SHARE YOUR NEWS

Have news or publications you want to submit for the next newsletter?

Please share your news on our website!

OVERVIEW:

- President's Update
- Conference Updates
- JLR
- Teacher Educators' Journal
- Member News
PRESIDENT'S UPDATE

LRA Family & Friends,

Our Fall 2021 Newsletter includes information that you have been waiting for. Our LRA Conference 2021 will be face-to-face in Atlanta, Georgia at the lovely Westin Peachtree Hotel, from Wednesday, December 1st – Saturday, December 4th. All Covid-19 protocols will be followed, along with additional safety precautions. Be sure to take advantage of the early bird registration rates, make your hotel reservations, pack your proof of vaccination and face masks, and get ready for LRA Conference 2021! Your LRA leaders are working tirelessly with the Westin Peachtree administration to ensure that you are able to enjoy your time in Atlanta. Please see the detailed information provided by our hardworking conference chair, David Yaden, and his associate chair, Doris Walker-Dalhouse. Let’s send a shout-out to David, Doris, and our exceptional area chairs for planning our Conference 2021.

In addition to spending a tremendous amount of time on Conference 2021 related issues, our board of directors is also engaged in many other activities to strengthen the infrastructure within our organization. Be sure to congratulate Seth Parsons and our LRA Research Committee for a job well done on their recent webinar. Several additional events are planned for October and November, including board training sessions for incoming board members, and a session to formally introduce our new LRA leaders to the membership. Stay tuned for upcoming major announcements.

I’m looking forward to seeing you in Atlanta.

Blessings,
Gwen
Research collaborations should capture the complexities, life melodies, hope, and overlapping of culture, history, and narrative in the experience of individuals and communities.
REMINDER: CALL FOR NOMINATIONS 2021 AWARDS

The purpose of LRA’s annual awards is to recognize exemplar members who have provided contributions to our organization. The nomination process for the year 2021 is now open!

Follow the links below to learn about each of the currently open 2021 awards and how to nominate a scholar in our community.

**Albert J. Kingston Award**
Materials due October 15, 2021
Read more >>>

**The Barr/Mosenthal Award**
Materials due October 30, 2021
Read more >>>

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The 2021 LRA Annual Conference will take place in person December 1st- 4th at the Westin Peachtree Plaza in Atlanta

Given the still challenging COVID-19 conditions, the health and safety of attendees are of the utmost importance. Therefore, anyone attending in-person will be required to show proof of vaccination at registration and masks will be required at all sessions. More information about how other health precautions will be handled onsite will be forthcoming shortly. For more details, please read David Yaden’s (Conference Chair) & Doris Walker-Dalhouse’s (Conference Vice Chair) full conference update on the following page.

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2021 FEATURED PLENARY SPEAKERS

- Dr. Alfredo J. Artiles
- Dr. Patricia Edwards
- Dr. James Gee
- Dr. Mary Helen Immordino-Yang

LRA President Dr. Gwendolyn Thompson-McMillon

and

Integrative Research Review Panel Chairs, P. David Pearson & Cynthia Greenleaf

Panel members: Peter Afflerbach, Gina Cervetti, Carol Lee, Kathleen Hinchman, and Allison Skerrett

“The 2026 NAEP Reading Framework: Promise and Politics.”

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BOOK ROOM

REGISTER
Dear LRA Colleagues and Friends,

Greetings to all of you!

Along with the recent reminder from LRA headquarters to register for the 71st LRA Annual Conference in Atlanta, Doris and I wanted to provide you with additional information about our in-person meeting, especially during these uncertain times. All of us on the leadership team want to thank each and every one of you who has expressed heartfelt concerns to us through recent emails and conversations. Your feedback as an LRA member and stakeholder is critical to the productive growth of the organization.

Throughout this entire year, we have kept abreast of information from a variety of sources tracking, documenting and forecasting both the health risks of the COVID-19 virus and mitigations achieved through vaccinations, masking, and other hygienic and social distancing measures implemented by both individuals and businesses. And central to this monitoring has always been a concern for the overall well-being and health of the LRA family and its many friends and constituents.

We realize that the health and safety of attendees are of the utmost importance. As such, anyone attending in person will be required to show proof of vaccination at registration and masks will be required at all sessions. Again, more information about how this requirement and other health precautions will be handled at the conference will be forthcoming shortly.

As we prepare for the in-person conference, we want to inform those of you who committed to presenting virtually that we will be providing further details about these pre-recorded sessions in the coming days. The pre-recorded sessions will be available “on demand” on LRA’s website after the conference.

For those that committed to presenting in-person, it is the expectation that you will be in Atlanta for your presentation. With the exception of extenuating circumstances that would prevent you from attending in-person, unfortunately, you will not be allowed to provide a pre-recorded presentation unless you have indicated your participation will include in-person and a pre-recorded video.

It is important to mention here that the conference planning team considered several other virtual options and thoroughly investigated these with numerous digital/virtual event providers, including assessing the Wi-Fi capabilities of the Westin’s onsite audio-visual provider. Nonetheless, it was discovered that building both a virtual platform such as was done in 2020, and simultaneously supporting the onsite conference audio-visual requirements is not financially feasible for LRA.

Continued on next page
We also want to announce an exciting slate of plenary speakers for the week of LRA Conference 2021 with its theme and accompanying logo “Widening the Angles of Literacy Research: Honoring Untold Stories Using Contrapuntal Approaches.” We feel that this theme is superbly reflected in the rich commingling, contrast and complementarity of color and musical notation, metaphorically calling forth the complexities, life melodies, and overlapping of culture, history, and narrative in the experience of individuals and communities. Created by New Mexico artist and composer, Lon Chaffin, known for his inter-leavings of music, visual art, and poetry, this image is meant to remind us that our research collaborations are more than demographics, but that dynamic, rhythmical stories and multidimensional histories are there for the telling in order that representation is fair, equitable, just, and hopeful.

Leading off on Wednesday afternoon, Oakland University Professor of Literacy and LRA President, Gwendolyn Thompson McMillon, will give the Presidential Address entitled “MyStory, YourStory, OurStory: Literacy Development in the Black Church - Past, Present & Future.” On Thursday morning, Distinguished Professor of Language and Literacy, Patricia A. Edwards of Michigan State University, will deliver the Oscar Causey Award speech entitled “Cultivating a Dream as a Child Growing Up in the Deep South,” followed in the afternoon by Arizona State University Regent’s Professor and Mary Lou Fulton Presidential Professor of Literacy Studies, James Gee, giving the Distinguished Scholar Lifetime Achievement Award presentation, “Sense, Sensitivity, and Language: What We Got Badly Wrong About Human Beings and the Price We Paid.”

Capitalizing and expanding on some of the themes raised in LRA’s successful first virtual conference in 2020 such as pursuing racial justice in literacy research and issues in the science of reading, on Friday, our invited speakers this year are Alfredo J. Artiles, Lee L. Jacks Professor of Education at Stanford University, and neuroscientist Mary Helen Immordino-Yang of the University of Southern California and Director of the USC Center for Affective Neuroscience, Development, Learning and Education.

Given the impact which the field of neuroscience has had upon the literacy field in recent years, on Friday morning, Immordino-Yang, also Professor of Education and Psychology at USC, will address the complexities of such research and its implications for children’s and youth’s socioemotional development and emerging academic competence. In the afternoon, Professor Artiles, a widely recognized expert in educational equity issues, will address the challenges of intersectionality research as it is related to literacy, race, social class, language and gender in the creation of policy initiatives and the implementation of academic services for children with reading difficulties and other exceptionalities.

Continued on next page
Finally, on Saturday morning, a panel of well-known literacy scholars will conduct the Integrative Research Review Panel, addressing the topic: “The 2026 NAEP Reading Framework: Promise and Politics.” Presenters will include P. David Pearson, Chair, Cynthia Greenleaf, Content Lead, and 2026 NAEP Reading Framework Development Panel members Peter Afflerbach, Gina Cervetti, Carol Lee, Kathleen Hinchman, and Allison Skerrett. These panel members will represent the work of the entire Development Panel in crafting both the Framework and the papers for this session. These panelists will address how the different research ideologies and political positions of the NAEP decision-making bodies complicated the task of interpreting the literacy research underlying the NAEP Framework.

Needless to say, the years 2020 and 2021 have brought all of us events we didn’t anticipate as individuals or professionals. Even after a very successful virtual conference in 2020, we were looking forward to meeting again face-to-face without worry. We understand that each of you has a level of comfortability as it relates to gathering face-to-face. Our hope is that you will still be able to participate in some way either in-person or through the pre-recorded “on-demand” sessions.

Despite these disruptions to our personal and scholarly lives, Doris and I want to thank all of you for your support of LRA in these challenging times. We will do our best in the coming weeks to get additional information out to you regarding the 71st conference so you can plan accordingly.

With appreciation,

David Yaden
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The Journal of Literacy Research (JLR) is a peer-reviewed journal that has contributed to the advancement research related to literacy and literacy education for over 50 years. JLR is a forum for sharing innovative research and pedagogy that considers a broad range of topics encompassing instruction and assessment, policy development, understandings of literacies, and relationships of ideology and knowledge. JLR particularly encourages papers that disrupt traditional notions of literacy and literacy instruction. You can access Volume 53 Number 3 below.
The Teacher Educators’ Journal (TTEJ) is seeking reviewers for our Spring 2022 issue!

Given your knowledge of teacher education, would you be interested in serving as a reviewer for TTEJ? Please use this form to indicate your interest by Sunday, October 31, 2021: Reviewer Application Form. Continue reading to learn more about TTEJ and the review process.

About TTEJ
Teacher Educators’ Journal (TTEJ) is published by the Virginia Association of Colleges and Teacher Educators (VACTE), a state unit of the Association of Teacher Educators (ATE) and the American Association of Colleges for Teacher Education (AACTE). The journal aims to stimulate discussion and reflection about issues related to teacher education. Manuscripts submitted for consideration may be research/empirical reports and analyses, position papers, book reviews, or conceptual essays.

The Spring 2022 Issue
To facilitate collaboration amongst teacher education scholars and practitioners and improve teaching, research, and student learning, the theme for the Spring 2022 journal is “Innovations in Teacher Education.” Using ATE’s Standards for Teacher Educators as a guide, the range of potential topics might include, but is not limited to, how our teacher education activities (e.g., clinical experience structures, teaching methods, school-university partnerships, course designs, etc.) might:

- Assist PK-12 students’, teachers’, and teacher candidates’ return to school and learning post-pandemic.
- Engage school and university constituents with antiracist- and social justice-focused pedagogies.
- Evolve to be more responsive and effective, with insights drawn from virtual and hybrid pedagogies developed and employed over the past two years.
- Address the well-being, mental health, and social-emotional learning needs of PK-12 students, teachers, and teacher candidates.
- Scaffold new teachers in effectively demonstrating content and professional knowledge and dispositions.
- Support the development of effective mentoring practices for preservice and in-service teachers.
- Encourage teachers, teacher candidates, teacher educators, and youths to participate in collaborative inquiries.
- Enable university- and school-based teacher educators to develop and implement authentic teacher education evaluation and accreditation structures.
- Identify sustainable and self-directed professional learning opportunities for teachers across contexts and career lifespans.

Review Process
All manuscripts are due by Monday, November 1, 2021. After a preliminary editorial review, manuscripts that meet VACTE specifications will be sent to reviewers. With the exception of the cover page, VACTE requires that authors omit any identifying information to ensure a blind review. Reviews will be conducted using the Manuscript Evaluation Instrument within 30 days of assignment.

Interested Reviewers
We encourage all teacher educators to apply! This includes, but is not limited to, education faculty, education researchers, classroom teachers, school administrators, doctoral students, and clinical supervisors. Please feel free to forward this invitation to anyone else who might be interested in serving as a reviewer. Reviewer selection will be communicated via email by Friday, November 12, 2021. If you have any questions, please reach out to the editors at askttej@gmail.com.

Best,
The Teacher Educators’ Journal Editorial Team

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Luis Javier Penton Herrera and Gilda Martinez-Alba just published the book: Social-Emotional Learning in the English Language Classroom: Fostering Growth, Self-Care, and Independence, published by TESOL Press. The topic is of such interest that they provided opening keynote speeches for all of the ESOL teachers in 3 counties in Maryland (to over 400 ESOL teachers).

The book is available [here](#), and we are happy to provide presentations to other counties, etc. for free.

**Luis Javier Penton Herrera**
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The third edition of Assessing Readers: Qualitative Assessment and Student-Centered Instruction (Flippo & Gehsmann with Halladay, 2021) published by Taylor & Francis/Routledge is announced! This edition continues to bridge the gap between authentic, informal, and formative assessments, and more traditional quantitative, and summative assessment approaches. Designed to assist educators and reading specialists make informed decisions about not only what to assess, but how, it provides teachers with a menu of qualitative assessment options, encouraging them to consider their own values and beliefs in light of the goals they have for the students they teach. Building on nearly four decades of theory, research, and practice, it is up-to-date with current research and offers specific assessment, instruction, and organizational ideas and strategies.

With an emphasis on comprehension, motivation, and engagement, and developing strategic knowledge, Assessing Readers offers a road map for teachers trying to meet the demands of increasingly rigorous standards. Features include examples of student-centered assessment, ideas for organizing and managing differentiated instruction, sample lesson plans, and authentic case studies.

Accessible and practical, the third edition empowers pre-service and in-service teachers alike, encouraging them to think about the importance of their assessment and instructional choices, and supporting them with the tools they need to achieve their goals and meet the needs of all students.

Rona F. Flippo is Professor of Education, Department of Curriculum and Instruction, University of Massachusetts Boston, USA.

Kristin M. Gehsmann is Professor of Literacy Studies and Director of the School of Education at Virginia Tech, USA.

Juliet L. Halladay is Associate Professor in the Department of Education at the University of Vermont.