Announcements

CEE Executive Committee (four-year term)

Todd DeStigter, University of Illinois at Chicago
Sophia Sarigianides, Westfield State University, Massachusetts
Yolanda Sealey-Ruiz, Teachers College, Columbia University, New York

2017–2018 CEE Nominating Committee

Amy Vetter, University of North Carolina at Greensboro, chair
Nadia Behizadeh, Georgia State University, Atlanta
Victor Malo-Juvera, University of North Carolina, Wilmington
Allison Wynhoff-Olsen, Montana State University, Bozeman
Michelle Zoss, Georgia State University, Atlanta

On the NCTE website, see additional 2017 election results and details on submitting nominations for the 2018 elections (http://www.ncte.org/volunteer/elections).

Promising Researcher Award Winners

The recipient of the 2017 NCTE Promising Researcher Award in Recognition of Bernard O’Donnell is Lamar Johnson, Michigan State University, East Lansing. An honorable mention was awarded to Jon M. Wargo, Boston College, Massachusetts.

Dr. Johnson is an assistant professor of language and literacy for linguistic and racial diversity in the Department of English at Michigan State University. He is interested in the complex intersections of race, language, literacy, and education and how English language arts (ELA) classrooms can
become sites for racial justice. His current projects focus on the following questions: (1) How do Black lives matter within ELA classrooms? (2) How are White supremacy and anti-Blackness re-inscribed through educators’ disciplinary discourses and pedagogical practices? and (3) How can Critical Race English Education (CREE) be an analytic framework and methodological tool for literacy teacher educators of color and teacher educators more broadly? To tackle these questions, he has developed a working theory and pedagogy—CREE. CREE is a theoretical and pedagogical construct that tackles White supremacy, race, and anti-Black racism within English education, ELA classrooms, and beyond. Moreover, CREE centers the Black literacies educators can use to disrupt violence and curricula and pedagogical inequities against Black youth in schools.

Dr. Wargo is an assistant professor in the Teacher Education, Special Education, Curriculum & Instruction department in the Lynch School of Education at Boston College. Prior to receiving his Ph.D. in Curriculum, Instruction and Teacher Education (specializing in literacy education and qualitative research) at Michigan State University in East Lansing, he taught English language arts in Denver, Colorado. Interested in how writing moves, his research uses feminist, queer, and post-structural modes of inquiry to explore how youth use literacy, and technologies of composition in particular, to design more just social futures.

The Promising Researcher Award is sponsored by the NCTE Standing Committee on Research. Submitted manuscripts are evaluated based on their statements of research problems, reviews of relevant literature, methodology and data analysis, grounding of evidence, significance of results, and clarity and style.

For more information on the NCTE Promising Researcher Award, go to http://www.ncte.org/second/awards/pra.

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, 2017, and December 31, 2017, must be received no later than January 31, 2018. Send nominations to CEE Emig Award at cee@ncte.org, Attn: CEE Liaison. Winners will be notified in July 2018 and announced at the 2018 NCTE Annual Convention in Houston, Texas.

Call for Nominations: Richard Meade Award

The Conference on English Education is now accepting nominations for the Richard Meade Award for Research in English Education. This award recognizes published research-based work that promotes English/language arts teacher development at any educational level, of any scope, and in any setting. Such work may be published in any of the many modalities that reflect the intellectual and theoretical work in the field.

Criteria for the award are as follows: (1) the selection committee may consider published material of any length and modality focused on the preparation and education of preservice and/or practicing English language arts teachers; (2) eligibility extends to any research-based approach that promotes English language arts teacher development at any educational level; and (3) to be considered, studies must have been published (traditionally or digitally) between January 1, 2016, and December 31, 2017.

Nominations may be made by any English language arts educator or by self-nomination. Nominations for studies published between January 1, 2016, and December 31, 2017, must be received no later than May 1, 2018.

Send nominations to CEE Meade Award, cee@ncte.org, Attn: CEE Liaison. Winners will be notified in July 2018 and announced at the 2018 NCTE Annual Convention in Houston, Texas.

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
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• 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 2018 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 Liaison. Proposals must be received by September 19, 2018. 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.

Help Shape NCTE Positions by Submitting a Resolution

If you have concerns about issues that affect your teaching or if you’d like to see NCTE take a stand on a position you support, you have an opportunity to be heard! Propose a resolution that may be voted on at NCTE’s Annual Convention.

For further details on submitting a resolution, to see resolutions already passed by Council members, or to learn about proposing position statements or guidelines other than resolutions, visit the NCTE website (http://www.ncte.org/positions/call_for_resolutions) or contact Lori Bianchini at NCTE Headquarters (800-369-6283, ext. 5611; lbianchini@ncte.org). Resolutions must be postmarked by October 15, 2017.
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, 2018. For more information, see http://www.ncte.org/second/awards/wheadon.
ENGAGING. RELEVANT. PRACTICAL.

You’ll find a lot to love and a lot to learn in these recently published titles.

“You Gotta BE the Book”: Teaching Engaged and Reflective Reading with Adolescents, 3rd edition

By Jeffrey D. Wilhelm

This award-winning book continues to resonate with teachers and inspire their teaching because it focuses on the joy of reading and how it can engage and even transform readers. The third edition includes new commentaries and tips for using visual techniques, drama and action strategies, think-aloud protocols, and symbolic story representation/reading manipulatives.


NCTE Member Price: $22.95
Nonmember Price: $29.95
Copublication with Teachers College Press and the National Writing Project.

Making Curriculum Pop: Developing Literacies in All Content Areas

Pam Goble and Ryan R. Goble

To be literate now means being able to read, write, listen, speak, view, and represent across all media—including both print and nonprint texts, such as film, TV, podcasts, websites, visual art, fashion, architecture, landscape, and music. This book offers secondary teachers in all content areas a flexible, interdisciplinary approach to integrating these literacies into their curriculum.


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