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LITERACY
RESEARCH
ASSOCIATION

Growing in solidarity to humanize
literacy research and practice

Member Newsletter

October 2022

President's Message

Dear LRA Family and Friends,

Greetings! I hope you are looking forward as much as I am to LRA's upcoming 72nd Annual Conference in Phoenix, Arizona. If the weather predictions hold for December 2022, it will be "clear and sunny," with delightfully cool-ish temperatures in the high 60s during the day, dropping to crisper 50s in the evening—mere summer temps for those of you in the northern climes! Time to break out those chic jackets and sweaters you've saved for this occasion.

Our indefatigable Conference Chair, Doris Walker-Dalhouse and her team have organized a stellar line up of conference speakers and research presentations during the week. Headliners will be plenary speakers Bryan Brayboy and Angela Valenzuela, Guadalupe Valdés, the 2022 recipient of the Distinguished Scholar Lifetime Achievement Award, and Arlette Willis, the 2021 Oscar S. Causey awardee. And anchoring the conference on Saturday will be the Integrative Research Review Panel, comprised of notable scholars and researchers, including Drs. Catherine Compton-Lilly, Marcus Croom, Allison Skerrett and Mary McVee.

I do have one concern that I am hoping we can discuss as a professional literacy organization in December and that is the overreach of legislative policies and laws passed in the name of the science of reading which have directly impacted teacher education programs in at least 30 states. For example, here in Arizona, there is a new dyslexia screening test for kindergarten and first grade mandated by fall 2022, two new and required university courses covering the identification of dyslexia and the five "pillars" of reading (à la NCLB) to be in place by spring of 2023, and a new reading endorsement (with a phonics focus) and high stakes assessment which must be completed within three years of initial certification, otherwise the credential is revoked.

This strident conservatism sweeping educational practice, also manifested in the bans of discussions of CRT, gender identity, ethnic and racial issues, and the history of slavery (perniciously euphemized in some states as "involuntary relocation") has had an insidious and demonstrable effect on what teachers and students can discuss—and **read**—in our nation's classrooms. All the more disheartening is the squelching or outright ignoring of the research represented by LRA scholars and researchers (e.g., see <https://literacyresearchassociation.org/research-reports-policy-briefs-and-press-releases/>) as well as the critiques of the science of reading research by most of the 50+ articles in the two Special Issues of the *Reading Research Quarterly* (see <https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.402> for an example).

globe have realized in that "learning is far beyond just a cognitive function, but is deeply embedded in the racial, cultural, historical, socioeconomic, and gendered identities of language and literacy users" (Yaden & Rogers, forthcoming, *Literacies and Languages* vol., *International Encyclopedia of Education*, <https://www.elsevier.com/books/international-encyclopedia-of-education/tierney/978-0-12-818629-9>). Unfortunately, this more sophisticated understanding of literacy development has been subverted, at least in the U.S., by a one-size-fits-all, oversimplified, retrograde definition of literacy—the predictable outcome of adopting "a simple view of reading."

The rhetoric of the reading wars has now become more than just a sterile, academic debate, but is encoded in the very laws, house and senate bills, and legislative policies of the majority of the states, policies which are, in turn, being foisted upon school districts and university teacher training programs where nearly all of us work. Thus, we are required to spend time in questionable course development since legislators, public officials, and journalists have become the self-appointed literacy experts, attempting to determine both university curriculum in literacy and even what topics literacy researchers can address in classroom settings.

It is my belief that LRA must become a leader in turning this restrictive tide and tunnel vision related to literacy development. Our collaboration with the National Academy of Education in their *Civic Reasoning and Discourse* initiative is certainly one way, understanding that "our polarized, racialized, and politicized climates highlight the importance of equipping young people with the knowledge, skills, and dispositions they need to understand complex social issues, respect multiple points of view, and dialogue across differences" (National Academy of Education, <https://naeducation.wppowered.com/wp-content/uploads/2021/04/NAEd-Educating-for-Civic-Reasoning-and-Discourse-Exec-Summary.pdf>).

But there must be other ways as well. As a long-time NRC/LRA member (40 years), the old message of "if we do the research, they will come," to paraphrase a movie catch phrase (cf. *Field of Dreams*), is simply not being heard, or worse, being ignored as irrelevant. In addition to the good research which we must continue to do and promote through our journal and book publications, what other tools does LRA have which can be employed to rewrite this pervasive conservative narrative? Increased social media presence? Partnerships with other literacy and educational organizations? Webinars, workshops, seminars, or other public-facing intellectual work which highlight key research findings to a much broader audience? Through what types of Structured or Sustained Dialogue can we engage with parents, school officials and legislators to successfully traverse the liminal binaries which deter productive conversation?

There is no easy road to follow here—it will be a steep climb. But I believe LRA is up to the challenge. Our solutions will be collective; I look forward to the dialogue with you.

With great respect and appreciation,
David

David Yaden
LRA President 2021-2022
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2022 LRA ANNUAL CONFERENCE

**CROSSING BOUNDARIES AND BORDERS:
IN PURSUIT OF EQUITY, SOLIDARITY,
AND SOCIAL JUSTICE**

November 29- December 3, 2022

Phoenix, Arizona

REGISTRATION IS NOW OPEN!

REGISTER TODAY

72nd Annual Conference Update

Dear LRA Family and Friends,

The clock is ticking signaling that the start of the 72nd Annual LRA conference is near. Make sure that as you are preparing for your research presentation(s), to serve as a discussant or session chair, or to actively engage as a learner, that you complete your conference registration and make hotel arrangements. If you missed the Early Bird registration deadline, the Conference Planning Committees still want you to participate and to invite other colleagues, friends, and educational scholars, leaders, and researchers to participate in this rich professional development opportunity.

Although our room block at the Arizona Grand Hotel & Spa is full, a wait list for rooms at the Arizona has been created and a list of additional hotel accommodations has been shared with you via e-blasts and posted on the LRA website. We appreciate your understanding and patience and will continue to be responsive in updating and supporting you in preparation for the conference.

We are not yet finished sharing information about the distinguished list of plenary speakers for this year's conference. The most recent eblast focused on Dr. Catherine Compton-Lilly, the first of our four esteemed Integrated Research Review Panel speakers. Look for additional information about our colleagues Allison Skerrett, Mary McVee, and Marcus Croom.

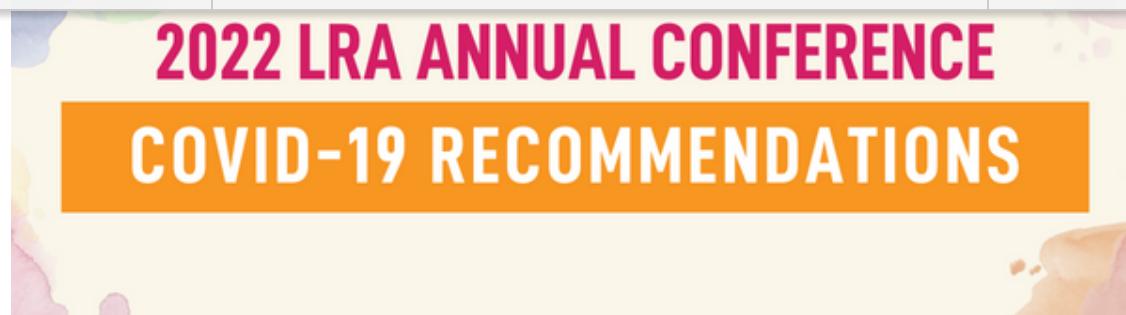
We are looking forward to gathering with you in Phoenix! Travel safely and we will see you soon!

With sincere appreciation,

Doris Walker-Dalhouse

President-Elect and 72nd Annual Meeting Conference Chair

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LRA takes the health and safety of its personnel and all guests at events very seriously. We remain mindful that COVID-19 variants and considerations for the health of attendees must be a priority.

Visit our website to read more about our COVID-19 Recommendations.

[Read More](#)

Integrative Research Review Spotlight on Catherine Compton-Lilly

The Literacy Research Association welcomes Catherine Compton-Lilly as one of its speakers for the 72nd Annual Conference as part of LRA's Integrative Research Review Panel. LRA's IRR Panel Session, titled 'Review and Scholarly Syntheses as Anti-Racist Action' will focus specifically on the silencing of and importance of BIPOC authors and scholars, along with the history of their work and global impact. [Read more.](#)

2022 LRA Distinguished Scholar Award Recipient Announced

The Literacy Research Association is thrilled to announce that Dr. Guadalupe Valdés has been selected by the Distinguished Scholar Lifetime Achievement Award Committee as the 2022 Distinguished Scholar Award Recipient. The award ceremony and presentation will be held at the 2022 LRA Annual Meeting in Phoenix, AZ, November 29th – December 3rd, 2022. [Read more.](#)



Whether you are looking for a new position or a new hire, LRA's job board is the place! Association members from across the world can view open positions while organizations can post theirs.

[Learn More](#)

AACTE Call for Cases

The AACTE Clinical Practice Commission Proclamations and Cases of Teacher Education Innovation is seeking cases (2,500-3,500 words) related to the clinical practice “proclamations” of the AACTE Clinical Practice Commission.

[Learn more about this unique opportunity](#) to share your work.

Call for Manuscripts - Learning and Instruction

Learning and Instruction is soliciting submissions for a special issue entitled Literacy and Feedback. [Learn more here](#).

The Teacher Educators' Journal (TTEJ) - Call for Manuscripts

The 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; authors need not be based, and research need not be conducted, in Virginia for manuscripts to be considered for publication. Manuscripts submitted for consideration may be research/empirical reports and analyses, position papers, book reviews, or conceptual essays.

To facilitate collaboration amongst teacher education scholars and practitioners and improve teaching, research, and student learning, the theme for the Spring 2023 journal is “Equity Issues in Teacher Education Research and Practice.”

Learn more about [submission guidelines](#).

Authors should submit an electronic version of their manuscript using the [Manuscript Submission Form](#). All manuscripts must be received by November 1, 2022 for consideration for the Spring 2023 issue. Please direct all questions about the journal to askTTEJ@gmail.com.

LRA Wants to Share Your News!

Want to share news with the LRA Community or contribute to Critical Conversations? Follow the link in the button below or reach out to our e-editors directly at write@literacyresearchassociation.org to submit content.

[Submit Content](#)



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