

Research Foundation

The Research Foundation provides financial support for research in English instruction.

What major actions or projects have been completed by your group since July 1, 2008?

- 1) Six individuals were granted funding for their research projects on July 10, 2008 totaling \$40,212 in 2008. Awardees were informed that they had received funding on July 15, 2008.
- 2) Juan Guerra agreed to stay on the Board of Trustees as chair for an additional year to conclude after the 2010 NCTE Annual Convention. This will give the RF an opportunity to identify and/or cultivate a new chair between now and then.
- 3) Due to economical circumstances, the Board decided it was in the best interest of the foundation to freeze grant funding for 2009.
- 4) The CNV Director shall serve as an ex-officio board member of the Research Foundation during his or her tenure as director.
- 5) The board welcomed Tonya Perry and Stephanie Carter during the spring meeting in Columbus, Ohio on March 7, 2009.
- 6) A statement was added to the RF guidelines. All published reports on research receiving grants from the Research Foundation shall include the acknowledgement: "This study was supported by a grant from the Research Foundation of the National Council of Teachers of English. This support does not imply an endorsement by the Foundation or by NCTE of the statements contained in the report."
- 7) Sue Gallivan collected the CNV fellow's research articles and posted those to the NCTE website at <http://www.ncte.org/grants/cnv/cohort>.
- 8) The 2010 Spring Institute for the CNV/RF meeting will be held in Atlanta, Georgia on March 4, 5 & 6.

What projects, initiatives, or studies are "in progress" at this time?

As we reported last year, several scholars who received RF funding in July 2008 are engaged in on-going work that addresses research related to the topics listed above, especially in such critical areas as teacher quality, adolescent literacy, English Language Learners, and 21st Century Literacies. Deborah Bieler, for example, is currently investigating "New English Teachers' Efficacy with At-Risk 9th and 10th Graders." Tandra Jackson is currently undertaking "An Investigation of the Preparation and Development of Teachers of Color as Culturally Responsive Teachers at a Predominantly White Institution." And Anne Whitney is examining "Teachers Writing for Publication in NCTE Journals." Patricia Enciso is "Gathering Cultural Data Sets: [on] Latino, African-American, African, Asian, and Urban Appalachian Youth Selecting Texts for Academic and Cross Community Insight." Minda Lopez is exploring "Language and Literacy Ideologies of Literacy Educators Working with English Language Learners." Finally, Mary Sefranek will focus on the "Sowing and Cultivating [of] Local 21st Century Literacies and Language in Rural Puerto Rico."

Strategic Governance: Over the past few years, the NCTE Executive Committee has established outcomes and priorities relating to these key topics in our field: Multimodal Literacy and Technology, Research and Teaching, English Language Learners, Professional

Development, Closing the Achievement Gap, Reading Research, 21st Century Literacies, Meeting the Needs of Audiences Currently Unserved/Underserved by NCTE, Attracting, Supporting, and Advancing Early Career Educators, and International Involvement, "Global English", and NCTE. Does your group have research findings or suggestions to contribute that are relevant to on-going work on these strategic governance topics?

Each of the scholars listed in response to the preceding question has and will be sharing her findings at NCTE conference sessions. Here are examples of some of their findings thus far:

In her findings, Mary Sefranek ("Sowing and Cultivating Local 21st Century Literacies and Language in Rural Puerto Rico") stated the participating students in this research project are beginning to make numerous and meaningful connections between their Spanish and English classes and the vocabulary and content presented in each. Collaborative learning in a context in which it is not typically employed takes a great deal of time, effort and practice. Perhaps one of the most significant findings is that teachers, parents, and the participating students themselves already have a wealth of knowledge on coffee and coffee production in the local context that immensely enriches this research-based curriculum.

Pat Enciso based her project, "Gathering Cultural Data Sets: Latino, African-American, African, Asian, and Urban Appalachian Youth Selecting Texts for Academic and Cross Community Insight," on a theoretical standpoint related to Carol Lee's work on cultural modeling. Thus far, she has found that the cross-cultural realities, identities, and viewpoints of children have to be individually and mutually considered in the process of literary interpretation. While children share many *intracultural* narratives and interpretive practices, they also draw on more exclusively *intercultural* narratives that need to be incorporated but won't dominate the group's discussions.

Finally, Tandra Jackson's preliminary analysis in "An Investigation of the Preparation and Development of Teachers of Color as Culturally Responsive Teachers at a Predominantly White Institution" indicates that participants may have had positive learning experiences and opportunities focused on culturally responsive pedagogy in one or two classes but not in their overall programs of study. Participants perceived their instructors and coaching teachers as having an insufficient knowledge base of culturally responsive pedagogy as well as discomfort in addressing issues of diversity. Participants also perceived that their programs privileged the experiences and values of their White peers.

Juan Guerra, Chair