

NEWSLETTER

LITERACY RESEARCH ASSOCIATION NEWS



TOP NEWS OF THE MONTH

**Announcements &
Leadership**

>>> Pages 1-4

Pages 5-17 <<<

**74th Annual
Conference**

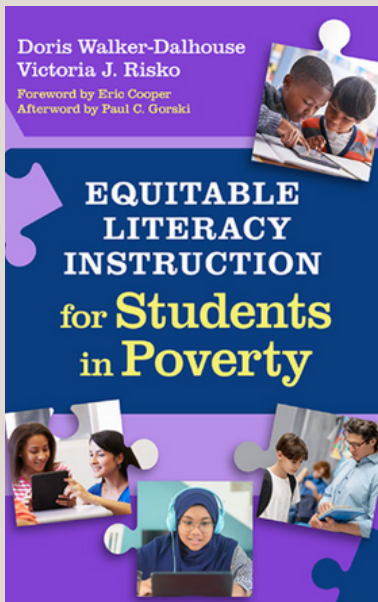
Job Board

>>> Pages 18-24



ANNOUNCEMENTS

Member Book Releases

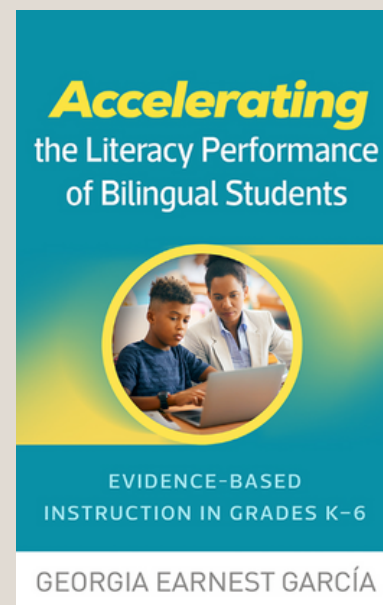


Walker-Dalhouse, D. & Risko, Victoria J. (2024). *Equitable Literacy Instruction for Students in Poverty*. NY: Teachers College Press.

www.tcpres.com/equitable-literacy-instruction-for-students-in-poverty-9780807786420

GARCA, G. E. (2024a). *Accelerating the literacy performance of bilingual students: Evidence-based instruction in grades K- 6*. GUILFORD.

www.guilford.com/p/garcia



Have an article for the newsletter? Email us at:
lrhq@literacyresearchassociation.org



ANNOUNCEMENTS

South Africa Intro Literacy and Education with Patricia Edwards



June 9th - June 20th, 2025

Join Professor Patricia Edwards in South Africa to explore the rich culture and heritage of Johannesburg and Cape Town along with an opportunity to go on safari in Pilanesberg National Park. The focus of this program centers around global literacy and the education challenges South Africa faces in comparison to the U.S.

Click the link below for the itinerary and to register

<https://bit.ly/edwardssouthafrica2025>



INCOMING LEADERSHIP



PATRIANN SMITH
UNIVERSITY OF SOUTH FLORIDA
VICE PRESIDENT 2024-2025
CONFERENCE CHAIR 2026



ADELINE BORTI
GRAND VALLEY STATE UNIVERSITY
PARLIAMENTARIAN
TERM: 2024-2027



SUSAN PIAZZA
WESTERN MICHIGAN UNIVERSITY
TREASURER
TERM: 2024-2027

INCOMING BOARD MEMBERS



AMY FLINT
UNIVERSITY OF LOUISVILLE
TERM: 2024 - 2027



AMY HUTCHISON
UNIVERSITY OF ALABAMA
TERM: 2024 - 2027



AMY STORNAIUOLO
UNIVERSITY OF PENNSYLVANIA
TERM: 2024 - 2027



LRA's 74th Annual Conference

THE WESTIN PEACHTREE PLAZA
ATLANTA, GA
DECEMBER 4 - DECEMBER 7, 2024



Designed by: Lillianna Zhang



Lillianna Zhang

is from Buffalo, NY and a recent graduate from the University of Pittsburgh. She is currently back in her hometown researching adolescent alcohol use and prevention at the University at Buffalo, SUNY. While her collegiate experience was mostly focused on STEM, she has always had a passion for visual art and enjoys drawing and design in her free time. Lillianna is the daughter of our colleague Mary McVee and Jan Zhang.



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74TH ANNUAL CONFERENCE

◆ THE WESTIN PEACHTREE PLAZA, ATLANTA GA ◆
DECEMBER 4 - DECEMBER 7, 2024



Don't miss your chance to attend! Secure your spot and join us for an insightful and enriching event!

[CLICK HERE TO REGISTER](#)

Not a member? Become a member today and save \$180 on registration!

[CLICK HERE TO JOIN LRA](#)

↓ [Book your hotel room](#)

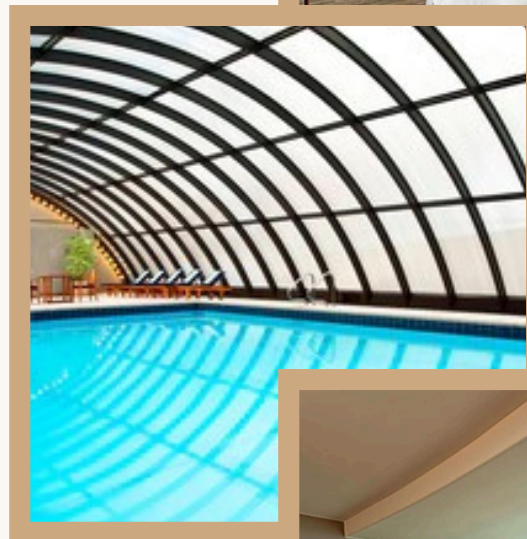
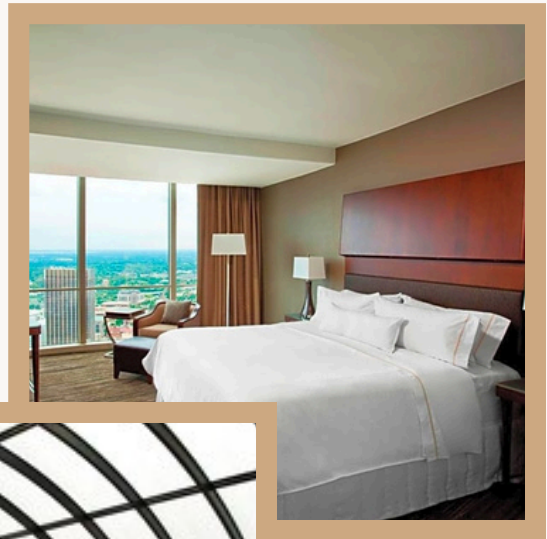


BOOK YOUR HOTEL ROOM

**ROOM RATE
\$170/NIGHT**

Join us for exciting sessions, networking, and more. We can't wait to see you there!

**CLICK HERE TO
BOOK NOW**





Presidential Address

TROUBLING THE DARK: UN(BOUNDED)
BLACK MALE LITERACY DEVELOPMENT

ALFRED W. TATUM

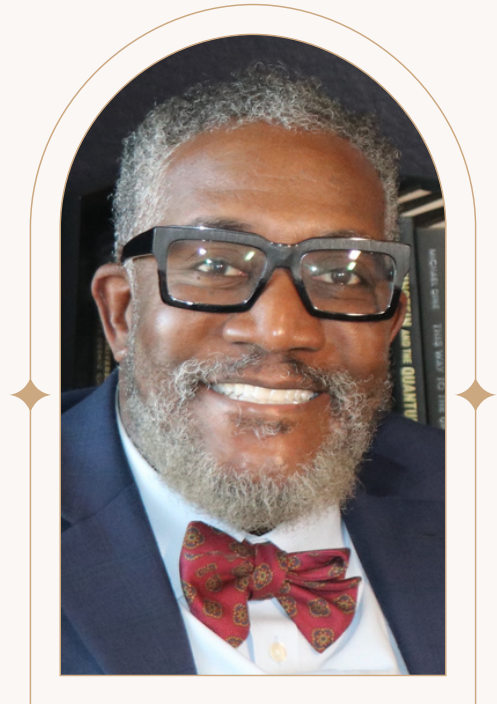
PRESIDENT

WEDNESDAY, DECEMBER 4TH, 4:45PM - 6:00PM
PEACHTREE BALLROOM

Dr. Alfred W. Tatum, Executive Director of the Literacy Research Center and Clinic at Metropolitan State University of Denver, is a foremost expert on the literacy development of African American boys. He has authored more than 75 publications on the topic. His works have appeared as chapters in edited books, monographs, and journals such as the Harvard

Educational Review, Reading Research Quarterly, Urban Education, Literacy Research: Theory, Method, and Practices, Black History Bulletin, The Reading Teacher, Journal of Adolescent & Adult Literacy, Journal of Education, and Educational Leadership. He has authored policy reports and solution briefs for Jobs for the Future and the Council of Great City Schools.

Dr. Tatum authored the award-winning book, Teaching Reading to Black Adolescent Males: Closing the Achievement Gap in 2005. His second book, Reading for Their Life: (Re) building the Textual Lineages of African American Males was published in 2009. His third book, Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers, was published in 2013. A fourth book, Teaching Black Boys in the Elementary Grades: Advanced Disciplinary Reading and Writing to Secure Their Futures was released by Teachers College Press in December 2021. He is also the author on four major reading and writing programs used with millions of students throughout the US. His most recent research project, supported by a close to \$1 million-dollar grant by the W.K. Kellogg Foundation, focused on the roles of texts and writing to advance the literacy development of African American males in grades, 3, 4, and 5.





Dr. Tatum directed the reading clinic at the University of Illinois at Chicago for 14 years. During this time, he hosted an African American Adolescent Male Summer Literacy Institute from 2008-2012. More recently, he hosted Boys College aimed to advance the literacy development of Black boys in the elementary grades. He has led two Post-Release Education Projects for young men on intensive probation with Cook County probation. This work aligns with his moral compass to put his body in front of his work to advance man's humanity toward man.

A former dean and provost, Dr. Tatum has lectured at many of the top universities in the United States. He continues to provide professional development support in urban elementary, middle, and high schools. Dr. Tatum began his career as an eighth-grade teacher in Chicago. He earned his Ph.D. from the University of Illinois at Chicago.



Oscar S. Causey Award Address

OUTLINE OF A THEORY OF READING
COMPREHENSION AS INTERTEXTUAL
PRACTICES

DAVID BLOOME

THURSDAY, DECEMBER 5TH, 10:15AM - 11:45AM
PEACHTREE BALLROOM

David Bloome is Professor Emeritus in the Department of Teaching and Learning at The Ohio State University, College of Education and Human Ecology. His scholarship focuses on reading, writing, and literacy as social processes, intertextuality, languaging theory, microethnographic discourse analysis, and the use of Jewish children's literature in the classroom. He has received the NCRLD Distinguished Scholar Award, the John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship award, and the NCTE Distinguished Service Award, among other awards. He is a member of the Reading Hall of Fame and an AERA Fellow. He is a former president of NCTE and NCRLD. He is the author, co-author, editor or co-editor of 22 books and has authored or co-authored over 100 articles and book chapters. He is a former co-editor of *Reading Research Quarterly* (with Ian Wilkinson), founding editor of *Linguistics and Education* (later co-editor with Jay Lemke), and is currently a co-editor of *Research in the Teaching of English* (with Mollie Blackburn, Dorian Harrison, Michiko Hikida, Laurie Katz, and Stephanie Power-Carter). His latest book, co-authored with Evelyn B. Freeman, Rosemary Horowitz, and Laurie Katz, is *Enduring Questions: The Use of Jewish Children's Literature in the Classroom*.





Distinguished Scholar Lifetime Achievement Award Address

HOW BILINGUALS DO LITERACY:
TRANSLANGUAGING AND WRITTEN TEXTS

OFELIA GARCIA

THURSDAY, DECEMBER 5TH, 4:45PM - 6:00PM
PEACHTREE BALLROOM

Ofelia García is Professor Emerita in the Ph.D. programs in Urban Education and Latin American, Iberian and Latino Cultures at The Graduate Center, City University of New York. She has published widely in the areas of multilingualism and translanguaging, the education of bilingual students, sociolinguistics, and language education policy and practice.

García has received many scholarly honors, among which are the Distinguished Scholar Lifetime Awards from the American Education Research Association (AERA) (Social Contexts in Education, 2019, and Bilingual Education, 2017); and from the Modern Language Association (MLA), (2022). In 2023 she was elected to membership into The Academy of Arts and Sciences (2023) and in 2018 into the National Academy of Education (2018). Her website: www.ofeliagarcia.org.





Plenary Speaker

BE(COM)ING A/PART OF/FROM A
NATIONAL COMMUNITY IN A HIGH SCHOOL
LGBTQ+-THEMED LITERATURE COURSE

MOLLIE V. BLACKBURN

FRIDAY, DECEMBER 6TH, 4:45PM - 6:00PM
PEACHTREE BALLROOM

Mollie V. Blackburn is a Professor in the Department of Teaching and Learning and affiliated with Women's, Gender, and Sexuality Studies at the Ohio State University. Her research focuses on literacy, language, and social change, with particular attention to queer youth and the teachers who teach them.



Between January of 2015 and June of 2016, Professor Blackburn taught high school juniors and seniors in an LGBTQ+-themed literature course in a queer-friendly high school. In doing so, she was striving to contribute to a scholarly conversation about LGBTQ+-inclusive curricula and pedagogy with particular attention to secondary English Language Arts. Her goal was to center LGBTQ+ people over the course of a semester, which created space for the students and her to talk about all sorts of identities that intersect with queer sexual and gender identities, including nationality, which is the focus of her presentation. The study was a blend of ethnography and teacher research in which Prof. Blackburn worked with a colleague to write field notes, record class discussions, and collect materials produced by teacher(s) and students. These data were analyzed iteratively and recursively, in a constant comparative method, which resulted in a collection of codes, including one on nationality. She found that students used language, including written language, to become and be a part of and apart from a nation as they engaged with Whitman, Hughes, and Ginsberg, among others. Sometimes some students imagined "America" inclusively and other times exclusively. Based on these findings, she argues that teachers and students must not only remember but also own our national biography, including its violence, to move forward more justly.



Plenary Speaker

ORAL HISTORY AS “SOUL WORK”: HEARING AND TELLING THE STORIES OF CIVIL RIGHTS ERA TEACHERS

DERRICK P. ALRIDGE

FRIDAY, DECEMBER 6TH, 10:15AM - 11:45AM
PEACHTREE BALLROOM

Derrick P. Alridge is the Philip J. Gibson Professor of Education at the University of Virginia. His research interests include the history of education in the United States, American educational thought, and the civil rights movement and education. A former middle and high school social studies and history teacher, Alridge is the principal investigator of the Teachers in the Movement Oral History Project and the founding Director of the Center for Race and Public Education in the South.



Drawing on work from his large-scale Spencer-funded oral history project, Teachers in the Movement, Professor Alridge will discuss the project's nature; examine oral history and the oral tradition as culturally grounded methods in education research. Highlighting oral history interviews from his project, he will demonstrate how his concept of “soul work” surfaces and retells the history of teachers who have gone largely unheard and underrecognized as activists in the Civil Rights Movement.



Integrative Research Review Panel

WRITING THE WOR(L)D: RECLAIMING PUBLIC
SPACES AND REPUTATIONS FOR YOUTH IN
HONDURAS

KATE KEDLEY

SATURDAY, DECEMBER 7TH, 10:30AM - 12:00PM
PEACHTREE BALLROOM

Kate Kedley is an Associate Professor in the College of Education at Rowan University. Kate's research centers on critical literacy and education, public engagement, LGBTQ and young adult literature; language education, and social and educational movements in Honduras. Kate holds graduate certificates in Professional Writing and in Gender, Women's, and Sexuality Studies. Kate is a former English language arts and driver's education teacher in Iowa, Arizona, and Honduras.



SCREAMING INTO THE VOID: LESSONS FROM
LONG COVID NARRATIVES IN COMMUNITY
HEALTH

ARIA RAZFAR

SATURDAY, DECEMBER 7TH, 10:30AM - 12:00PM
PEACHTREE BALLROOM

Aria Razfar is a Professor of Literacy, Language, Culture and an affiliate with Linguistics and Medical Education at the University of Illinois, Chicago. Aria has established himself as one of the leading scholars in the fields of applied linguistics, education, and learning sciences. The U.S. Department of Education and NSF have provided major funding for his research and he's one of the lead editors of the Journal of Literacy Research. Aria's work is anchored in communities whose language practices have been historically marginalized in many formal and official spaces of society; thus there is an explicit social justice character to his research.





Integrative Research Review Panel

FOSTERING AGENCY AMONG LEARNERS,
TEACHERS, AND COMMUNITIES THROUGH
CULTURALLY SUSTAINING STEM

REGINA CIPHARH

SATURDAY, DECEMBER 7TH, 10:30AM - 12:00PM
PEACHTREE BALLROOM

Regina Ciphrah is the CEO and Principal of Verbalizing Visions, LLC. A former high school chemistry teacher, and a University of South Carolina alumna, her dissertation explored the intricate world of genetics and breast cancer health disparities. Her dissertation illuminated the transformative power of transdisciplinary curriculum. Regina has a special passion for STEM education and is a champion of culturally sustaining STEM pedagogies, anchored within Gullah/Geechee communities.



IS THE 'SCIENCE OF READING' THE KEY TO
SOLVING OUR NATION'S READING
PROBLEM?

ZHIHUI FANG

SATURDAY, DECEMBER 7TH, 10:30AM - 12:00PM
PEACHTREE BALLROOM

Zhihui Fang is a Professor and Head of Reading and Literacy Education, in the School of Teaching and Learning, at the University of Florida. His expertise includes language and literacy learning, reading teacher education, and functional linguistics in education. Zhihui's recent research explores the roles of language and literacy in disciplinary meaning making. He has been active in promoting a linguistically informed, responsive, and embedded pedagogy for literacy instruction across content areas.





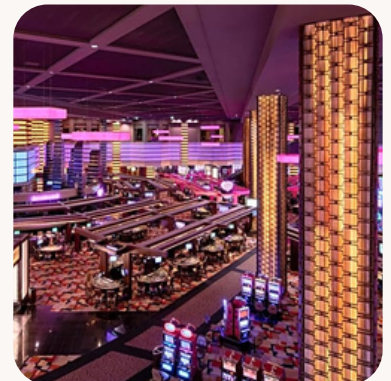
LRA's 75th Annual Conference

PLANET HOLLYWOOD

LAS VEGAS

December 3rd - December 6th, 2025

Mark your calendars, and stay tuned for more details! We can't wait to see you in Vegas!





JOB BOARD



University of Wisconsin-Madison

ASSOCIATE/FULL PROFESSOR OF READING
IN DIVERSE SETTINGS

University at Buffalo

MARK J. AND ELIZABETH A. CZARNECKI
ENDOWED PROFESSOR OF LITERACY
EDUCATION



University at Buffalo

ASSISTANT PROFESSOR, TENURE-TRACK,
LITERACY EDUCATION



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EDUCATION

**Dr. Jo Watts Williams School of
Education at Elon University**

ASSISTANT PROFESSOR OF EDUCATION IN
READING/LITERACY



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DEVELOPMENT IN THE EARLY GRADES
WITH AN EMPHASIS ON DIVERSE CHILDHOODS



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(LANGUAGE/LITERACY)

Sesame Workshop

POST-DOCTORAL FELLOW. –
TECHNOLOGY FOR LITERACY
DEVELOPMENT



Salem State University

FACULTY, SCHOOL OF EDUCATION
(EARLY LITERACY/TESOL), FULL-TIME,
TENURE-TRACK





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LITERACY EDUCATION (TENURE-TRACK)



**Boston University
Wheelock College of Education &
Human Development**

CLINICAL ASSISTANT PROFESSOR IN
LITERACY EDUCATION



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Boston University
Wheelock College of Education
& Human Development

ASSISTANT PROFESSOR IN LANGUAGE
EDUCATION

University of Maryland-Baltimore
County
Department of Education

ASSISTANT PROFESSOR SECONDARY
EDUCATION GENERALIST



Grand Valley State University

AFFILIATE FACULTY IN ENGLISH
(ELEMENTARY ENGLISH EDUCATION)



JOB BOARD



TEXAS TECH
UNIVERSITY.

College of Education

ASSISTANT/ASSOCIATE PROFESSOR IN
LANGUAGE, DIVERSITY & LITERACY
STUDIES

School of Education

ASSISTANT PROFESSOR IN LITERACY



College of Education

ASSISTANT PROFESSOR OF READING
EDUCATION: ELEMENTARY EDUCATION



JOB BOARD



School of Education

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AND LITERACY EDUCATION

College of Education and
Human Development

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LEARNING AND EDUCATION STUDIES -
TENURE TRACK



Graduate School of
Education

CLINICAL ASSISTANT PROFESSOR