Announcements

2016 CEE Election Results

CEE Executive Committee (four-year term)
Christian Goering, University of Arkansas, Fayetteville
Leslie S. Rush, University of Wyoming, Laramie
Amanda Haertling Thein, University of Iowa, Iowa City

2016–2017 CEE Nominating Committee
Noah Asher Golden, Chapman University, Orange, California, chair
E. Sybil Durand, Arizona State University, Tempe
Heidi Hallman, University of Kansas, Lawrence
Tisha Lewis-Ellison, Georgia State University, Atlanta
Luke Rodesiler, Indiana University-Purdue University, Ft. Wayne, Indiana

On the NCTE website, see additional 2016 election results and details on submitting nominations for the 2017 elections (http://www.ncte.org/volunteer/elections).

Call for Nominations: James N. Britton Award

The Conference on English Education is now accepting nominations for the James N. Britton Award for inquiry within the English language arts. This award, presented in odd-numbered years, recognizes exemplary studies published in any format/modality during a given two-year period. The purpose of the award is to encourage English language arts teacher development by promoting classroom-based research and reflective inquiry in which teach-
ers at any educational level raise questions about teaching and learning in their own teaching/learning settings.

The nominated work should (1) represent classroom-based research conducted by an English language arts teacher at any level—preschool through university; (2) be focused on a systemic study of any aspect of the inquirer’s own teaching, including collaborative research with other practitioners; (3) be published during the two-year time period under consideration in any format/modality, including books, articles, and digital illustrations of model practices in the field.

Nominations may be made by any language arts educator or by self-nomination. Nominations for studies published between January 1, 2015, and December 31, 2016, must be received no later than May 1, 2017. Send nominations and materials to CEE Britton Award at cee@ncte.org, Attn: CEE Administrative Liaison. Winners will be notified in July 2017 and announced at the 2017 NCTE Annual Convention in St. Louis, Missouri.

Call for Nominations: The CEE Janet Emig Award

The Executive Committee of the Conference on English Education invites colleagues to nominate articles published in the CEE journal, English Education, for the Janet Emig Award for exemplary scholarship. The award is given in honor of Janet Emig, professor emeritus of English education at Rutgers University, for her contribution to the field of English education. Although all articles published during the previous calendar year (January through December) will be considered, readers are encouraged to draw to the attention of the awards committee articles that they feel exemplify excellence in scholarship and provide educational leadership.

Letters of nomination may be made by any language arts educator or by self-nomination. Nominations for articles published between January 1, 2016, and December 31, 2016, must be received no later than January 31, 2017. Send nominations to CEE Emig Award at cee@ncte.org, Attn: CEE Administrative Liaison. Winners will be notified in July 2017 and announced at the 2017 NCTE Annual Convention in St. Louis, Missouri.

Call for Nominations: James Moffett Award

NCTE’s Conference on English Education offers this award to support teacher research projects that further the spirit and scholarship of James Moffett, who focused on such ideas as the necessity of student-centered curricula, writing across the curriculum, alternatives to standardized testing, and
spiritual growth in education and life. This award is offered in conjunction with the National Writing Project.

Applications for the Moffett Award should be in the form of a proposal for a project that one or more K–12 classroom teachers wish to pursue. The proposal must include

- A cover page with the applicant’s name, work and home telephone numbers and addresses, email address, a brief profile of the applicant’s current school and students, and a brief teaching history (when and where the applicant has taught).
- A proposal (not more than 5 pages, double-spaced, 12-point font) that includes an introduction and rationale for the work; a description of the connection to the spirit and scholarship of James Moffett; initial objectives for the study; a clear, focused project description that includes a timeline; a method of evaluating the project; and a narrative budget.
- A letter of support from someone familiar with the applicant’s teaching and perceived ability to implement and assess the proposed project.

Moffett Award winners receive a certificate designating the individual as the 2017 recipient of the CEE Moffett Award and a monetary award (up to $1,000) to be used toward implementation of the proposed project.

Submit proposals to CEE Moffett Award, at cee@ncte.org, Attn: CEE Administrative Liaison. Proposals must be postmarked by September 19, 2017. Proposals will be judged on such criteria as the strength of the connection to James Moffett’s scholarship and the perceived value and feasibility of the project. For more information, see www.ncte.org/cee/awards/moffett.

Edwyna Wheadon Postgraduate Training Scholarship for Public School Teachers

English/language arts teachers working in public educational institutions are eligible to apply for an Edwyna Wheadon Postgraduate Training Scholarship. This $500 award supports postgraduate training to enhance teaching skills and/or career development in teaching. To qualify, the recipient’s degree or nondegree course must be provided by an accredited, degree-granting public or private two-year junior or community college, four-year college or university, or graduate or professional school. Recipients must be NCTE members at the time of award. The application deadline is January 31, 2017. For more information, see http://www.ncte.org/second/awards/wheadon.
New from NCTE

Connected Reading

Teaching Adolescent Readers in a Digital World
Kristen Hawley Turner and Troy Hicks

Principles in Practice imprint
179 pp. 2015. Grades 7–12
ISBN 978-0-8141-0837-6 • No. 08376
$24.95 member/$33.95 nonmember

As readers of all ages increasingly turn to the Internet and a variety of electronic devices for both informational and leisure reading, teachers need to reconsider not just who and what teens read but where and how they read as well. Having ready access to digital tools and texts doesn’t mean that middle and high school students are automatically thoughtful, adept readers. So how can we help adolescents become critical readers in a digital age?

Using NCTE’s policy research brief Reading Instruction for All Students as both guide and sounding board, experienced teacher-researchers Kristen Hawley Turner and Troy Hicks took their questions about adolescent reading practices to a dozen middle and high school classrooms. In this book, they report on their interviews and survey data from visits with hundreds of teens, which led to the development of their model of Connected Reading: “Digital tools, used mindfully, enable connections. Digital reading is connected reading.” They argue that we must teach adolescents how to read digital texts effectively, not simply expect that teens can read them because they know how to use digital tools. Turner and Hicks offer practical tips by highlighting classroom practices that engage students in reading and thinking with both print and digital texts, thus encouraging reading instruction that reaches all students.

To order, visit our website: https://secure.ncte.org/store/ or call 877-369-6283.
The authors of *Entering the Conversations* invite us into their classrooms and professional development workshops to see how students at all levels of instruction can learn both the subject matter and the discipline-specific practices for reading and writing about that subject matter. Yes, the inquiry-based, project method instruction the authors describe helps students meet requirements for literacy and subject matter learning experiences, including those named in the Common Core State Standards. But more important, we see the engagement and enthusiasm of students caught up in their roles as knowledge makers. As emerging field-based specialists, these students address real-world issues such as the reintroduction of wolves to US ecosystems and how to shape attitudes toward social revolution. In doing so, they demonstrate the value of having students read and write information-rich texts in multiple genres and media.

As natural legacies of the Writing Across the Curriculum movement, the authors’ approaches to teaching literacies in the disciplines present a portrait of teachers as continual learners for and with their students. These approaches can help change the conversations about best practice in literacy learning and teaching, whether in the English classroom or across the disciplines.
New Books from NCTE!

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