

Standing Committee on Affiliates

Charge: *In order to promote the professional competence and strengthen the public voices of [affiliates](#) and their individual members, the Standing Committee on Affiliates is charged: See below . . .*

What major actions or projects have been completed by your group pursuant to your charge since July 1, 2012?

Between July 1, 2012 and June 30, 2013, SCOA has responded to its charge as follows:

- *to seek ways of improving two-way communication between and within affiliates;*
 - SCOA continues to work on this element of its charge. Last year we reported that we felt we were “doing a pretty good (not great) job of sending OUT communication to our affiliates, but not as good a job at collecting information FROM affiliates (except, of course, in the form of annual reports).” This year, members of the committee have increased their efforts to collect information from individual affiliates by
 - asking to be added to affiliate email distribution lists
 - “friending” affiliates on Facebook
 - creating Facebook pages for regions
 - checking affiliate websites on a regular basis
- *to keep up-to-date with NCTE policies, structural changes, and focal issues and inform affiliate groups in a timely fashion;*
 - SCOA is in constant conversation with Millie Davis, who keeps us current on NCTE policies, structural changes, focal issues, etc. The committee then passes that information along to affiliate leaders via our regular newsletter and Affiliate Leader meetings at the convention and in the summer
- *to organize affiliated events at [NCTE conventions](#) and encourage affiliate members to attend;*
 - SCOA consistently organizes NCTE convention sessions, a meeting of affiliate leaders, and an Affiliate Breakfast. These events are publicized through the convention program and SCOA newsletters in advance of the convention.
- *to take an active role in bringing Affiliate concerns to the [NCTE Executive Committee](#);*
 - SCOA members meet regularly by phone, and since winter 2012, those calls have included an “around the regions” session during which SCOA representatives are asked to report affiliate concerns of which they have become aware; Millie Davis, NCTE, is a regular attendee on those calls; the second vice president is also invited to attend
- *to encourage members of affiliates to [join NCTE](#) and [become active](#) in NCTE programs and projects;*
 - in order to be eligible for Affiliate Excellence awards (administered by SCOA), affiliates must demonstrate that all officers are members of NCTE; the new Student Affiliate Excellence Award also includes a minimum NCTE membership requirement
 - NCTE programs and projects are the focus of every SCOA newsletter
- *to encourage greater use of NCTE resources (e.g., [Pathways](#), [cosponsored speakers](#), professional development opportunities at the local level); and*
 - SCOA promotes usage of NCTE resources through
 - regular newsletters to affiliate leaders
 - annual Affiliate Leadership meetings
- *to encourage and support Affiliate activities in support of the 2009 NCTE [National Day of Writing](#).*
 - SCOA promotes the annual National Day of Writing in its regular newsletters to affiliate leaders

IN ADDITION: SCOA is especially proud this year to have successfully established a new affiliate award, the NCTE Student Affiliate Excellence Award. We had two entries in the first year, and the winner will be recognized at the Affiliate Breakfast in Boston in November, 2013.

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

We are happy to report that the following projects, which were “in progress” last year, have now been completed.

- Sending to the Executive Committee a proposal regarding Student Affiliates (on-going from last year)
 - The proposal was approved
- Establishing a SCOA Facebook page

- The page has been established, though we're experiencing some "technical difficulties" getting us all connected (so this remains on our agenda, below)
- Hosting regional conference calls (or other ways to build community WITHIN regions)
 - In November, 2012, each individual SCOA member made a commitment to ONE strategy for building community within regions; our efforts in this direction are on-going
- Building community among SCOA members
 - SCOA members have made a point of setting aside time to enjoy each other at both the Convention and the summer Affiliate Leadership Meeting; some members are now "friends" on Facebook

SCOA's agenda for the 2013-14 academic year includes the following:

- Filling two empty seats on the Committee
- Revising/Updating the SCOA Charge
- Drafting a proposal regarding travel funds to be sent to the executive committee
- investigating ways to expand the number of affiliates (OUR GOAL: at least one affiliate in every state)
- Investigating ways to help affiliates sustain themselves after hosting an NCTE conference
- Reconsidering/Reimagining/Supplementing our regular email Newsletter

Strategic Governance and Council Initiatives: Over the past few years, NCTE has established the [National Center for Literacy Education](#) (NCLE) to advance collaboration and inquiry among educators teaching literacy in all disciplines. Through the strategic governance process the Executive Committee has also established goals and priorities relating to these key topics in our field: [Teacher Evaluation](#) and Performance Assessment of Teacher and Student Learning, among others.

How do you see the work of your group contributing to or benefiting from these initiatives?

Some individual affiliates are making use of the National Center for Literacy Education by establishing Collaborative Inquiry groups. This initiative holds promise for many affiliates, and we have been making affiliates aware of its existence at the past two annual Affiliate Leadership Meetings (2012 and 2013). We need to find a way to help this initiative "take off" among affiliates. One way might be to encourage affiliates to form Collaborative Inquiry groups around the "key topics" mentioned above, as these are issues that resonate with teachers across the country.

What additional information do you need about these topics or initiatives?

If we want affiliates to embrace the idea of forming Collaborative Inquiry groups, we need to be able to demonstrate how this work can be undertaken and how it can benefit affiliates. Models would be helpful. We would then need to devote more time at the summer leadership meeting to having affiliate leaders imagine how they can take advantage of this initiative to support the work of their own affiliates.

<http://www.ncte.org/volunteer/groups/affiliatescom>

Claire Lamonica, Chair

Standing Committee Against Censorship

Charge: *To solicit and receive reports of [censorship](#) incidents from NCTE members, constituent groups, and sources outside the Council; to serve as a resource on current patterns of censorship; supporting the anti-censorship service office at headquarters; to develop written guidelines for students' Right to Write, including advice for schools dealing with situations in which student writing is taken as threatening to the safety of other students, where freedom of expression must be weighed against individual or school security; to develop a written position on whether the narrowing of the curriculum that occurs in response to high-stakes testing can be understood as censorship. Such a position may be related to your Right to Write work, but it may also warrant a separate statement; and to develop a written position on whether the restriction of student language to English may be an act of censorship, and whether schools in which students speak multiple languages but where only English is evident in print materials is an instance of censorship.*

What major actions or projects have been completed by your group pursuant to your charge since July 1, 2012?

This has been a very active committee. The members divided into sub-committees to work on specific charges and tasks and have completed the following.

- A resolution on “English Only” re-titled “Resolution on Policy Control of Curriculum Materials that Increase the Voice of the Dominant Culture and Silence Minority Voices”
- A policy statement on the “Red-flagging” of books – posted on website
- Active participation in the 2012 convention with two sessions and a majority of members attending the SCAC annual meeting
- Submission of two guaranteed sessions for the 2013 convention as well as an additional session on censorship
- Review of the Intellectual Freedom Award applicants and selection of a recipient and honorable mention
- Communication via email as well as via conference calls for entire group and for subcommittees.
- A radio interview for Banned Books week organized by Millie Davis

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

- Guidelines for “Students’ Right to Write” to correlate with “Students’ Right to Read”
- Examination of current resolution on exemplar texts associated with Common Core with possible revision
- Chair of committee to review NCTE position statements as per invitation from Sandy Hayes
- Evaluation and revision of Anti-Censorship website
- Alignment of ALAN’s anti-censorship efforts with NCTE’s

Strategic Governance and Council Initiatives: Over the past few years, NCTE has established the [National Center for Literacy Education](#) (NCLE) to advance collaboration and inquiry among educators teaching literacy in all disciplines. Through the strategic governance process the Executive Committee has also established goals and priorities relating to these key topics in our field: [Teacher Evaluation](#) and Performance Assessment of Teacher and Student Learning, among others.

How do you see the work of your group contributing to or benefiting from these initiatives?

The Standing Committee Against Censorship stands ready to explain, defend, and support literacy initiatives from NCLE, especially as they relate to intellectual freedom and students’ rights to read, write, and discuss freely in all disciplines.

The committee often receives reports of reprimands (or dismissal) of teachers who oppose censorship. The Teacher Evaluation and Performance Assessment of Teacher and Student Learning might address this concern.

What additional information do you need about these topics or initiatives?

<http://www.ncte.org/volunteer/groups/censorshipcom>

ReLeah Lent, Chair

Standing Committee on International Concerns

Charge: *To develop knowledge of and relations with the council's counterparts in mother-tongue literacy organizations in this hemisphere; to identify organizations for teachers of mother-tongue literacy in countries in the western hemisphere, as well as other areas of significant migration to and from the US, and make recommendations to the [NCTE Executive Committee](#) in order to promote knowledge exchange among the organizations.*

- *What organizations exist in this hemisphere whose mission is complementary to our own?*
- *What kinds of collaborations with these groups seem practical and advisable?*
- *What organizations serve teachers of mother-tongue literacy in other countries sending significant numbers of students to the US, including those in Asia, Africa, and Eastern Europe?*

To advise the NCTE Executive Committee and staff about how the council might provide specific help to teachers about the ways educational and literacy practices in other nations may affect their students and the interactions they are experiencing with their students, for example: through appropriate publications and conference planning efforts;

- *What can we learn from conferences and publications for mother-tongue literacy organizations in other parts of the world? How can we best share this information with NCTE members?*

No report submitted.

<http://www.ncte.org/volunteer/groups/internationalconcern>

Angelica Fuentes, Chair

Standing Committee on Research

Charge: *In order to identify and address issues of broad concern to NCTE members interested in advancing research in English language arts, the Standing Committee on Research is charged as follows:*

- *to promote articulation across the various research groups within NCTE;*
- *to serve as the primary research strand review group for [annual convention](#) programming;*
- *to make ELA researchers aware of relatively under-researched areas and to encourage members of the Council to undertake studies in one or more of those areas;*
- *to explore ways to increase support for literacy research by engaging various groups in collaborative projects and by creating materials to help the Council make the case for governmental support for literacy research programs;*
- *to consider developing position statements and other publications helpful to teachers, administrators, and policymakers regarding research in English language arts;*
- *to maintain a presence in [AERA](#) and pursue efforts to secure private grants and foundation funding for [NCTE research initiatives](#).*

No report submitted.

<http://www.ncte.org/volunteer/groups/researchcom>

Valerie Kinloch, Chair