see things from a global perspective. Yes, I want to read common texts with my students to have a shared experience for strategy instruction and rich discussion. But the most important thing I can do as a middle school language arts teacher, without exception, is to make sure my students leave for high school with a love of reading. They’ll easily forget what I told them, but they won’t easily lose the joy of reading once they find it.

I’m looking toward next year with optimism. I’ve made mistakes, but I’ve learned from them. Matt, Carter, Keith, and others whom I believe I’ve failed will always be in my mind. I have to remember them. If I forget, it means I’ve become lazy again and will return to the same mistakes sooner or later. To be the best teacher I can, I have to remember my failures as well as my successes. In the end, Nadine’s story gives me hope—if one day at the library can change a student’s life, then what kind of amazing feats can I accomplish with nine months of instruction and a classroom full of books?

Join the conversation:
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References


Student Reading


August 2017 Call for Manuscripts: Leveraging Librarians

“Today’s school librarian works with both students and teachers to facilitate access to information in a wide variety of formats, instruct students and teachers how to acquire, evaluate and use information and the technology needed in this process, and introduces children and young adults to literature and other resources to broaden their horizons. As a collaborator, change agent, and leader, the school librarian develops, promotes, and implements a program that will help prepare students to be effective users of ideas and information, a lifelong skill.”—American Association of School Librarians

This issue of ELQ is dedicated to discussing the innovative work that literacy educators do with their school librarians and community librarians. How are ELA educators leveraging the expertise of their school librarians to improve learning experiences for their students? How are library media specialists collaborating with teachers and administrators to build a community of readers, writers, and researchers? How is the role of the librarian changing in the face of the CCSS and standardized testing? How are librarians insuring that their roles and the spaces they steward in schools are of high value to all learners? Deadline: May 15, 2017

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ideas, proposals, projects that improve our world, even if that world is as small as our 2000-square-feet room, our 2 acres of school grounds, or our 4-mile town. I'm not sure if this is right, but . . .

It reminds me of my cautious two-year-old daughter staring at a bump in the sidewalk, then raising her toe, then her foot, then transferring her body weight, then considering whether Elmo's nickname should be El or Mo, then clearing the bump, then saying “bye-bye” to the bump, then moving forward. The whole operation takes 20 seconds. If we add up all the time that fear takes up in a classroom—or anywhere else—it’s even longer than Sylvie's heroic trek over the step. It sets the wrong tone for the year.

I’d like to start this way: Please don’t tread lightly with your ideas. Tread lightly with people’s feelings—be careful you’re not rude or arrogant, that you never say and hopefully never think, whoa, you didn’t KNOW that?—but don’t tread lightly with your willingness to try something new: to write in a new form, to butcher your second language in conversation, to try public speaking even if you have a mustard stain on your shirt and you doubt you’ll speak confidently enough for people to listen.

I’m not sure if this is right, but . . .

Sorry, that ugly dragon of a sentence starter isn’t welcome in our room this year.

October 2017 Call for Manuscripts
Tasking Time and Taking Time

Ha, ha! keep time: how sour sweet music is,
When time is broke and no proportion kept!
So is it in the music of men’s lives.
And here have I the daintiness of ear
To cheque time broke in a disorder’d string;
But for the concord of my state and time
Had not an ear to hear my true time broke.
I wasted time, and now doth time waste me;
For now hath time made me his numbering clock:
My thoughts are minutes; and with sighs they jar
Their watches on unto mine eyes, the outward watch,
Where to my finger, like a dial’s point,
Is pointing still, in cleansing them from tears.

—William Shakespeare, Richard II, Act V, Scene V

Time is, arguably, the most precious currency educators have. On our watch, we are entrusted to design learning experiences that are memorable and relevant, but we’re often asked to do it on a school schedule that aims for breadth rather than depth. This issue of ELQ is dedicated to discussing how we go about deciding where to put our time: classroom time, meeting time, and professional development time. What factors must ELA educators take into account when considering how to manage time and create meaningful learning experiences for their students? How are school administrators ensuring that instructional time and professional development time are spent on worthwhile endeavors? How, in the face of the CCSS and standardized testing, are ELA teachers challenged to carve out time to personalize learning and confer with their students? How are we making sacred time to practice reading and writing ourselves? How are we helping our students learn about how to manage their time as readers, writers, and collaborators? How are we managing the minutiae of planning and grading off the school clock and giving families, friends, and ourselves the reflection and rejuvenation time essential to recharge?

Deadline: June 15, 2017
Call for Manuscripts/Future Issues

The English Leadership Quarterly, a publication of the NCTE Conference on English Leadership (CEL), seeks articles of 500–3,000 words on topics of interest to those in positions of leadership in departments (elementary, secondary, or college) where English is taught. Informal, first-hand accounts of successful research, teaching, and learning activities related to themes of upcoming issues are encouraged. Themes of upcoming issues include:

August 2017: Leveraging Librarians
(deadline May 15, 2017)
(see call, p. 6)

October 2017: Tasking Time and Taking Time
(deadline June 15, 2017)
(see call, p. 12)

February 2018: Conferring with Colleagues and Learners

April 2018: Social Emotional Learning

Submission Guidelines: 1) Manuscripts should address the theme listed in the call for manuscripts for that issue. 2) Manuscripts should be double-spaced with 1-inch margins in 12-point font. 3) Manuscripts should follow the current edition of the Publication Manual of the American Psychological Association. 4) Manuscripts should be accompanied by a cover letter that includes the theme the article addresses, a bulleted list of key points the article addresses, author name(s), affiliation, work address, work phone number, fax number, and email address. Manuscripts will not be reviewed without the cover letter. Email a copy of your manuscript and a cover letter to abramselq@gmail.com. Make sure that when sending your electronic submission, you indicate in the subject line of the email the issue date for which you are submitting (e.g., August 2017 ELQ).

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