

APRIL/MAY 2020



LITERACY™  
RESEARCH  
ASSOCIATION

# Newsletter

## UPGRADE

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### Submit Your News!

Have news you want to submit for the June edition of the newsletter? News submissions from members are due May 15th! You can **submit your news on our website!**

WE WANT TO HEAR FROM YOU

## Share your news!

# Newsletter Editorial Team



**Gwendolyn Thompson McMillon**  
**President-Elect; Newsletter Editor**

Spring is here, and although we are experiencing some difficult times in our personal and professional lives, we can smile when we think of all the things that spring symbolizes. Spring represents “new beginnings” – buds appear on trees, grass and flowers begin to grow, and the sun shines more brightly. As we thought about new beginnings, the Newsletter Editorial Team decided to upgrade our LRA newsletter for the April/May issue. We want to continue to make improvements, but we need your help. If you are interested in volunteering for the Newsletter Editorial Team, please email Rebekah Lee at [rlee@asginfo.net](mailto:rlee@asginfo.net). Rebekah is our new Communications Director. Her brief biography is below. Please take time to welcome her to LRA.

For the month of June, we want to honor our graduates. If you are graduating, or if you have a son, daughter, grandson, or granddaughter, graduating, please send a picture of the two of you and their graduation information. We know that they have not been able to participate in traditional events, such as commencement, parties, and proms, but we want to help you celebrate their accomplishments.

Rebekah Lee is a Program Coordinator for Association Services Group who specializes in communications. Rebekah is experienced in customer relations, non-profit/association newsletter management, social media marketing, and annual fund development. Rebekah studied at LaGrange College where she received her B.A. in English. During her undergraduate experience, Rebekah served students in the college's writing center, was editor of the student newspaper, and became an initiated member of Sigma Tau Delta English honor society. In her spare time, she enjoys taking her dog for walks, tending to her ever-growing plant collection, and catching up on her reading list. She is excited and honored to serve as Communications Director for LRA.



**Rebekah Lee**  
**LRA Communications Director**



CALL TO COLLEAGUES

## Results Now Available

In the March Newsletter, we asked you to gather resources that we can share with one another as we move our university teaching and/or research online as well as support K-12 communities. We are pleased to announce that the results are now available on the LRA website, [Resources tab](#). This survey remains open.

Anytime you see resources that would be useful to

- University online teaching
- Conducting research online
- Supporting K-12 online literacy learning and teaching

please submit them to the survey.

Updates will be made weekly—so keep submitting your insights and keep checking on the resources that are recommended by our LRA colleagues.

Sincerely,  
Betsy Baker  
LRA President (2019-2020)





# **ELECTIONS**

2020 Results and Calls for  
Nominations





ELECTIONS

## 2020 Election Results

Dear LRA Members,

Thank you for participating in the 2020 election of LRA's Vice-President Elect and Board Members. I am delighted to officially announce of the election results and congratulate the following colleagues:

**VP – Elect**

Doris Walker-Dalhouse

**Board Member**

Virginia Goatley

Mary McVee

Patriann Smith

The Board congratulates and thanks all of the candidates who offered their leadership and service to LRA in this election including: Sharon Walpole, Dana Robertson, Seth Parsons and Barbara Laster.

We also thank the members of the Nominations Committee for their dedication and diligence for creating an excellent slate and promoting a successful election process: Gwen McMillon (Chair), Fenice Boyd, Gay Ivey, Jiening Ruan, Poonam Arya, and Randy Bomer.

Sincerely,  
Betsy Baker  
LRA President (2019-2020)



## ELECTIONS

# 2020 Election Results



VP - ELECT

**Doris Walker-Dalhousé**

Professor of Literacy  
Department of Educational Policy &  
Leadership  
Marquette University

Doris Walker-Dalhousé Professor of Literacy in the Department of Educational Policy & Leadership at Marquette University. For the past 19 years LRA has been the professional community in which her thinking about literacy has been challenged. Dr. Walker-Dalhousé has served LRA as a member of the Board of Directors; Co-chair of the Race, Ethnicity, and Multilingualism Committee; Chair of the Outstanding Student Award Committee; Member of the Outstanding Student Research Award Committee; Member of the Fry Book Award Committee; Member of the Editorial Review Board of the Journal of Literacy Research; Co-chair Area 8: Literacy Learning & Practice in Multilingual and Multicultural Settings; and Co-chair of the Culturally Responsive Literacy Instruction Study Group.

Throughout her career she has focused on socio-cultural aspects of literacy. Her research, conducted in after-school reading programs with preservice teachers and struggling readers and their families, focuses on sociocultural factors in the literacy development of ethnically and culturally diverse learners.

## ELECTIONS

# 2020 Election Results



BOARD MEMBER

## Virginia Goatley

Department Chair and Professor  
Department of Literacy Teaching and Learning  
University at Albany, State University of New York

Virginia Goatley is a Department Chair and Professor in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York where Dr. Goatley has served in numerous administrative roles. Dr. Goatley has been a member of LRA since 1991 and considers the organization to be her intellectual home where she engages with colleagues in critical conversations to improve literacy research, policies, and practices. In 2018, Dr. Goatley received the Albert J. Kingston award in recognition of her service to LRA.

Recently, she completed a term as Co-editor of the Journal of Literacy Research, including editor for the new Insights essays. She currently chairs the LRA Arthur Applebee Award for Excellence in Research on Literacy Committee and has served on various committees, such as the Oscar Causey Award, Ed Fry Book Award, Albert J. Kingston Award, Policy and Legislative Committee, and co-chaired the first Graduate Student study group.

Her primary research interest is preventing reading and writing difficulties for children, with attention to the critical need to bridge the gap between educational research and practice.

## ELECTIONS

# 2020 Election Results



BOARD MEMBER

**Mary McVee**

Professor of Literacy Education and  
Director of CLaRI (Center for Literacy  
and Reading Instruction)  
Graduate School of Education  
University at Buffalo, SUNY

Mary McVee is Professor of Literacy Education and Director of CLaRI (Center for Literacy and Reading Instruction) in the Graduate School of Education University at Buffalo, SUNY. She attended her first National Reading Conference (now LRA) in 1994, as a doctoral student.

Dr. McVee has reviewed numerous manuscripts for Literacy Research: Theory, Method, and Practice (formerly known as The NRC Yearbook), served as a committee member and currently as Chair of the Oscar Causey Committee, Co-chair for Area 1 (Preservice Teacher Education), Co-chair for Area 8 (Literacy in Multicultural/Multilingual settings), as well as on the Editorial Review Board for JLR. Over the decades, she has continued to write and develop work in relation to positioning theory.



## ELECTIONS

# 2020 Election Results



BOARD MEMBER

**Patriann Smith**

Assistant Professor of Literacy Studies  
Department of Teaching and Learning  
University of South Florida

Patriann Smith is an Assistant Professor of Literacy Studies in the Department of Teaching and Learning at the University of South Florida. Dr. Smith has been a member of LRA for several years. She has served on the Editorial Review Board for JLR as well as the NRC Yearbook. Dr. Smith has served on the Executive Committee as Parliamentarian, as a member of ERM, Chair of the ERM Travel Awards Committee, served as Caribbean Regional Representative for the International ICG, contributed to a Policy and Advocacy initiative to demonstrate how literacy research intersects with policy, co-authored the LRA Statement on Racial Violence and Racism in Literacy Research, was a STAR Fellow and Co-chair of Area 4: Public Engagement and Policy in Literacy.

Her research is focused on Black immigrant Englishes and literacies, standardized and non-standardized English ideologies, multicultural teacher education, international literacy assessment, and cross-cultural and cross-linguistic literacy practices.

## LRA 2021 NOMINATIONS COMMITTEE

# Submit your nominees!

LRA Voting Members,

Greetings! On behalf of the LRA leadership team, I hope this newsletter call for qualified applicants to serve on the LRA Nominations Committee for 2021 finds all of you healthy, safe, and out of harm's way. Thank you for voting during the recent LRA 2020 election, and now it is time to begin the process of organizing a Nominations Committee who will assist with our 2021 Election. The Nominations Committee is charged with reviewing candidates for Vice President-Elect and the Board of Directors (see LRA Bylaws excerpt, Section 7.4 to the right). This call is requesting nominations for four, additional non-LRA Board members to serve along with the Vice President, President-Elect and Past President on the 2021 Nominations Committee.

Do you know an LRA member who you think would be ideal to serve on the Nominations Committee? Does this member promote research that enriches knowledge, understanding, and the development of lifespan literacies in our multicultural and multilingual world? If so, please submit their name and a CV. Self-nominations are welcome. All nominees must be members in good standing who "represent the priorities included in the LRA Mission statement, particularly with respect to leadership, scholarship, diversity, and membership." For additional information concerning the work of the Nominations Committee, please see the [LRA Policy & Procedures Handbook](#) (pp. 8 - 9). The work of the Nominations Committee will primarily occur between June 15 - September 1, 2020.

All nominations must be received by **May 11, 2020, at 5:00 PM ET**. Use the following survey for 2021 Nominations Committee recommendations ([Click here](#)). For more information, please feel free to reach out to Kendra Tyner, [ktyners@asginfo.net](mailto:ktyners@asginfo.net).

Best Regards,  
David B. Yaden, Jr.  
Vice President



### From LRA Bylaws, Section 7.4

The Nominations Committee shall be an administrative committee and shall function as defined in these Bylaws (see Section 4.16). The Nominations Committee shall be composed of the President Elect, Vice President, Past President, and four (4) non-Board of Directors members in good standing who have a record of service and leadership in the organization. The members of the Nominations Committee must represent the priorities included in the LRA Mission statement, particularly with respect to leadership, scholarship, diversity, and membership. Members of the Committee who are not Officers shall be appointed by the Vice President with approval of the majority vote of the Board of Directors. The Vice President shall solicit nominees for the Committee from the Board of Directors and the voting membership (self- or peer-nomination). Each Nominations Committee member must be a member in good standing. The Vice President shall serve as Chair.

# Call for e-Editors

Dear LRA Community,

Recently, the board approved new roles and responsibilities for LRA e-Editors, and we are currently accepting applications from individuals or teams that want to serve in the e-Editor role. So, what do e-editors do?

## SOCIAL MEDIA CONTENT

In their re-envisioned role, e-Editors will be responsible for regularly generating content for existing LRA social media sites, including, but not limited to, the LRA Facebook account and the LRA Twitter account. The purpose of all social media posts will be community engagement and education. The appointed e-Editors should alternate responsibility for leading the generation of social media content on an agreed upon basis to ensure that content is posted to social media sites throughout each week. More specific guidelines will be provided to the selected team.

## OTHER RESPONSIBILITIES

In addition to generating social media content, the e-Editors work with the Technology and Digital Communications Committee as needed to make changes to web content, recommend technological advancements, monitor public online content, and other duties as described in the LRA Policy and Procedures Handbook.

## WHO CAN APPLY?

Anyone who is a current LRA member. We are seeking applications from teams of 2-4 people or individuals who are interested in being part of a team, but not applying with a specific group of people.

## HOW DO I APPLY?

Please complete the e-Editors Nominations Survey. All responses are due by **Friday, May 20, 2020**. A preview of the questions can be viewed below.

- Name and affiliation of proposed team member(s):
- Please describe how your proposed team will work together to fulfill the responsibilities of e-Editors. Be sure to describe your plan for alternating leadership developing social media content among the team members. If you are applying as an individual, describe how you would propose to divide responsibilities among a team.
- Please provide a sample schedule of how often/when you would post content to the LRA Facebook and Twitter accounts. Please provide an example of the kind of content you would like to post to the LRA Facebook and Twitter accounts.

\*The job of the e-Editors in this re-envisioned role is significant and important. It is through insightful and frequent posts on social media that e-Editors create a social media presence that keeps LRA vibrant and alive and in the forefront of the literacy community.

Best Regards,  
Marcelle Haddix  
Past President (2019-2020)





# CONFERENCE 2020

## Updates

70<sup>th</sup> LRA Annual Conference  
**DECEMBER 2-5, 2020**

*All of Us are Smarter than Each of Us:  
Collaborate for **IMPACT***



LITERACY<sup>™</sup>  
RESEARCH  
ASSOCIATION

Hilton Americas Houston | Houston, Texas



**Gwendolyn Thompson McMillon**  
**Conference Chair**

## AN UPDATE: **Conference 2020**

Mitigating the spread of COVID-19 has been the reason for the cancellation of many events, including national and international conferences. At this time, we are preparing for our LRA Conference 2020. We assure you that we are thinking ahead and envisioning multiple possibilities.

Please email me  
at [gmcmillon@literacyresearchassociation.org](mailto:gmcmillon@literacyresearchassociation.org)  
if you have ideas or suggestions.

### **UPDATE AND SHOUT OUT TO AREA CHAIRS**

Conference 2020 proposals have been submitted and our phenomenal area chairs are busy matching proposals with reviewers, recruiting additional reviewers, and contacting reviewers to make sure that they have whatever they need. Our area chairs rock! Why? Because they are fulfilling all of their responsibilities in the midst of transitioning their face-to-face university courses to online sessions in the middle of the semester. Many of them are also homeschooling their children, and/or taking care of elderly parents. If you know an area chair, please take the time to send them a quick email to say “thanks” for their work.





# **2020 AWARDS**

Call for Nominations





## CALL FOR NOMINATIONS

# Edward B. Fry Book Award

### PURPOSE OF AWARD

The purpose of the Edward B. Fry Book Award is to recognize LRA members who author a book on literacy research and practice. The award was established by Edward B. Fry who donated funds to support it. The first award was presented in 1995. An award seal was designed and used for the first time in 2000.

### CRITERIA FOR CONSIDERATION

Eligibility for the award is limited to current members of LRA who have written or been one of several authors of a book. The book must have a copyright date within 5 years of the date when the award is made.

The book that receives the award will:

- Advance knowledge about literacy
- Display inquiry into literacy
- Show responsible intellectual risk-taking

### PROCEDURES FOR NOMINATION

Letters of nomination and a copy of the nominated book must be sent to the [Chair](#) by or before May 1st.

Nomination letters must directly address the ways in which the nominated book meets the criteria outlined above. Letters cannot simply reiterate the endorsements or summaries designed to promote the text. Self-nominations are accepted. A book may be re-nominated if it has been previously nominated but did not win the award. Please submit nomination letters to **Iliana Reyes** by **May 1, 2020** (NO Exceptions).

### PRESENTATION OF AWARD

The Edward B. Fry Book Award is presented at the annual conference. The author receives a plaque and a monetary award. The monetary award will be 5 percent of the principal in the Fund. If there is more than one author, the amount will be distributed equally among co-authors.

Iliana Reyes

Edward B. Fry Book Committee, Chair



## MATERIALS DUE

## MAY 1, 2020

### Contact Information:

Iliana Reyes  
[ilianareyes2000@gmail.com](mailto:ilianareyes2000@gmail.com)



CALL FOR NOMINATIONS

# 2020 Early Career Achievement Award

## PURPOSE OF AWARD

The Early Career Achievement Award is awarded annually to honor the new members of the LRA community who have been actively involved in research, teaching, and service for approximately 3-7 years, and have demonstrated outstanding commitment and accomplishment.

## CRITERIA FOR CONSIDERATION

Nominees for the Early Career Achievement Award can be of any rank. However, nominees must:

1. Be members of LRA (for at least three years, but not necessarily consecutively)
2. Possess a terminal doctoral degree, and
3. Have worked in the field seven years or less from the conferral date of their degree to the posted deadline for this competition.

## PROCEDURES FOR NOMINATION

An LRA member may be nominated by a peer member of LRA through a recommendation letter outlining the candidate's contributions to the field of literacy research and the nominee's participation in LRA. Please submit nomination letters to Julia López-Robertson by midnight, May 15, 2020.

Nominees will then be asked to submit in **ONE DOCUMENT**:

1. A current curriculum vita, including affiliations, degrees, research honors and awards, publications, and service on editorial boards of research journals;
2. A statement of approximately 1,500 words delineating professional growth and research agenda;
3. A letter of support from the candidate's current institution (e.g., teaching/research colleague, department Chair).

**These materials are to be submitted to Julia López-Robertson by midnight, May 15, 2020.**

**MATERIALS DUE  
MAY 15, 2020**

### Contact Information:

Julia López-Robertson, PhD  
[lopezrob@mailbox.sc.edu](mailto:lopezrob@mailbox.sc.edu)

Julia López-Robertson, PhD  
Early Career Achievement Award Committee, Chair

CALL FOR NOMINATIONS

# Albert J. Kingston Distinguished Service Award

## PURPOSE OF AWARD

The Albert J. Kingston Award is awarded annually to honor a LRA member for distinguished contributions of service to the Literacy Research Association. This notable honor has been presented annually since 1985. A complete list of past recipients is featured on the LRA [website](#).

## CRITERIA FOR CONSIDERATION

Do you know an exemplary member of the Literacy Research Association who is an exemplar of outstanding service to the organization? Nominations for the 2020 Albert J. Kingston Award are now being accepted!

## PROCEDURES FOR NOMINATION

Check out the LRA website for nomination guidelines. Please email nominations to Paola Pilonieta, Committee Chair, at [pilonieta@uncc.edu](mailto:pilonieta@uncc.edu) by **August 15, 2020**.

Paola Pilonieta  
Albert J. Kingston Distinguished Service Award  
Committee, Chair



**MATERIALS DUE  
AUGUST 15, 2020**

**Contact Information:**

**Paola Pilonieta**  
[pilonieta@uncc.edu](mailto:pilonieta@uncc.edu)





## CALL FOR NOMINATIONS

# Brian Street Memorial Award

### NOMINATION REQUIREMENTS

Nominations and self-nominations will be accepted each year (the person making the nomination should check with the nominee to ensure willingness to accept the award and attend the LRA annual conference). Nominations and self-nominations may be made at any time before August 15th. However, only people who have had a proposal to the LRA conference accepted will be considered (individual papers, papers that are part of a symposium, and other formats of presentation are all acceptable).

### CRITERIA FOR CONSIDERATION

- The overall quality of the research including consideration of purpose, theoretical framing, the ethnographic methodology, findings, and conclusions.
- How the manuscript brings together anthropology, literacy studies, and education together.
- The contribution of the research to the field (e.g., the impact of the research on theory, knowledge, or practice in the field of literacy studies).
- A maximum of one award will be given each year.
- The review of proposals will be conducted by the Award Committee.

### NOMINATION MATERIALS INCLUDE:

1. The paper proposal (or the specific presentation part of a symposium proposal) submitted to the LRA annual conference
2. A letter (600-word maximum) from either the nominee or from the person making the nomination describing:
  - a. The quality of the research being reported, including the quality of the ethnographic methods, employed;
  - b. The contribution of the research to the field of literacy studies
  - c. How the scholarship to be presented brings together anthropology, literacy studies, and education together
3. A letter of recommendation (600-word maximum) from someone familiar with the nominee's scholarship describing the quality of the nominee's program of research and how the scholarship to be presented brings together anthropology, literacy studies, and education.

Nomination materials (see [website](#)) should be sent to the [chair of the award committee by e-mail](#) no later than **August 15, 11:59 PM (EST)**.

David Bloome,  
Brian Street Memorial Award Committee, Chair

**MATERIALS DUE  
AUGUST 15, 2020**

### Contact Information:

David Bloome  
[davidbloome@gmail.com](mailto:davidbloome@gmail.com)



CALL FOR NOMINATIONS

# 2020 Student Outstanding Research Award (SORA)

Are you a graduate student who is already looking forward to next year's LRA Conference? Are you conceptualizing a promising paper based on your research? Would you like the opportunity to have your paper published in *Literacy Research: Theory, Methods and Practice*? If so, please consider applying for the LRA 2020 Student Outstanding Research Award.

## PURPOSE OF AWARD

The Student Outstanding Research Award is awarded annually to honor a student member of LRA in recognition of an outstanding research paper presented at the Annual Conference.

## CRITERIA FOR CONSIDERATION

- Author must hold student status.
- Research must be conducted by the student.
- Paper must be written solely by the student or co-authored with students.
- Paper cannot be co-authored or co-presented with a faculty member.
- Paper must have been accepted for presentation at the 2020 Conference.
- **Manuscripts submitted for the award cannot be simultaneously under review for publication.**

Papers representing various forms and genres of research (including conceptual papers) are welcome. For more information, visit [LRA 2020 Student Outstanding Research Award](#).

To be considered, submit your application to Soria Colomer at [soria.colomer@oregonstate.edu](mailto:soria.colomer@oregonstate.edu) with "LRA 2020 SORA Application" in the subject by **August 15, 2020**.

Soria Colomer,  
Student Outstanding Research Award, Chair



**MATERIALS DUE  
AUGUST 15, 2020**

**Contact Information:**

Soria Colomer  
[soria.colomer@oregonstate.edu](mailto:soria.colomer@oregonstate.edu)

CALL FOR NOMINATIONS

# Oscar S. Causey Award

## PURPOSE OF AWARD

The Oscar S. Causey Award is awarded annually to recognize a LRA member for outstanding contributions to literacy research.

## CRITERIA FOR CONSIDERATION

When assessing nominees, committee members address six criteria:

1. This individual has published *substantial* research in literacy.
2. This individual has published *significant* research in literacy.
3. This individual has published *original* research in literacy.
4. This individual has generated *new knowledge* through literacy research.
5. This individual is a recognized *leader* in the conduct and promotion of literacy research.
6. Consideration will be given to whether the literacy research of Oscar S. Causey Award nominees is aligned with the mission statement of LRA.

## PROCEDURES FOR NOMINATION

Nominations should include a copy of the nominee's current, full curriculum vita and a nominating letter authored by an individual who is a member of LRA.

Nominations are sent electronically via e-mail to the Chair. Nominations are considered active for a period of three years unless a nominee has received the award during this time.

**New nominations should be submitted electronically via e-mail to [Mary McVee](#) before **August 30, 2020**.**

Mary McVee  
Oscar S. Causey Award Committee, Chair



**MATERIALS DUE  
AUGUST 30, 2020**

### Contact Information:

Mary McVee  
[mcvee@buffalo.edu](mailto:mcvee@buffalo.edu)



CALL FOR NOMINATIONS

# P. David Pearson Scholarly Influence Award

## PURPOSE OF AWARD

The P. David Pearson Scholarly Influence Award began in 2013. This annual award honors, in P. David Pearson's name, the author(s) of an article/chapter/book written at least 5 years prior to the nomination, that has demonstrably and positively influenced/impacted literacy practices and/or policies within district, school and/or classroom settings.

## PROCEDURES FOR CONSIDERATION

We encourage you to think about influential materials that have affected your professional work and submit nominations by **September 5, 2020**, for consideration in 2020. Nominators should demonstrate how the findings or implications of the article/chapter/book have been used directly by educators to craft influential policies and/or initiate and implement innovative classroom practices. The submission packet should include a letter of nomination outlining the case with supporting evidence (along with the key piece of writing, author CV and documentation of the influence of the piece on instruction and/or policy).

Please submit to Jung Kim, via email, [kimju@lewisu.edu](mailto:kimju@lewisu.edu). Further information can be found on the [LRA website](#).

Jung Kim  
P. David Pearson Scholarly Influence Award Committee,  
Chair

**MATERIALS DUE  
SEPTEMBER 5, 2020**

### Contact Information:

**Jung Kim**  
[kimju@lewisu.edu](mailto:kimju@lewisu.edu)





## CALL FOR NOMINATIONS

# Arthur Applebee Award

### PURPOSE OF AWARD

The Arthur Applebee Award for Excellence in Research on Literacy is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year. This Award is co-sponsored by the Literacy Research Association, the University at Albany School of Education, and the University at Albany Foundation. The award is presented in memory of University at Albany - SUNY Distinguished Professor Arthur N. Applebee, internationally renowned for his seminal scholarship in the fields of literacy and language learning.

### CRITERIA FOR CONSIDERATION

For the award, the topic of literacy research is construed broadly to include research that informs literacy theory, practice, and/or policy. A contribution to the field may include articles that either substantively develop or add to an existing area of research, combine existing areas of research in ways that have promised to positively influence literacy education, or create a new or less considered area of investigation with a promise to positively influence literacy education. Because the award focuses on the broadest possible conceptualization of literacy, it necessarily entails all of the epistemological, methodological, disciplinary, and topical perspectives that we find under the LRA umbrella. Thus, any article that emerges successfully from this broad set of filters honors LRA's fundamental research commitment.

### PROCEDURES FOR NOMINATION

To nominate an article for the 2020 award, please send an electronic copy of the article and a nomination letter that states how the article meets the criteria to Virginia Goatley ([vgoatley@albany.edu](mailto:vgoatley@albany.edu)) by **Tuesday, September 8, 2020**. Self-nominations are accepted. Nominations should be a research article published in a refereed journal between January 1, 2019 and December 31, 2019. Please see the [LRA website](#) for further criteria and eligibility information.

**MATERIALS DUE  
SEPTEMBER 8, 2020**

### Contact Information:

Virginia Goatley  
[vgoatley@albany.edu](mailto:vgoatley@albany.edu)

Virginia Goatley  
Arthur Applebee Award Committee, Chair



## CALL FOR NOMINATIONS

# J. Michael Parker Award

If you are a doctoral student or early-career, untenured faculty submitting a proposal on the topic of adult literacy to the 2020 LRA Conference, please consider applying for the J. Michael Parker Award. LRA awards the J. Michael Parker Award to new scholars for a paper they present at the conference that addresses adult literacy/language development and instruction. The award was established in 2001 in honor of J. Michael Parker, winner of LRA's Student Outstanding Research Award for his work in community-based adult literacy.

### PURPOSE OF AWARD

To be true to the spirit of J. Michael Parker's work, the award recognizes studies that examine ways adults further their own language and literacy development within or outside of formal learning contexts, including different social and cultural contexts for learning. The award is designed to encourage work in adult literacy with a variety of populations, including, but not limited to, learners in formal settings, such as adult basic education and ESOL classes, family literacy with an emphasis on the adult, as well as those engaged in literacy practices embedded in diverse cultural settings.

### ELIGIBILITY

In order to be considered for the J. Michael Parker Award, applicants must meet the following eligibility requirements:

- All of the author(s) of the paper must be doctoral students or early-career, untenured faculty at the time of the paper submission (October 1st, prior to the Annual Meeting)
- The paper is based on a proposal accepted for presentation at the 2020 LRA Annual Meeting.
- The author(s) of the paper are LRA members in good standing at the time of the paper submission. Award Details



**MATERIALS DUE  
OCTOBER 1, 2020**

### Contact Information:

Kathleen Alley  
[KAlley@colled.msstate.edu](mailto:KAlley@colled.msstate.edu)

**CONTINUED ON NEXT PAGE**

# J. Michael Parker Award (Continued)

## AWARD DETAILS

Recipients of the award receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. They are also recognized during a general session of the conference. The award is presented to papers with either a single author and multiple authors, wherein all authors must be doctoral student(s) or early-career, untenured faculty. For single-authored papers, the recipient will receive \$500 and a plaque commemorating the award. For co-authored papers, the recipients will each receive a plaque and will decide amongst themselves how to divide the \$500 award.

## CRITERIA FOR CONSIDERATION

The LRA member selected for receiving the J. Michael Parker Award should conduct research that is judged capable of making a significant contribution to theory and/or practice of adult literacy learning and instruction. This means that the paper will be judged as: the Committee considers the methodology to be appropriate to the research question and of sufficient rigor; the implications of the research are of a scope needed to impact the field; the quality of the writing is appropriate for academic writing. Applicants are required to submit a proposal of their research to the LRA 2020 Conference. If the proposal is accepted, a full research paper (see guidelines below) based on the accepted proposal, **must be submitted electronically via email to the chair Kathleen Alley ([KAlley@colled.msstate.edu](mailto:KAlley@colled.msstate.edu)) by October 1, 2020.**

## REQUIRED MATERIALS

- A full research paper should be no longer than 25 pages (double-spaced and 12-point font), excluding references and appendices. The research paper should be blinded with no identifying information. It should be sent in a Microsoft Word or PDF format.
- A one-page cover letter should include the following information:
  - Status (doctoral student or untenured faculty) of each author
  - Information about LRA presentation: Date/time/type of session
  - Paragraph addressing how the paper meets the award criteria
  - If the paper is a small part of a larger study, describe the context and methodology of the larger study. Also, describe this research in relationship to being part of work conducted by an advisor/tenured faculty member.

Potential applicants are encouraged to contact the award chair to discuss how their research may fit with the intentions of the award and to make inquiries.

Kathleen Alley

J. Michael Parker Award Committee, Chair





**SPOTLIGHT ON**



**INNOVATIVE  
COMMUNITY  
GROUPS**



# Reading Clinics/Literacy Labs

## THE BEGINNING OF COLLECTED WISDOM FROM READING CLINICS/LITERACY LABS DURING A PANDEMIC

By Barbara Laster, Chair

Now, we can understand viscerally why we have built this LRA Reading Clinics/Literacy Labs community of scholars over 20+ years. We are dealing with a pandemic in dramatic ways. From remote learning with young students to graduate students scanning and uploading assignments and having digital Zoom class meetings: Everything has changed in clinical experiences, except for our commitment to teacher development and our focus on literacy learners.

We offer here a few of the highlights and some of the challenges. In the face of the closure of universities because of the COVID-19 pandemic, we had a well-attended virtual meeting on Sunday, March 15, 2020, at which we discussed how to manage teachers/tutors and their students/clients when we were forced to shut down clinics/labs in the middle of the semester. Two sites (Toronto and Montana) cancelled clinic and refunded money to parents because they had only met with clients several times. Most others are continuing clinic/lab (Rhode Island, Albany, Towson in Maryland, Richmond, Southeastern Illinois, etc.).

There has been great comradery across our LRA ICG as faculty have been supporting each other during these very unusual circumstances. Every week another faculty member associated with clinics/labs reaches out for advice. Now, some folks are planning summer clinic and the challenges remain. If you need help with your clinic/lab, please contact me at [blaster@towson.edu](mailto:blaster@towson.edu).

The results of using Zoom or other online platforms are mixed and interesting. In the future, we will have more robust data to report. In the meantime, we can say that in clinics/labs where there had been a foundation of face-to-face (F2F) meetings in which rapport had been established between the teacher and the student, it was not so difficult to move to remote learning (as long as families had internet access and dedicated time for the child to use the computer). Younger students working on computer screens via Zoom has been very challenging. They often have gotten distracted, and the teacher cannot control the learning environment. For middle school students, remote learning via the computer has worked well.

This experience of remote learning (in contrast to online learning) will add another layer of complexity to an alternative session that we have proposed for LRA 2020 on the topic of online vs. F2F clinics/labs.



# Multilingual and Transnational ICG

## Prepared by Co-Chairs:

**Kristen L Pratt (Western Oregon University) and Samuel David (University of Minnesota)**

The Multilingual and Transnational Innovative Community Group works to enrich the knowledge, understanding, and scholarship relating to literacies in multilingual and transnational contexts by working to: (a) increase awareness concerning the importance of multi-language and dual language literacies in the U.S. and around the world; (b) create a community of scholars interested in how biliteracy is acquired, developed, and assessed; and (c) advocate research-supported policies and instructional practices that promote literacies in multilingual and transnational contexts.

This past year, through our ICG, we worked to establish collaborative networks to bolster the quality and quantity of research exploring multilingual and transnational literacies by hosting our second annual peer to peer and mentoring feedback opportunities for our ICG members as they prepared their 2020 proposals. A big thank you to Mandy Stewart for organizing this effort. This opportunity uniquely provided a space for scholars to share their expertise with one another and support strong proposal submissions from our ICG. Thank you to all who volunteered and participated.

This past year at LRA 2019, our ICG hosted a series of dynamic study sessions that explored challenging monoglossic ideologies in literacy research. This was an incredibly rich time for Dr. Susan Hopewell and Dr. Carolyn McKinney to share their work and engage our community of scholars in thinking about literacy research as a social justice endeavor to support heteroglossic ideologies and offer alternative entry points for more additive practices. We hosted three days of vibrant and purposeful discussions that enriched participants' understandings and sense of community within our ICG.

We look forward with anticipation to our annual study sessions at LRA 2020. This year, we worked in collaboration with the Ethnicity, Race and Multilingualism Committee to submit our proposed sessions. We proposed to explore border realities as assets for fostering transliteracies, multiculturalism, and multilingualism within literacy research with invited guest speakers, Dr. Allison Skerrett and Dr. G. Sue Kasun. It is anticipated this will be an interactive time to learn, express innovative ideas, and consider how collectively we might influence the future of literacy research impacting multilingual and transnational populations.

In addition to our anticipated study sessions, this year for LRA 2020, we have proposed a second annual invited symposium. We have again collaborated with the Ethnicity, Race and Multilingualism Committee to propose this symposium where we hope to be able to explore multilingualism in the context of English hegemony looking at current policy, theory and practice across the field.

Lastly, our ICG is putting together a working group to explore the history and role of multilingualism at LRA. Please be on the lookout for information to be coming your way. Your critical input will be welcomed and encouraged. We also invite LRA members who have not already joined our ICG but are interested in doing so, to reach out to our ICG co-chairs.

If you have ideas for our ICG and/or would like to get involved, please email Kristen or Sam and we will make sure to add you to our ICG listserv and get you connected. We look forward to LRA 2020 as we collectively unite in solidarity to have an influential voice as advocates for literacy research from multilingual and transnational perspectives.

Please don't hesitate to reach out to us if you have questions, compliments, concerns or if you would like more information regarding our ICG.

Your ICG co-chairs,  
Kristen L Pratt ([prattk@wou.edu](mailto:prattk@wou.edu))  
Samuel David ([ssdavid@umn.edu](mailto:ssdavid@umn.edu))

# The Formative Experiment and Design-Based Research (FEDBR)

The Formative Experiment and Design-Based Research (FEDBR) ICG held its first online forum to provide a platform for members to come together and discuss issues/trends in FEDBR in the Fall of 2019. Drs. Michelle Fowler-Amato and Amber Warrington served as speakers and Drs. Jamie Colwell and Emily Howell served as forum leaders. Multiple members attended and a productive discussion on co-design and collaboration in DBR was held.

At the LRA Conference in 2019, we hosted multiple speakers including, Ryan McCarty, Assistant Professor, National Louis University, Tim Pappageorge, Maine West High School, Allison Ward Parsons, Associate Professor, George Mason University, Jamie Colwell, Associate Professor, Old Dominion University, and Amy Hutchison, Associate Professor, George Mason University. We look forward to hosting another online forum in the fall of 2020 and another successful study group at the annual conference in 2020.

## Doctoral Student ICG

The Doctoral Student ICG submitted a 2020 Study Group proposal entitled “Solidarity in the Face of Adversity: Self-work, Comradeship, and Unification.”



# **LRA MEMBER NEWS AND CONTRIBUTIONS**

# LRA Members Speak

## THE 3RD DIGITAL DIVIDE

by Barbara Laster, Ed.D

In a time of national crisis in response to the Covid19 pandemic, schools are shutting down for three months or more for the sake of everyone's health. We will do whatever we can as parents and teachers to support student learning. Yet, it is also a time when we cannot ignore the digital divides that are the inequitable backdrop of our society, and our responsibility to address this social justice issue.

The first digital divide, evident in the last decades of the 20th century was the total lack of computer or internet access for some citizens/students, while others became digital natives or at least proficient digital immigrants.

The second digital divide evolved at the beginning of this century and illustrates a different gulf between the haves and the have nots. The second digital divide is more nuanced as some students are encouraged to generate new texts; use advanced programs for science, engineering, or mathematics; and think critically as they sort through online information. On the other hand, those left behind are using technology for teacher-directed drill and practice exercises that are hardly different than worksheets.

Now, intertwined with this emergency, we have another digital divide. This 3rd digital divide involves hardware/software, connectivity, teachers' skills, and resiliency, combined with students' home support and perseverance. If all of these factors are optimal, teachers can advance their students' course of learning. If not, in 2020 students will not grow and may regress. Imbalances of skilled professional support of the teachers, along with the inequalities of access for some students are being documented daily.

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**As we move forward, the newsletter will offer opportunities for LRA members to provide relevant information.**

**This month we hear from Barbara Laster, Ed.D, a professor of Education at Towson University. Her article explores digital divides.**



# LRA Members Speak

For example, 8-year-old Sara's family has no computer. She can FaceTime with her teacher for short twice per week sessions on her mother's Smartphone (when Mom is not at work), but cannot access the school's Blackboard site. As she usually gets free breakfast/lunch, she now receives free meals from school, and her teacher has sent home paper and pencil, and copies of some learning activities, along with the meal delivery. She can only practice some skills that she has already learned, but does not have the assistance of her teacher, who scaffolds how to do a new strategy in math or reading.

Khalil's mood is boosted when he hears his teacher's voice, as she follows up on the persuasive essay assignment in her weekly phone call; this school has no capability for online learning. Khalil faces an overwhelming challenge because, despite his motivation and diligence, he needs writing instruction.

On the other hand, Regie cannot function on the regular computer, but only on the adaptive one he has at school. He is spending his days at home watching T.V.

Even with the hard work and good intentions of the central office personnel of the school districts, the expanding chasm in education between the haves and the have nots has never been so glaring.

Furthermore, there are the contextual and affective considerations of any learning environment. One teacher commented on the difference between working in-person versus online (via Zoom) with one 4th grader. Think how this would be multiplied for a whole class of students.

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# LRA Members Speak

The online platform has some significant disadvantages, such as it is much harder to model a strategy or activity, and there is less opportunity for me to support my student while she acquires the activity or strategy. I cannot see her in her context but can sense the distractions. It feels more like we're each practicing independently, working in parallel, but not effectively together.

It is surprising that school districts have not been proactive before this emergency in providing accessibility for distance learning to the least privileged students. Now, we are all scrambling to provide remote learning avenues. Among the graduate students in my classes are creative teachers who are partially filling the void with Skype lessons or Google Classroom for those who can access them. Starting next week, in some districts there will be small group learning or individual video chats for reading or writing or math, but some students only have access to their teachers through sparse text messages: *Read everyday! Ms. Smith sends you a hug.*

Let's remember this time for the extraordinary efforts of many—including the army of teachers--who will make every effort to reach their students. Let us grapple with this 3rd digital divide, knowing that lack of access to instruction will have long term consequences. And, let us remind policymakers that in-person learning (sometimes supported by technology) is the richest and most robust treasure of our society for reasons that are economic, social, emotional, and educational. ■



# Member Publications

LRA Member **Elizabeth A.**

**Morphis** recently published “The Journey to Teacher: Facilitating Communication Skills in Preservice Teachers to Build Trust, Learn about Students, and Create Literacy Lessons” in the February 2020 issue of *English Leadership Quarterly*. The article focuses on clinically-rich literacy methodology courses and discusses strategies she has used when working with novice teachers, specifically preservice teachers, to develop communication skills in order to build trust with students, learn about students’ backgrounds and interests, and implement what they learn about the students in their literacy lessons. You can find her article [here](#).

**Dr. Kim Lenters** and Dr. Mairi McDermott recently published the edited volume, *Affect, Embodiment, and Place in Critical Literacy: Assembling Theory and Practice* (Routledge, 2020). As the title suggests the book considers the interplay of literacy theory and practice by bringing international poststructural literacy scholars into conversation with classroom teachers. The book features contributions from LRA members Maren Aukerman, Cathy Burnett, Barbara Comber, Christian Ehret, Michelle Honeyford, Candace Kuby, Kevin Leander, Robert LeBlanc, Guy Merchant, Phil Nichols, Mia Perry, Erin Spring, Jaye Johnson Thiel, Monica Waterhouse, and Pam Whitty, in addition to several orienting chapters by the co-editors.



# Manuscripts and Papers Wanted

Literacy researchers and educators: please consider submitting a manuscript for a special issue of English Teaching: Practice and Critique, titled “Theorising Multimodality through Children and Youths’ Perceptions and Experiences.” The issue hopes to broaden the lenses by which we understand multimodality by asking how young people make sense of it. Manuscripts are due July 15, 2020.

For more details, follow this [link](#).

Because the coronavirus pandemic is drastically impacting access to and communication with carceral spaces, we are extending our call for papers for an upcoming collection of works created by and with currently and formerly incarcerated individuals "Flying Kites: Narratives of Prison Literacy in Essays and Art" is accepting submissions through July 1, 2020

For more information, email [flyingkitesdio@gmail.com](mailto:flyingkitesdio@gmail.com)

# Remote Teaching Resources

LRA Member **Lauren Fletcher** has provided online teaching resources composed by The University of Louisville students enrolled in the undergraduate course Children's Literature. The students applied what they've learned about quality literature and how to engage children in reading. What resulted are text-sets with books that are available to kids for free online. Use the link below to have access to a folder in which over 40 of these handouts are available.

They hope you find these resources helpful or can share them with someone who will. You can view the resources [here](#).

LRA Member **Tiffany A. Flowers** sent in resources for those teaching at home. Many people are trying to explain COVID-19 to children without resources children can understand. Below are two free e-books parents and caregivers can use and share about [COVID-19](#) and [washing hands](#).