



**LITERACY
RESEARCH
ASSOCIATION**

Ted Kesler



Biography:

I am associate professor in the Elementary and Early Childhood Education Department in the School of Education, Queens College, City University of New York (CUNY). I direct all MAT CHED 1-6 programs. I teach graduate-level courses in language and literacy and children's literature. I also do literacy consulting in schools and school districts, mostly in the New York Metropolitan Area. (You can peruse this work at www.tedsclassroom.com.) I am the author of *The Reader Response Notebook: Teaching Towards Agency, Autonomy, and Accountability* (NCTE, 2018). As a classroom teacher, I was featured in a nine-part series in *The New York Times*, called "Class 3-223: Mr. Kesler's Struggle." I earned my National Board of Professional Teaching Standards license, and was awarded the prestigious Bank Street College Outstanding Early Childhood Teacher of the Year. My research interests include: multimodal literacy, critical literacy, reading and writing processes, and children's literature. My research focuses on grades K through 8. I have published in diverse peer-reviewed journals, including: *Journal of Literacy Research*, *Language Arts*, *The Reading Teacher*, *Reading and Writing Quarterly*, *Children's Literature in Education*, *The Elementary School Journal*, *Language and Literacy*, *Journal of Early Childhood Literacy*, and *Language and Education*.

Candidate Statement:

I have been an LRA member since 2008. I am active and continue to have leadership roles in numerous professional organizations, including: NCTE, AERA, NCRLL, in addition to ongoing service to my college, university, and local community. But I consider LRA my "go to"



organization for literacy research and affiliation. As such, I have a strong record of involvement and contribution. From the start, I have served as a reviewer of proposals, as chairperson and discussant for numerous sessions. I have also been a reviewer for *LR: TMP*. I served on the Students' Outstanding Research Award Committee, the Early Career Achievement Award Committee, the Ethics Committee, and Area 3: Literacy Instruction and Learning. I then served as Chair of Area 3 (2017-2019). I continue to serve as a mentor in the Doctoral Proposal Mentorship Program. I serve on the Editorial Board and consistently review manuscripts for *Journal of Literacy Research*.

I love LRA. In surveys of the annual convention, I am invariably full of praise for the efforts, the commitment to excellence, equity, and ethics of the executive committee. I love the range of scholarship that LRA honors each year: for emerging scholars, for early career scholars, for lifetime achievement, for outstanding books of literacy research, for contributions to adult literacy, among other recognitions. I love the stellar quality of internationally renowned keynote speakers. I love the book auction, the receptions (and the free food!), the study groups, the Town Hall (and the popcorn and beer), and the casual conversations at the bar. I attend each year like a student, deliberately choosing sessions I must attend for new insights, to forward my own research agendas, to learn about theories and methodologies that I really should know by now. So, my days are full when I attend, and my family always wonders why I didn't check in sooner or more often.

As you see from my bio, I also have a deep, passionate commitment to public education. In my transition from NYC public school teacher to higher education, I was honored to continue my commitment by accepting a position at Queens College, CUNY. CUNY is the largest urban public university in the country. CUNY is considered [one of America's great working-class universities](#). It propels "almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined." Queens College, in particular, serves [the most diverse county in the United States](#), and [produces more education graduates who become principals, teachers, and counselors for the New York City's public schools than any other college in the metropolitan area](#).

My commitment fits so well with the mission of LRA. LRA is concerned with the role of literacy research for social change and ethical practices, and democratic decision making. It has a strong commitment to social justice. It promotes practices that connect diversity and inclusion to excellence, equity, and humanity. This expresses the purposes of my lifework as public educator and researcher. It would be an honor and privilege to serve on the Executive Committee of LRA, where I can support LRA's larger goal in the national conversation about the role of literacy research for democratic principles and a better world.