Cast your Vote: Elections Now Live

The 2019-2020 Vice President and Board of Directors Election is now open to all LRA members.

LRA uses an online ballot to gather votes. Each member will be allowed to vote once and all votes will be anonymous.

Current/active LRA members received an email with voting instructions including a personal link and login to cast your vote. If you did not receive this email, please email ktyner@asginfo.net.

This election will run from March 1, 2019 - March 10, 2019, 11:59 PM Eastern Time (US & Canada).

Review all of the nominees and their candidate statements on our website.

Mark your Calendars: Upcoming Conference Items!

The deadline to submit proposals has officially closed - thank you to everyone that submitted! Please mark your calendars for future conference deadlines and announcements.

- July 25, 2019: Registration and hotel reservations open. You may make hotel reservations after registering for the conference
- July 25, 2019: Notification of all proposal review decisions will be sent out via email.

Reviewers and Session Chairs Needed!

Volunteer to review proposals and/or be a session Chair or Discussant via All Academic. You must create a login in All Academic to do this.

Small Steps on the Pathway to Progress

Perspectives from Past Presidents
Submitted by P. David Pearson, 1985-86

I attended my first LRA (then NRC) meeting as a grad student at the University of Minnesota in 1969 in St Petersburg Beach (during those days we only met in St Petersburg), and I have not missed a single meeting since (have I really been to 50 straight meetings?????). Throughout the years, LRA has been a part of my scholarly DNA, not to mention my collegial and community identity. I come because I get to wrestle with new ideas and old friends. I come because LRA’s openness to inclusion of every sort— including who we are (in terms of gender, sexual orientation, culture, language, and race), and how we practice literacy research (in terms of theory, method, epistemology, and consequence) fits my model of community. I come because I always learn something I didn’t know before.

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Seeking Members’ Input on Advocacy

In order to advance policy making that is informed by research in our states and communities, the Policy and Legislative Committee is working to provide resources to support members in advocacy. We want to know: What issues are you working on? What issues are challenges in your state?

We invite you to click this link to complete a survey asking you about key issues and your interests and needs.

Member Publications

Richard Beach and David Bloome edited the volume Language Relations for Transforming the Literacy and Language Arts Classroom, Routledge Press, that applies a languaging perspective to analyses of literacy instruction and research.

Bessie Dernikos, Daniel Ferguson, and Marjorie Siegel recently published The Possibilities for “Humanizing” Posthumanist Inquiries: An Intra-Active Conversation in Cultural Studies ↔ Critical Methodologies. This article explores the potential ethical challenges of engaging with posthumanist theories, and the implications this has for doing/teaching qualitative inquiry. The authors call for more openness about the limits as well as the possibilities of posthumanisms, and more attention to ethics for justice.

Kevin Leander, published Affect in Literacy Teaching and Learning: Pedagogies, Politics, and Coming to Know; Editors: Kevin M. Leander & Christian Ehret Expanding Literacies in Education; Series Editors: Cynthia Lewis & Jennifer Rowlett; Publisher: Routledge

Lindsey Moses and Laura Kelly recently documented how to support successful independent reading in large classes of young children: Are they really reading? A descriptive study of first graders during
I served as president in 1985-86, sandwiched in between Lenore Ringler and Jerry Harste. A big issue for us was getting more members involved in the “business” of the organization. One way of accomplishing that, the board and the membership at that time thought, was to reduce presidential terms from two years to one and to create an orderly transition within the presidential sequence. In the new plan a president would have a 3-year cycle of participation with mentoring built in (one year before becoming president—can’t remember the title—or one year after being president) rather than a two-year, unmentedor term as president (with two conferences to plan and implement, but without a management service). So, in 1983, Lenore was elected to serve a two-year term as president from 1984-1986, but with the understanding that she would serve only one year of that term. I was elected in 1984 to be president in 85-86. That’s how we made the transition. This was but a small step we took in the spirit of expanding participation in making LRA happen. Just look at our current governance structure and how far we have come in engaging the membership.

It was in this period—starting with Lenore, through my term and into Jerry’s, Trika Smith-Burke’s term, and even into Jim Hoffman’s term—that we bit the bullet and hired a management organization to run NRC. We finally realized that we had become so large and complex an organization and conference that we could no longer run things out of Gordon Grey’s (Gordon was the lifetime treasurer for years) basement in Clemson, SC. With the constant guidance of Trika over this entire period, we managed that transition. And no longer would or did any president elect and one quarter time grad assistant (mine was Linda Fielding, now retired from the University of Iowa) have to piece together the finances and budgets of their hierarchal basements. That transition was also monumental for the organization—in both positive and negative terms. But it was also inevitable given our growth in this period.

I want to touch briefly on three research issues that were dominant during my three-year succession. We were far enough into the cognitive revolution (it started at NRC in 1976 when a dozen or so researchers from the newly funded Center for the Study of Reading, led by Dick Anderson, came to NRC in Atlanta) that a social turn (represented within the membership by folks like Judith Green and Jerry Harste) had taken root and was spreading rhizomatically in NRC. To acknowledge this trend, I invited a key Vygotskian scholar, Vera John Steiner, as one keynote speaker. She was brilliant! We were also in the process of shifting from the process-product process of teacher education to a more constructivist perspective that focused on pedagogical content knowledge. Hence, I invited Lee Shulman, who had, in his 1985 AERA presidential address, used that term to describe where we were headed in teacher education. He was brilliant! A third looming issue was reading assessment, in particular whether we had assessments to match our models of reading comprehension as either a cognitive or a pedagogical process. Not surprisingly, my presidential address focused on assessment, accountability, and teacher prerogative (whether assessments leave teachers with any). The jury is still out on the question of that speaker’s brilliance!

It was an important era in the field and the organization, and we grew as both. In substance and practice, our horizons as a field broadened greatly in substance and practice, our horizons as a field broadened greatly in both. In substance and practice, our horizons as a field broadened greatly in both. In substance and practice, our horizons as a field broadened greatly in both. In substance and practice, our horizons as a field broadened greatly in both. In substance and practice, our horizons as a field broadened greatly in both. In substance and practice, our horizons as a field broadened greatly in both.
challenges in Mississippi) and funding for early childhood education. We will soon travel to DC to advocate for federal funding for after-school programs, career and technical education programs, and teacher professional development.

Broemmel: What advice do you have for LRA members working on policy and advocacy?

Brenner: One of the most important things that advocates can do is to understand which body has power to impact a particular issue. For example, teacher licensure requirements are set almost exclusively at the state level—and might be set by state statute or by the state department of education or another body. Financial aid requirements and funding for education research are generally federal issues. School nutrition requirements are a component of the US Farm Bill and are therefore under the purview of the agriculture committees in Congress, and not part of the work of education committees in the Senate or the House of Representatives or the US Department of Education. Understanding who has power over the issues you care most about can be an important first step to building relationships with the policymakers who are most able to make a difference for your cause.

theme: Literacy and Play for All: Improvisation, possibility and imagination

Confirmed speakers include: Chris Riddell, Writer and Illustrator; Anne Haas Dyson, University of Illinois, USA; Andrew Burn, University College London; Lalitha Vasudevan, Columbia University, USA.

The conference is in Sheffield, UK from July 12th to 14th.

More information can be found [here](#).

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Submit Your News!

Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)