



LITERACY™  
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# Newsletter



Literacy Research Association - November 2019

To help you plan your trip to Tampa, December 4-7, the next few issues of the Newsletter are dedicated to help you make the most of your time. We will feature plenary speakers, special events as well as information from Area Chairs, ICG Chairs and Committee Chairs. So, be sure to keep your eye out for the monthly LRA Newsletter!

## Are you Ready for LRA 2019?



**Not Registered?** Visit our [website](#) to register online or to mail in your registration. Membership can be completed on the registration form. [Register Now!](#)

The 69th Annual Conference is right around the corner and LRA has made it easy to access all of the information that you may need.

**Mobile App:** The conference mobile app puts all the information in your palm! Download the mobile app and get access to the program agenda and schedule, hotel maps, important updates from LRA staff and the ability to connect with other attendees. The mobile app can be downloaded in two steps:

1. Download "Attendify" from your app store. [Click this link](#) to get started!
2. Open the Attendify app and search for "69th LRA Annual Conference"

**Online Program:** The full program is available in a searchable version on the [All Academic website](#).

**PDF Program:** A PDF version of the Conference Program is available for print or download through the [LRA website](#).

## Message from the LRA President

*Marcelle M. Haddix, Syracuse University, LRA President*

We are a few weeks away from the annual LRA conference in Tampa—and for me, that means I am weeks away from delivering a keynote address and completing my term as president. My, how time flies! This has been a year of highlights and challenges, starts and finishes, experiences and lessons. All and all, to quote hip hop legends Whodini, "I had a ball!" I write to say THANK YOU to all of you who supported me throughout the year, who lifted me up during trying times, who sent emails and texts to check in on me—your positive vibes and energy were deeply felt and received. Namaste.



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## Member News

PI **Hiller Spires** and co-PI Erin Krupa, from NC State University, received a National Science Foundation grant (\$450,000) entitled, "Supporting Students' Science Content Knowledge through Project-Based Inquiry (PBI) Global." The aim is to build on Spires' initial findings with PBI Global by assessing changes in 9th grade students' science content knowledge, motivation and engagement as well as teachers' attitudes towards inquiry-based pedagogies. The literacy focus is on developing argumentation skills, which is nested within the PBI Global process.

**Jon Wargo** (Boston College) has received the 2019 ELATE National Technology Leadership Initiative (NTLI) Award.

## Member Publications

**Cassie J. Brownell** recently published "Sound the alarm!: Disrupting sonic resonances of an elementary English language arts classroom" in the journal Curriculum Inquiry (DOI: 10.1080/03626784.2019.1671137). This article challenges critical early childhood researchers and educators to hear, perhaps for the first time, "unheard" everyday sounds in ELA classrooms and to consider the multiple ways such sounds resonate.

Building on her research presented at the 2016 LRA conference, **Vicki S. Collet** recently published Collaborative

So, lessons. What I know for sure is that there is no progress without struggle. Diverse voices and perspectives are important and necessary in order for any community or organization to evolve and thrive—and that will mean tough, difficult conversations and some rough moments. I know what it means to be that singular voice with a perspective that challenges the norm, that goes against the mainstream popular opinion. That pushes against the “that’s what we’ve always done.” Change ain’t easy and working toward it can be a lonely journey. I am grateful for the many opportunities to work with members of the LRA community to strengthen the organization’s mission toward equity, inclusion and diversity.

Listening to and with members of our community, I focused my year as president around 3 main areas for growth and change—1) equity and inclusion; 2) shared governance; and 3) communications. I want to provide you all with a brief update on the work that’s been done and ask that you continue to hold your elected and appointed leadership team accountable for working toward realizing goals and objectives outlined within our [strategic plan](#) and guided by our [mission statement](#).

First, I charged an Ad Hoc Committee on Equity and Inclusion to examine issues of diversity and inclusion throughout LRA. The committee was chaired by LRA member Jesse Gainer along with committee representation from standing committees on Ethics, Ethnicity, Race & Multilingualism, and Gender & Sexualities, from International ICG, Multilingual/Transcultural Literacies ICG, and the Doctoral Student ICG, and from LRA members at large. The committee gathered data and explored opportunities for change to help to promote and sustain diversity and inclusion as well as transparency in decision-making, thus enhancing the mission and vision for the organization. The committee will present recommendations to the Board of Directors at the December meeting.

I also charged an Ad Hoc Committee on Shared Governance to examine the governance relationship between the Board of Directors and the Executive Committee. The committee gathered data—including a survey to LRA members at the beginning of the year—and are in the process of submitting a final report to the Board of Directors with recommendations for changes that could enhance the work of the elected and appointed leaders in the LRA in realizing the mission and vision for the organization. The committee was chaired by LRA past president James Hoffman and comprised of other past presidents bringing together varied experiences and historical perspectives on leadership and governance within the organization.

And, finally, my third area of focus was on fully realizing a sustainable, integrated communications model. In 2017, in my role as Vice President, I was charged by then President Rebecca Rogers to chair an Ad Hoc Committee on Communications. Our committee made several recommendations, including revamping the newsletter to reflect more current technologies and to design more effective and responsive forms of communicating important organizational news with LRA’s membership—which resulted in this monthly e-newsletter format. Our committee also made recommendations about ways to strengthen the organization’s online presence, particularly the use of social media to communicate both internally and externally about literacy research. We still have a way to go in terms of our organizational use of social media. The Technology Committee, chaired by LRA member Amy Hutchison, has continued this work and will present recommendations to the Board of Directors at the December meeting.

I am grateful to fellow Executive Committee members and the Board of Directors who have worked with me on all of these issues and more throughout this entire year. We have had several face-to-face and virtual meetings—via online conferencing and email—all to continue to move forward on organizational business. Yes, there is more work to do. Change ain’t easy—but it is possible with committed and sustained engagement by individuals who deeply care about the organization and the literacy research community.

See you all in a few weeks.

love and light,

Marcelle

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## Annual Conference Preview

### ***Integrative Research Panel***

*Betsy Baker, University of Missouri, LRA President-Elect*

Lesson Study with Teachers College Press.

Teaching Hope and Resilience for Students Experiencing Trauma: Creating Safe and Nurturing Classrooms for Learning by **Douglas Fisher, Nancy Frey, and Rachele Savitz** comes out this month from Teachers College Press. Huge numbers of students are caught in storms of trauma—whether stemming from abuse, homelessness, poverty, discrimination, violent neighborhoods, or fears of school shootings or family deportations. This practical book focuses on actions that teachers can take to facilitate learning for these students. The text shows how social and emotional learning can be woven into the school day; how literacies can be used to help students see a path through challenges; how to empower learners through debate, civic action, and service-learning; and how to use the vital nature of the school community as an agent of change. This book will serve as a roadmap for creating uniformly consistent and excellent classrooms and schools that better serve children who experience trauma in their lives.

**Moore, M.E.** (2019). [Designing a successful tutoring session for struggling readers](#). Dubuque, IA: Kendall Hunt Publishing Company. This new eBook addresses how to design and deliver a successful one-on-one tutoring session tailored to the needs of struggling readers. Essential topics with implications for preparation of literacy tutoring sessions are addressed—response to intervention (RTI), components and organization of a tutoring session, word recognition and fluency strategies, comprehension strategies, writing strategies, content area with STEAM, use of technology, English Language Learners, and parent involvement. Current trends discussed include close reading, close writing, multimodal literacies, digital literacies, text complexity, and Common Core State Standards (CCSS) guidelines.

**Caitlin L. Ryan and Jill M. Hermann-Wilmarth** have two new articles available this fall. One, entitled "Answerability in Children’s Literature: Learning From Melissa in Alex Gino’s *George*" is coming out in the fall issue of the *Journal of Children's Literature*. It explores how this 2015 children's novel provides an important site of exploration around and a set of possibilities for how cisgender people, including elementary school students, might be better allies for transgender folks. The other article, entitled, "[Heteronormative gatekeeping when enacting queer research in elementary schools: an autoethnographic perspective](#)," is in the *Journal of Lesbian Studies*. It draws on our own experiences to show how queerphobic gatekeeping affects site access, negotiations required during data collection, and dissemination of the results to others, complicating - if not outright preventing - empirical, school-

Be sure to attend the Integrative Review Panel Saturday 10:30 am - 12:00 pm in the Plenary Grand Salons (E-J)! The panel will examine a shared topic from varied perspectives and paradigms.

Topic: How Can We Study Children's/Youth's Experiences Out Of School To Inform Classroom Practices?

- *Microethnographic Discourse Analysis Perspective*, David Bloome
- *Experimental and Quasi-Experimental Designs*, Nell Duke
- *Linguistic Anthropological Approaches*, Inmaculada Garcia Sanchez
- *Transliterations Perspectives*, Amy Stornaiuolo
- *Discussant*, Donna Alvermann
- *Chair*, Sarah McCarthey

In keeping with the conference theme, this grand finale session will celebrate the polyphony of our rich and diverse field by recognizing that no one lens can fully capture the complexities and nuances of the phenomenon we refer to as literacy. Come join the conversation!



### **Distinguished Scholar Lifetime Achievement Award Committee**

*Patricia A. Edwards, Michigan State University, Chair*  
*Wanda M. Brooks, Temple University, Board Liaison*

The Distinguished Scholar Lifetime Achievement Award (DSLAA) Committee congratulates the 2019 award winner Dr. Sonia Nieto, Professor Emerita, Language, Literacy, and Culture, College of Education, University of Massachusetts—Amherst. Dr. Nieto's Address is scheduled on Thursday, December 5th from 3-4:30 pm in Tampa Marriott Water Street, Grand Salons E, F, G, H, I and J. The title of Dr. Nieto's Address is A Lifetime of Language, Literacy, Identity, and Solidarity.

The Distinguished Scholar Lifetime Achievement Award was first presented at the Annual Conference in 2001. The Distinguished Scholar Lifetime Achievement Award was initiated to recognize a distinguished scholar for a lifetime contribution that has had a significant impact on the field of literacy theory, research, and practice. The award acknowledges an outstanding individual who has not been actively involved in LRA committee work, editorial work, or presentations, but whose lifetime work, nevertheless, has had a major influence on literacy theory, research, and practice of the LRA membership.

Thank you to DSLAA members for their support and involvement. I would especially like to acknowledge the hard work and dedication of the 2019 DSLAA committee members:

Randy Bomer, University of North Texas  
Mariam Jean Dreher, University of Maryland—College Park  
Nancy Frey, San Diego State University  
Stephanie Jones, University of Georgia  
Althier Lazar, Saint Joseph's University  
Jackie Malloy, Clemson University

And, welcome to our newest committee member:

Dr. Raúl Mora, Universidad Pontificia Bolivariana (Colombia)

Comments and questions can be directed to Patricia A. Edwards, Distinguished Scholar Lifetime Achievement Award Committee Chair, at [edwards6@msu.edu](mailto:edwards6@msu.edu).

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**Get involved at the Annual Conference**

**Annual Business Meeting**

based research with young children and thereby artificially constraining the knowledge base of the field related to LGBTQ-inclusive education.

**Sailors, M., & Manning, L.** (2020). [Justice-Oriented Literacy Coaching: Toward Transformative Practices](#). New York: Routledge Press. Based on their research on coaching and years in the role of literacy coaches, Sailors and Manning seek to disrupt the traditional and historical positioning of literacy coaches in schools today. Through the lens of social justice and liberatory education, the authors begin a dialogue with literacy coaches to help them reconsider their own roles and positions as agents of change in schools.

Developing Habits of Noticing in Literacy and Language Classrooms: Research and Practice across Professional Cultures edited by **Alyson Simpson**, Francesca Pomerantz, **Douglas Kaufman** and Sue Ellis was recently published by Routledge Press. Noticing is an essential aspect of professional expertise in teaching – a skill that draws on deep professional knowledge in ways that affect how teachers are aware of, respond to and meet the needs of their students.

LRA members **Olivia G. Stewart** and **Earl Aguilera** have had a chapter published in the Handbook of Research on Integrating Digital Technology With Literacy Pedagogies, entitled "Seeing Beyond the Screen: A Multidimensional Framework for Understanding Digital-Age Literacies." They were joined by learning scientist Areej Mawasi and videogames researcher Luis E. Pérez Cortés. The chapter highlights research presented and refined through LRA's Annual Conferences. Earl and Olivia are grateful to the LRA community for their support over the years!

The new book *Read, Write, Inquire: Disciplinary Literacy in Grades 6–12* by **Hiller Spires, Shea Kerkhoff, Casey Medlock Paul** comes out this month from Teachers College Press! This practical guide shows teachers how to use project-based inquiry to build students' discipline-specific skills and knowledge in grades 6–12. The authors present a five-phase framework that incorporates their professional development experience working with over 3,000 teachers. By making the intuitive practices of the disciplines explicit within an inquiry process, students have opportunities to construct new knowledge by employing practices used by literary critics, scientists, historians, and mathematicians.

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Be sure to attend the Annual Business Meeting immediately following Dr. Rogoff's Invited Address, **Friday 6:00-6:45 in the Plenary Grand Salons (E-J)**. You will hear reports from the President, President-Elect, Vice President, Treasurer and Executive Director. The slate for our next election will be announced! The 2022 conference site will be revealed! We will honor outgoing and welcome incoming leadership.

### **Vital Issues**

After dinner each night (9:00 pm – 11 pm), come down to the hotel lobby bar for Vital Issues where you can meet and have conversations with old friends, new friends, plenary speakers, session presenters, ICG chairs, committee chairs, editors and LRA Board Members. All conference attendees are invited to continue discussions about vital issues in literacy research.

### **Download Papers from Favorite Sessions**

You can download papers from your favorite sessions and the sessions you wish you could attend! Simply login to your [All Academic](#) account, click on the title of the paper and select "download."

### **Book Display & Silent Auction**

The Silent Auction provides a unique and fun way to promote literacy and add to your professional library while bringing in vital revenue to LRA. Professional books authored by LRA members will be displayed throughout the conference and up for bidding, with the highest bid winning. Bidding will close at 1pm on Friday, December 6th. You may purchase books on Friday, December 6th from 4-7pm and Saturday, December 7th from 7-11am.

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### **Area Highlights**

#### **Area 10: Literacy, Media & Technology**

*Jon M. Wargo, Boston College, Area 4 Co-Chair*

This year at the annual conference Area 10 (Literacy, Media & Technology) brings participants a wide range of theoretically and methodologically diverse projects. From augmented reality to personal digital inquiry, literacy scholars will share and present on research that advances the teaching and learning of digital literacies while simultaneously works to unravel the promise and precarity of the digital.

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### **Committee Highlights**

#### **Gender & Sexualities**

*Craig A. Young, Bloomsburg University, GSSC Chair*

The purpose of the Gender & Sexualities Standing Committee is to support its members – and all members of LRA – as we undertake research that focuses on the intersections of literacy with genders, sexualities, and other identities. Moreover, we are dedicated to the promotion of justice, equity, equality, and diversity within and beyond our organization. As the newest standing committee, we are currently working to bolster our membership and participation in LRA.

We are very happy to collaborate with our colleagues on the Ethnicity, Race, and Multilingualism (ERM) Standing Committee for this year's conference. Please join us at the *Intersectionality Brown Bag Discussion* on Friday, December 6<sup>th</sup> at 12:00pm where we will talk about ways that we promote and continue to support diversity and equity in literacy research and LRA. The committees are happy to provide light refreshments.

Right after the Brown Bag, join us in Florida Salon I & II for our alternative session entitled *Shifts Happen: Taking a Hard Look at the Intersections of Our Work, Moving Literacy Research Forward*. This moderated discussion brings together a panel of scholars – diverse in their research, methodologies, and identities – to talk about the work we do in the areas of diversity and equity. Time will be taken and space created for members of the audience to consider how we can move the field of literacy research forward without leaving theories, areas of study, or diverse identities behind.

### **Literacy Research: Theory, Method, and Practice**

Volume 68 is now PUBLISHED online! You can access the current issue [here](#). Thank you to all contributing authors and reviewers for producing a tremendous volume. Volume 68 consists of 19 articles that reflect diverse dimensions of literacy research. Please share this scholarship with your colleagues and fellow constituents and consider submitting your 2019 LRA Conference manuscripts to next year's volume, Volume 69!

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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!](#)



The Gender & Sexualities Committee will meet on Friday, December 6<sup>th</sup> at 7:15am in Grand Salon A for our annual meeting. We look forward to seeing and working with you in Tampa!

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### **Innovative Community Groups**

#### ***Formative and Design-Based Experiment Research ICG***

*Jamie Colwell, Old Dominion University, FDBR Chair*

The Formative and Design-Based Experiment Research ICG is excited to once again host a study group at the LRA Annual Conference. Bring your lunch and join us to engage in collaborative conversations about developing, conducting, and publishing in FDBR. Each study group session begins with featured speakers who are actively engaged in FDBR and then moves to group conversations led by our speakers and other members of the ICG. Our lineup for this year includes: Beyond "Más o Menos": Design-Based Research to Support Latinx Student Success in Advanced Coursework through Dialogic Teaching (Wednesday); Design-Based Research in a Longitudinal Literacy Professional Learning Endeavor (Thursday); and Using Design-Based Intervention Research in Three-Year Federally Funded Grant Project (Friday). We look forward to seeing you in Tampa!

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#### ***Reading Clinics/Literacy Lab ICG***

*Barbara Laster, Towson University, Reading Clinics/Literacy Labs ICG Chair*

The ICG and the daily Reading Clinics/Literacy Labs Study Group have been an essential support to directors and clinical faculty. Whether you are setting up a clinic/lab, improving upon one that is well-established, or advocating for the need for a clinic/lab, please join us each day or any day at LRA. Collaborative research has been the major activity of the Reading Clinics/Literacy Labs ICG during spring-fall 2019. Researchers at seven sites have collected data using surveys and interviews on the topic of client and family response to specific experiences in reading clinics or literacy labs. As we analyze the data to present at the LRA conference, we are getting excited to interact with many others who do research on the clinical components of literacy teacher education. See you in Tampa!

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### **The STAR Mentoring Program Turns 10!**

#### ***A Historical Overview and Reflections from Program Directors***

*Mileidis Gort, University of Colorado Boulder, STAR Director*

**Jennifer D. Turner, University of Maryland** - At the 2008 LRA Board meeting, I had the honor of presenting the proposal that launched the **STAR (Scholars of color Transitioning into Academic Research institutions)** program. The proposal resulted from the collective efforts of members of the Ethnicity, Race, and Multilingualism (ERM) Committee, which I chaired; LRA Board members, Past LRA Presidents and other LRA leaders; graduate students and new faculty of color; among others. Designed as a selective mentoring program, the STAR program provides support throughout the critical early years of the tenure process to early career (pre-tenure) faculty of color whose scholarship and advocacy centers on equity, diversity (e.g., racial, ethnic, linguistic), and social justice. The goal of the STAR program was to establish a pipeline of promising scholars of color to continue the strong tradition of leadership, research, and service within our organization and within the literacy field.

Reflecting on my experiences as the Director of the inaugural STAR cohort (2009-2010), I recall the joy, and at times, the frustrations, of starting up a new faculty mentoring program. I am grateful to the ERM Committee members who generously gave their time to work with me to create application materials and other STAR documents and to review applications for faculty mentors. Together, we also selected our inaugural cohort of STAR Fellows: Dr. Marcelle Haddix, Dr. Grace Enriquez, and Dr. Ying Guo. I see these young women as trailblazers because they put their faith in a new faculty mentoring program with an inexperienced director; at the time, I was newly-tenured and I had not organized a faculty mentoring program on a national level. But these amazing women scholars, and their STAR Faculty Mentors, walked this road with me, graciously navigating the growing pains that are inevitable in any new program, and working tirelessly to make the program stronger for cohorts to come. Ten years later, I am now serving as a STAR Faculty Mentor, and I am so inspired by this vibrant community. Many STAR Fellows, Faculty Mentors, and supporters have become part of my professional family at LRA and I

am grateful for the passion, intellect, and creativity that they bring to the program and to our organization.

**Marcelle Haddix, Syracuse University** - I was appointed ERM chair in 2012, which meant that I would also direct the STAR program. This was an honor for me, given my relatively brief history with the organization. I first became involved with LRA in 2009 as a member of the inaugural cohort of STAR Fellows. Jennifer Turner, our program director and mentor, helped to welcome and orient me to the organization. As an early career scholar just entering a tenure track position, the STAR program was a significant part of helping me to identify where and how I wanted to focus my energies and efforts in terms of professional service. I knew early on that I wanted to give back and help shape programs and initiatives, like STAR, that poured into me and my journey as a literacy scholar of color. I was also struck by the lack of racial diversity within the organization when I first started attending—compared to my experiences at other professional conferences. Much of my work with STAR and ERM was focused on increasing diversity within the organization—including increasing the presence and involvement of scholars of color, particularly within leadership, but also in terms of the kinds of literacy research—including methodological, theoretical and topical—represented and valued within our field.

In my time as STAR Director, realizing these goals included developing a sustainable model for the program and seeking Board approval to make the STAR program an institution within the organization. I also incorporated a regular writing retreat for STAR program participants as well as opportunities for STAR fellows to present on featured roundtable and alternative sessions as part of the annual conference. As program director, I felt these kinds of activities were essential to fostering collaboration among STAR fellows and mentors, and to date, STAR fellows both within and cross cohorts have presented at LRA and other professional conferences, co-authored scholarly publications, and even co-edited a special issue of *The Journal of Literacy Research*. I do not take credit for these accomplishments, but I am grateful for the opportunity to be in the position to create spaces for early career scholars to co-create and shape their experiences navigating the academy.

**Mileidis Gort, University of Colorado Boulder** - As a longstanding LRA and ERM Committee member, I have witnessed over the past ten years the power and potential of the STAR program to nurture relationships, foster collaborations, and nurture leaders and advocates within and beyond the organization. In 2014, I was thrilled to receive an invitation to support the fourth cohort as a mentor, and have been closely involved with the program since. At the time, the program—which was structured as a one day, post-conference retreat—had expanded from a three-fellow/two-year cohort model to a six-fellow cohort, with interest in the program growing with each new application cycle. In 2017, I was honored to take on the program's directorship following Marcelle's transition to her new role of President Elect. Based on feedback from current and former fellows, and with the support of the ERM Chair (Detra Price-Dennis) and the LRA Board and Executive Committee, I shepherded a proposal to further expand the program to an eight-fellow cohort model and to redistribute the post-conference retreat schedule across multiple days so that official events would be embedded within and woven throughout the LRA conference. The current model provides mentors and fellows extended opportunities to meet formally and informally throughout the conference, to build community across time and space, and to collaborate within and across cohorts.

This year, as we celebrate STAR's tenth anniversary, we commemorate the program's strong tradition of leadership, research, and service, and past and current fellows' enduring commitment to conducting rigorous, humanizing research on the literacy education and development of students from racially, ethnically, and linguistically diverse backgrounds.

We invite you to meet the new cohort of STAR fellows and to learn about their work at the **STAR Fellows Research Showcase** session on **Friday, December 6**, at **1:15 to 2:45pm**, in the **Grand Salon C**. We look forward to seeing you then!