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Moving English Classrooms toward Critical Possibilities. November 22–28

Native Feminisms in Motion. September 23–30

Visible Teaching: Open Doors as Resistance (November theme)


Cultivating Teacher Agency: How Teachers Persist in the Face of School Mandates. November 16–21

Dialogism in Teacher Professional Development: Talking Our Way to Open-Door Teaching. November 35–40

From the Guest Editors. November 11–12

Moving English Classrooms toward Critical Possibilities. November 22–28

Opening the Door for Cross-Disciplinary Literacy: Doing History and Writing in a High School to University Collaboration. November 54–61

Persistent Relevance of a Writing Process Orientation, The (Speaking Truth to Power). March 82–85

Speaking Out Locally: Open Letters and Rhetorical Opportunities (Speaking Truth to Power). November 107–10

Teach Like a Writer (Continuous Becoming: Moving toward Mastery). September 84–86


Toward a Readership of “Real” People: A Case for Authentic Writing Opportunities. July 22–28

Trouble with Teaching Stories, The (Speaking Truth to Power). July 84–87

Using Short Videos to Enhance Reading and Writing in the ELA Curriculum. January 19–24

Which Helps Writers More, Receiving Peer Feedback or Giving It? July 54–60

young adult literature

Carpe Librum: Seize the (YA) Book. September 62–65; November 94–95; January 95–99; March 89–90; May 80–82

Engaging Indigeneity and Avoiding Appropriation: An Interview with Adrienne Keene. September 55–57

writing (see also Textual Revolution: Reading and Writing the Word and the World (May theme))

Argumentative Writing and the Common Core in the DCPS: A Qualitative Analysis of Student and Teacher Perceptions. July 67–72

Art as Text: Seeing beyond the Obvious. July 29–34


Changing Minds: Critical Reflection (Speaking Truth to Power). September 69–72

Developing as a Writer, Growing as a Teacher: Dual Purposes for Participating Online (Continuous Becoming: Moving toward Mastery). January 100–103

Framework for Success as Writing Comprehension, The (Reframing Readiness). July 91–94

Keeping It Real: Valuing Authenticity in the Writing Classroom. July 16–21

Minding the Gap: Reframing Writing as Creative Problem-Solving (Reframing Readiness). September 80–83

Opening the Door for Cross-Disciplinary Literacy: Doing History and Writing in a High School to University Collaboration. November 54–61

Persisting Relevance of a Writing Process Orientation, The (Speaking Truth to Power). March 82–85

Speaking Out Locally: Open Letters and Rhetorical Opportunities (Speaking Truth to Power). November 107–10

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2017 High School Teacher of Excellence Award Recipients

NCTE affiliates have selected these outstanding high school teachers who have demonstrated excellence in practice to receive the 2017 High School Teacher of Excellence Award. The awards will be presented at the Secondary Luncheon during the 2017 NCTE Annual Convention in St. Louis, Missouri. Information about the award can be found on the NCTE website at http://www.ncte.org/second/awards/hste.

Tracy Lynn Weaver, Mountain View High School, Mesa, AZ
Arizona English Teachers Association (AETA)
Theron Hopkins, Inspire School of Arts and Sciences, Chico, CA
California Association of Teachers of English (CATE)
Shirley A. Rutter, Weeki Wachee High School, Weeki Wachee, FL
Florida Council of Teachers of English (FCTE)
Amber M. Simmons, Brookwood High School, Snellville, GA
Georgia Council of Teachers of English (GCSTE)
Genevieve Sherman, Zion-Benton Township High School, Zion, IL
Illinois Association of Teachers of English (IAE)
Jodie K. Scales, Wapahani High School, Selma, IN
Indiana Council of Teachers of English
Geryl Lobert, Chippewa Hills High School, Remus, MI
Michigan Council of Teachers of English (MCTE)
Caitlin Chiller, Whitehall School District, Whitehall, MT
Montana Association of Teachers of the English Language Arts (MATELA)
Deborah Ward, Burke High School, Omaha, NE
Nebraska English Language Arts Council
Lou Ventura, Olean High School, Olean, NY
New York State English Council (NYSEC)
Lena Moore, Sheridan High School, Thornville, OH
Ohio Council of Teachers of English Language Arts (OCTELA)
Jonathan P. DeBor, The Neighborhood Academy, Pittsburgh, PA
Pennsylvania Council for Teachers of English Language Arts (PCTELA)
Samantha M. Peil, Deubrook Area School District, White, SD
South Dakota Council of Teachers of English (SDCTE)
Rhonda Shelton, Lewisville High School, Lewisville, TX
North Texas Council of Teachers of English Language Arts (NTCTELA)
Victoria Ingroff Garren, Thomas Jefferson High School, Richmond, VA
Virginia Association of Teachers of English (VATE)
Beyond “Teaching to the Test”
Rethinking Accountability and Assessment for English Language Learners

Betsy Gilliland and Shannon Pella

The word accountability is everywhere in education today, but it means different things to different people. Speaking directly to teachers who work closely with English language learners, Gilliland and Pella examine accountability measures that truly demonstrate multilingual students’ learning and how these measures reflect the planning and teaching that teachers do to help their students grow.

Gilliland and Pella take readers into middle and high school classrooms to illustrate accountability practices that exemplify the principles outlined in the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs). They give teachers the background and strategies to make their teaching and support equitable for ELLs by examining how teachers can support learners’ reading, writing, and academic language development. Illustrating with examples of real teachers at work, the authors explain teaching for accountability, formative and summative assessment, and preparation for high-stakes testing.
They say it takes a village. We’re inclined to agree.

At NCTE, we focus on rising to meet the ever-evolving needs and wants of modern English educators.

The NCTE Village is a place where teachers can go to learn, grow, and enrich their professional development through connection and collaboration with other English and language arts educators.

We are our members. Your story is our story. We’re putting real teachers and real accomplishments at the forefront of the Council. Share your story now at ncte.org.
Our past, our story, has been a long one, and now time demands we reflect on and rewrite our present and future. No one can better tell the story of our passion, dedication, and commitment to our profession and to our students than we ourselves. It is we who prepare students to live, think, and make meaning long after the last school door is closed. It is we on whom our students depend to prepare them with lifelong literacy. NCTE’s 2017 Convention, The First Chapter, and our series of Town Halls allow us and our students to begin an ongoing conversation about who we are, where we are going, why, and how we will continue on our mission together. Come join us. Learn more at ncte.org/annual.