing* 30(2), 47-71.

**Smagorinsky, P.** (Editor). (in press). *Creativity and community among autism-spectrum youth: Creating positive social updrafts through play and performance*. New York, NY: Palgrave Macmillan.

Shelton, S. A., & **Smagorinsky, P.** (in press). Conversation analysis, ethnomethodology, and teacher identity construction in interviews. In S. A. Mirhosseini (Ed.), *Qualitative research in language and literacy education*. New York, NY: Springer.

Troia, G. A., Olinghouse, N. G., Mo, Y., **Hawkins, L. K.**, Kopke, R. A., Chen, A., Wilson, J., & O'Shea, K. A. (2015). Academic standards for writing: To what degree do standards signpost evidence-based instructional practices and interventions? *Elementary School Journal*, 116(2), 291-321.

Wyse, D., Hayward, L. & **Zacher Pandya, J.** (Eds.) (2016). *The SAGE Handbook of Curriculum, Pedagogy, and Assessment*. London, UK: Sage.

**Zacher Pandya, J.**, Pagdilao, K., Kim, A.E., & Marquez, E. (2015). Transnational Children Orchestrating Competing Voices in Multimodal, Digital Autobiographies. *Teachers College Record*, 117(7). <http://www.tcrecord.org/Content.asp?ContentId=17946>

### Awards

**James Chisholm** and Kathy Whitmore were awarded a grant from the Jewish Heritage Fund for Excellence to support their research on arts-based approaches to the study of the Anne Frank narrative in ELA classrooms.

**Amanda Godley** received a Spencer Foundation Mid-Career Grant for her project "Using Natural Language Processing to Study Equitable and Robust Classroom Talk."

### Five College Doors to the World Website Launch



**Maria José Botelho**, the Faculty Director of the Five College Doors to the World Project, and her colleagues, Marla Solomon, Director of the Five College School Partnership Office; Natalie Sowell, Associate Professor of Theatre at Hampshire College; Anne Prescott, Director of the Five College Center for East Asian Studies; and, Courtney Waring, Director of Education at The Eric Carle Museum, just launched the Doors to the World website in early August 2016. This online resource features mini-unit plans and other materials to support pre-K-grade 3 teachers' use of global children's literature in their curriculum planning. The project offers tools for selection of and critical engagement with children's books. You can find the website at [doors2world.umass.edu](http://doors2world.umass.edu). The project also offers summer institutes for teachers, librarians, and literacy and other curriculum specialists.