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# Newsletter



Literacy Research Association - January 2020

## President's Report

**Betsy Baker, LRA President**

### 2019 Conference Highlights

I continue to bask in the invigorating plenary addresses, research presentations, Study Groups, Innovative Community Groups and many conversations that I enjoyed during the 69th Annual Conference of the Literacy Research Association. I cherish the opportunity to gather each year with the LRA community.

From December 4-7, 2019 over 1,100 attendees gathered at the Tampa Marriott Waterside Hotel & Marina. The theme, **Literacy Research: Illuminating the Future**, called for paradigmatic, theoretical, methodological and substantive diversity that embraced a full gamut of perspectives and approaches to make sense of and advocate for literacy. A total of 1,066 proposals were received. For the second year, we included poster sessions and were, therefore, able to provide additional space for research-in-progress conversations. The overall acceptance rate, including poster sessions, was 79.83%.



**Dr. Marcelle Haddix** inspired and challenged us with her Presidential Address, *This Is Us: Discourses of Community Within and Beyond Literacy Research* ([see video](#)).

**Dr. James Hoffman's** Oscar Causey Address explored the foundations of initial literacy teacher preparation and the need for change ([see video](#)).

**Dr. Sonia Nieto's** Distinguished Scholar Lifetime Achievement Award Address recounted the lessons she learned about language and literacy while learning to speak Spanish and then English ([see video](#)).

**Dr. Barbara Rogoff's** Invited Address focused on the goal of learning with lessons from indigenous communities of the Americas ([see video](#)).

Finally, the **Integrative Research Review Panel (David Bloome, Nell Duke, Inmaculada Garcia Sanchez, Amy Stornaiuolo and Donna Alvermann)** challenged us to reexamine our own paradigms, update our methodological tools, and reconsider our own assumptions about the ways we can serve children and youth from diverse backgrounds from a multiplicity of perspectives to illuminate the future of educational research ([see video](#)).

November 2020, the published versions of each plenary address as well as the panel will be available in *Literacy Research: Theory, Method and Practice*, Volume 69.

The **Innovative Community Groups (ICGs)** included Doctoral Students, Formative Experiments & Design-Based Research, History, International, Multilingual & Translingual Literacies as well as Reading Clinics and Literacy Labs. **Study Groups** hosted a wonderful array of conversations about posthumanism, transformative activist stances, critical race theory, postsecondary literacy, Asian Americans Pacific Islanders, If I knew then what I know now, teacher education, disciplinary literacy, writing research, word studies, adult literacy, discourse analysis, graphic novels.

Several events occurred including STAR's 10th Anniversary, the Annual Newcomers Breakfast, Town Hall, the Annual Business Meeting, Standing Committee Meetings, the Annual Silent Book Auction, Vital Issues and mentoring sessions provided by Area Chairs, the Editors of the *Journal of Literacy Research (JLR)* as well as *Literacy Research: Theory, Method and Practice (LR:TMP)* and members of the *Reading Hall of Fame*. This year also featured the **Literacy Research for Practice Forum** where teachers, administrators, and policymakers dialogued, critiqued and brainstormed directions for literacy research. I congratulate all who led and participated in these events!

Thank you for completing the Annual Conference Survey! Over 400 of you provided invaluable insights about the conference. LRA's leadership and the conference planning team rely on your input to strengthen the overall conference experience and fulfill LRA's Mission. Additional ways to get involved include:

- Alert us that you are interested in getting involved by [completing the Volunteer Survey](#).

## In This Issue...

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## Member Publications

Former STAR Fellow (2015-2017), **Maneka D. Brooks** published a book with the NCTE-Routledge series titled: "Transforming Literacy Education for Long-Term English Learners Recognizing Brilliance in the Undervalued". This book provides a much-needed insight into the day-to-day needs of students who are identified as long-term English language learners (LTELs). By combining research, theory, and practice, this book offers a comprehensive analysis of literacy pedagogy to facilitate teacher learning and includes practical takeaways and implications for classroom practice and professional development. Offering a pathway for transforming literacy education for students identified as LTELs, chapters discuss reframing the education of LTELs, academic reading in the classroom, and the bilingualism of students who are labeled LTELs.

**Cassie J. Brownell** recently published "I feel terrible...": Storying power differentials across relationships in the elementary English language arts classroom within the early childhood journal, *Perspectives & Provocations*. Through one-on-one conversations with the child and his teacher, this article highlights their divergent readings of the child's text and how this text framed their relationship in new ways. To read the article, [click here](#).

**Bessie P. Dernikos and Jaye Johnson Thiel** recently published "[Literacy learning as cruelly optimistic: Recovering possible lost futures through transmedial storytelling](#)" in *Literacy*. Thinking with theories of affect and transmedial storytelling, they explore the cruel optimism (Berlant, 2011) that standardised reading pedagogies can produce for readers in ways that cruelly reinforce the racialised, gendered, and classist myth of meritocracy. This work offers pedagogical possibilities for bodies that are often read as unsuccessful and/or successful and explains how the guise of optimism can fail to acknowledge the larger social, political, and economic forces at play.

- Discuss ways to get involved with members of the [Field Council](#).
- Share your involvement interests with members of the [Board of Directors](#).

## Outgoing and Incoming Board Members, Committee Chairs and Area Chairs

Please join me in thanking the following **Board members** who completed their terms: Gay Ivey, Past President, Hilary Janks, Carmen Martienz-Roldan, and Karen Wohlwend, Board Members. Many thanks to Judson Laughter for serving as LRA's parliamentarian. We thank these Board members for their wise leadership and guidance.

During the Business Meeting, **incoming elected Board members** were introduced: Gina Cervetti, Byeong Young Cho, and Cynthia Brock. We welcome Cassie Brownell as the incoming parliamentarian.

Thank you to **outgoing Standing Committee chairs** who have provided years of service to LRA. We extend gratitude to Gerald Campano, Ethics Chair; Devon Brenner, Policy and Legislative Chair; Kouider Mokhtari, Publications Chair; Lara Handsfield and Alfred Tatum, Research Co-Chairs.

We welcome our **new Standing Committee chairs**: Haeny Yoon, Ethics Committee; Danielle Dennis, Policy & Legislative Committee; Kristen Perry, Publications Committee; Maneka Brooks, Research Committee.

Thank you to our **outgoing Awards Committee chairs** for overseeing the nomination, review and selection process: Jennifer Jones-Powell, Albert Kingston; Donita Shaw, J. Michael Parker; Aria Razfar, Oscar S. Causey.

We welcome the **incoming Awards Committee chairs**: Paola Pilonieta, Albert Kingston; Kathleen Alley, J. Michael Parker; Mary McVee, Oscar S. Causey.

We thank the **outgoing Area Chairs** who faithfully mentored reviewers, oversaw reviews and participated in conference planning committees and welcome [incoming Area Chairs](#).

Welcome to 2020! I'm excited about the potential we have as a community of scholars who stimulate and promote literacy research, publish results of investigations and practices, assist in the development of teacher-preparation programs and sponsor educational conferences that promote literacy (*LRA Articles of Incorporation, Abridged*).

## 2020 LRA Annual Conference - Call for Proposals

**Gwendolyn Thompson McMillon, Conference Chair**  
**David B. Yaden, Jr., Conference Associate Chair**

[Call for proposals](#) open until 11:59 PST on March 2, 2020

The theme, **All of us are Smarter than Each of Us: Collaborate for Impact**, challenges literacy researchers to intentionally seek out colleagues with similar interests, who conduct research from diverse paradigmatic, theoretical, and/or methodological perspectives. We summon all to sit at a welcome table where we capitalize on the expertise, ingenuity, and experiences of our fellow colleagues. The proverb "iron sharpens iron" is made manifest when we share ideas and challenges one another as critical friends. The goal for each collaborative effort is to identify "pockets of hope" where effective work is being done in individual spaces, and collectively develop and implement plans and projects that will impact the field.



### CONNECT WITH COLLEAGUES & GET THOSE PROPOSALS IN!

See you in Houston!

LRA members, we NEED your help. [Submit a proposal](#) and encourage your colleagues, grad students, and others in your professional circles, to submit proposals, as well.

This is our 70th annual conference. Let's make this a conference to remember.



Such forces shape the unfolding of academic realities that are simultaneously connected to the past, present, and future.

LRA members **David Yaden, Mileidis Gort, Camille Martinez** and **Robert Rueda** have recently published a chapter entitled "The education of young emergent bilingual children: An update and call for action" in the 4th ed. of the Handbook of Research on the Education of Young Children (2019). A link to the volume can be found [here](#).

## LRA 69th Annual Conference Post Conference Survey

**Did you attend LRA's 69th Annual Conference?** If so, we want your feedback. Back in December, Each attendee should have received an email with a link to a three-minute post-conference survey. If you did not receive a link to the survey, [please email LRA Headquarters](#).

Please make sure to answer each question as candidly as possible. Your feedback gives us insight into how we can continue to build and support the future of the Literacy Research Association.

**Responses are due no later than February 1, 2020, at 9:00 am, EST.** Once the survey closes, we will compile the results and send them over to the LRA Leadership for review.

## LR:TMP Call for Manuscripts and Reviewers

LR:TMP Call for Manuscripts and Reviewers Manuscript submissions for Literacy Research: Theory, Method, and Practice are due February 7, 2020. Please consider submitting your presented manuscript from the 2019 Annual Meeting in Tampa, FL. You can find the style guide along with other journal information [online](#).

Volumes 64-68 can also be accessed [here](#). In addition, please [sign up on Scholar One](#) by **February 7, 2020** to review. Reviewers are needed! You will receive no more than 2-3 manuscripts to review.

Any questions? Email the editors at [mucoelrtmp@missouri.edu](mailto:mucoelrtmp@missouri.edu) (Lead Editors: Angie Zapata & Mike Metz)

## 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!](#)

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