CEE Awards Announced

A number of awards were presented by the Conference on English Education at the NCTE Annual Convention in Atlanta, Georgia. The 2016 Janet Emig Award for Exemplary Scholarship in English Education was presented to Gholnecar E. Muhammad, Georgia State University, Atlanta, for her article, “Inducing Colored Sisters of Other Places to Imitate Their Example: Connecting Historic Literary Societies to a Contemporary Writing Group” (English Education, April 2015). The 2016 Richard A. Meade Award for Research in English Education was presented to Michelle D. Devereaux, Kennesaw State University, GA, for Teaching about Dialect Variations and Language in Secondary English Classrooms: Power, Prestige, and Prejudice (Routledge, 2015). The James Moffett Award for Teacher Research was presented to Stephen Sorensen, Olean High School, NY, for his research project, “Writing with Video: Using Digital Composition to Explore Poetry.”

The 2016 Geneva Smitherman Cultural Diversity Grants went to Cecelia Joyce Price, University of North Texas, Denton, for her proposal, “Secondary Teachers’ Experiences with Multimodal Literacy Design,” and Tran Nguyen Templeton, Teachers College, Columbia University, NY, for her proposal, “‘GG Stands for Good Guys’: Making Sense of Children’s Multimodal Practices.” The CEE Research Initiative Grants were awarded to Nadia Behizadeh, Georgia State University, Atlanta, Examining the Effects of a Practice-Embedded Educational Research Collaborative on Critical Text Production in Middle School; Limarys Caraballo, Queens College–City University of New York, and Danielle Filipiak and Jamila Lysicott, Teachers College, Columbia University, NY, Students and Pre-service Teachers as Critical
Researchers: Transforming English Teacher Education; Bianca Nightengale-Lee, University of Louisville, KY, Educating Critically: Intersectionality of Critical Pedagogy in the Literacy Methods Classroom; and Luke Rodesiler, Indiana University–Purdue University, Fort Wayne, Jump-Starting Career-Long Learning: How Prospective Teachers Are Prepared for Participatory Online Professional Development. The inaugural CEE Graduate Student Research Award was awarded to Tracey T. Flores, Arizona State University, Phoenix, Somos Escritoras/We Are Writers: Mothers and Daughters Writing, Sharing and Ways of Knowing.

Cultivating New Voices among Scholars of Color Program 2016–2018

The NCTE Research Foundation’s Cultivating New Voices among Scholars of Color (CNV) program is designed to provide two years of support, mentoring, and networking opportunities for early-career scholars of color. The program aims to work with doctoral candidates and early-career postsecondary faculty of color to cultivate the ability to draw from their own cultural and linguistic perspectives as they conceptualize, plan, conduct, write, and disseminate findings from their research. The program provides socialization into the research community and interaction with established scholars whose own work can be enriched by their engagement with new ideas and perspectives. The 2016–2018 CNV program participants are listed here:

Blanca Caldas, University of Minnesota-Twin Cities
Justin Coles, Michigan State University, East Lansing
Marcus Croom, University of Illinois at Chicago
Michael Domínguez, University of North Carolina at Chapel Hill
Tracey Flores, Arizona State University, Tempe
Brooke Harris Garad, The Ohio State University, Columbus
Laura Gonzales, University of Texas at El Paso
Mónica González, University of Colorado, Boulder
Fahima Ife, Louisiana State University, Baton Rouge
Grace MyHyun Kim, University of California, Berkeley
Jamila Lyiscott, Teachers College, Columbia University, New York, NY
Esther O. Ohito, Mills College, Oakland, CA
Grace Player, University of Pennsylvania, Philadelphia
Dywanna E. Smith, University of South Carolina, Columbia
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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. Moffett, a great champion of the voices of K–12 teachers, 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 (What is the problem or question to be studied? How might such a project influence the project teacher’s practice and potentially the practice of other teachers? Why is such a project important?); a description of the connection to the spirit and scholarship of James Moffett; initial objectives for the study (realizing these might shift during the project); a clear, focused project description that includes a timeline (What will be done? When? How? By whom?); a method of evaluating the project (What indicators might reviewers note that suggest the work was valuable to the researcher and to other teachers?); and a narrative budget (How will the money be spent?).

› 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.
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 teachers 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.

NCTE Promising Researcher Award Competition in Recognition of Bernard O’Donnell

The 2017 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after their dissertations between December 1, 2014 and January 31, 2017. Studies entered into competition should be related to the teaching of English or the language arts (e.g., language development, literature, composition, teacher education/professional development, linguistics, etc.), and should have employed a recognized research approach (e.g., historical, ethnographic, interpretive, experimental, etc.). In recognition of the fact that the field has changed in recent years, the Standing Committee on Research invites entries from a variety of scholarly perspectives.

Candidates must submit a manuscript based on their research. Manuscripts should be written in format, style, and length appropriate for submission to a research journal such as Research in the Teaching of English,
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*College Composition and Communication, Curriculum Inquiry, Teaching and Teacher Education,* or *Anthropology and Education Quarterly.* Manuscripts normally range between 25 and 50 double-spaced pages.

Manuscripts can be sent to NCTE, Promising Researcher Award Competition, 1111 W. Kenyon Road, Urbana, IL 61801-1010, Attention: Linda Walters-Moore, or can be emailed to researchfoundation@ncte.org. Manuscripts **must** be received on or before **March 1, 2017.**

For more complete information on manuscript preparation and submission, please visit [http://www.ncte.org/second/awards/pr](http://www.ncte.org/second/awards/pr).
As NCTE Executive Director Emily Kirkpatrick shared in her September “Field Notes” column (see link below), NCTE members are actively contributing new ideas and insights on the ways education shapes the future for all students. NCTE is bringing this new energy to our organization!

We're happy to announce that NCTE is now ready to launch a new look and feel for our organization. The rebrand is reflective of our members and what all of you have been telling us NCTE is and should be. This is energizing and exciting work. At every step of the way, it has been inspired by and grounded in your stories, ideas, and input.

Every day, NCTE members are turning the page—making tomorrow greater than today, writing new chapters for students’ futures and, by extension, for NCTE. We're thrilled to be on this journey with you.

http://www.ncte.org/community/fieldnotes

TURNING THE PAGE TO A BRAND NEW NCTE

WITH YOUR HELP, NCTE IS MOVING FORWARD.

WE INVITE YOU TO SEND YOUR THOUGHTS TO EMILY AT FIELDNOTES@NCTE.ORG

What do you want to know about or contribute to our new directions?

What issues and ideas do you think we should be focusing on?

How are the changes at NCTE affecting the work you do?
Words matter, and our ability to use them to express ourselves is a unique quality of being human.

NCTE has a new website dedicated to the importance of writing. WhyIWrite.us is a showcase for stories that illustrate why people from all walks of life put words to paper or screen.

To complement this effort, we’ve launched a podcast series featuring interviews with writers, authors, bloggers, graphic novelists, songwriters, and more who share their unique perspectives on the power of the written word.

We would love to hear about why YOU write. Please share your story with us at http://whyiwrite.us/.

LISTEN and SUBSCRIBE to the Why I Write podcast available at podcast.ncte.org.
CULTIVATING THE CHANGE-MAKERS WE WANT TO SEE IN THE WORLD.

A YEAR-LONG WEB SEMINAR SERIES

9.01.16  Exploring Intersections between Digital and Disciplinary Literacy  
M. Manderino & J. Castek

9.23.16  Connecting College and Career Readiness Standards to Authentic Learning Opportunities  
T. Perry, R. Leonard, & M. James

11.16  Honoring Student Voice in the Early Childhood Classroom: Dramatic Play, Stories, and Story Acting  
C. Llerena, H. Yoon, J. Gainer, & N. Valdez-Gainer

12.6.16  Reading Closely and the Common Core: Making Teaching Meaningful Again  
S. Brown Wessling

1.18.17  What’s So Critical about Critical Literacy in the Early Childhood Classroom?  
S. L. Osorio, R. Gilmore, & R. Price Gardner

2.23.17  Critical Literacy at the Intersections of Sport & Society  
A. Brown & L. Rodesiler

3.30.17  Making Room for the Personal: A New Vision for Reading Assessment  
J. Buehler

4.19.17  Toward a Culturally Responsive Inquiry Curriculum in Early Childhood Classrooms  
T. Tropp Laman, J. Henderson, M. Myer, K. Epps, S. McCormack, & K. Whitmore

5.23.17  Connecting with Intention  
F. Sibberson & W. Bass, II

6.15.17  Confidence in Community Literacies: Bilingual Writers Reading the World  
S. Alvarez

LIVE EVENTS FREE FOR NCTE MEMBERS: ncte.org/seminars
Our ability to sustain ourselves, both individually and collectively, requires purposeful cultivation, and that concept, to cultivate, is the centerpiece of CCCC 2017. To cultivate is to enrich, nurture, enable, foster, and grow, all activities that this year’s Convention is designed to facilitate.

• How do we cultivate new voices in the field and in the organization?
• How do we create broader understanding and appreciation of our disciplinary landscape?
• How do we develop future writing teachers, scholars, and leaders?
• How do we, individually and collectively, cultivate our public voice?
• What better place than Portland, the city that embodies the notion of environmental sustainability, to work together to find answers about how to sustain ourselves?

Learn More: http://www.ncte.org/cccc/conv
2017 CEE SUMMER CONFERENCE
(Com)Passionate English Education

JUNE 1–4, 2017 • COLUMBUS, OHIO • THE OHIO STATE UNIVERSITY

Both passion and compassion—as expressed through curriculum and pedagogy—are integral to the beliefs of the Conference on English Education (CEE) as we work toward social justice for our students, in our schools, and by our teachers. We hope to explore these concepts, among many others, at the 5th CEE Summer Conference: (Com)Passionate English Education. Grounded in conversation and community, this conference is designed for all English teacher educators, English teachers, and graduate students who focus on the preparation of preservice and/or inservice teachers of English language arts and literacy.

The conference begins with a cookout and plenary session Thursday, June 1, at 5:30 p.m., and concludes Sunday, June 4, at noon. Keynote speakers include Marcelle Haddix, Valerie Kinloch, and Gregory Michie. In addition, there will be nearly 100 roundtables, workshops, discussions, and panel presentations. On Sunday, there will be a special-interest strand for graduate students.

Keynote Speakers

Marcelle Haddix
Valerie Kinloch
Gregory Michie

Registration and housing deadline: May 22, 2017. The registration fee includes six meals, access to all sessions and speakers, and all materials. Housing in The Ohio State University dorms is available at a reasonable price.

2017 CEE Registration Rates:

- NCTE/CEE Members: $225
- NCTE Members: $250
- Nonmembers: $300
- Graduate Students: $165

Find more information, including registration, at www.ncte.org/cee/conference.

NCTE.ORG/CEE