Announcements

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

The 2018 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after their dissertations between December 1, 2015, and January 31, 2018. 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 a format, style, and length appropriate for submission to a research journal such as Research in the Teaching of English, 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, 2018.

For more complete information on manuscript preparation and submission, please visit http://www.ncte.org/second/awards/prf.

Fellowship Opportunity

Cultivating New Voices among Scholars of Color (CNV) invites fellowship applications for its 2018–2020 cohort. This NCTE Research Foundation–supported program provides early career scholars of color with support, mentoring, and networking opportunities. In the program, doctoral candidates and doctoral graduates who have completed their dissertations up to two years prior to application cultivate their ability to draw from their own cultural/linguistic perspectives as they conceptualize, plan, conduct, and write their research. For more information on the program and guidelines on submitting an application, go to http://www.ncte.org/research-foundation/cnv. Completed applications are due March 15, 2018.
Call for Nominations: 2018 David H. Russell Research Award

The David H. Russell Award for Distinguished Research in the Teaching of English recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level. Any work or works of scholarship or research in language, literature, rhetoric, or pedagogy and learning published during the past five years (between January 2012 and December 2017) are eligible. Works nominated should be exemplary instances of the genre, address broad research questions, contain material that is accessibly reported, and reflect a project that stands the test of time.

Nomination information can be found on the NCTE website at http://www.ncte.org/college/awards/russell and must be submitted by March 1, 2018. The award will be presented at the NCTE Award Session during the 2018 NCTE Annual Convention in Houston, Texas.

2017 David H. Russell Research Award for Distinguished Research in the Teaching of English

Personal Narrative, Revised: Writing Love and Agency in the High School Classroom (Teachers College Press, 2016) by Bronwyn Clare LaMay from Oakland, California, has won the 2017 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. This award recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level.

In Personal Narrative Revisited: Writing Love and Agency in the High School Classroom, LeMay challenges herself, her students, and her readers to reimagine the relationship of the personal to the academic, of narrative to analysis. Too often academic writing is presented as an impersonal form that, we assure students, will be needed “in the future.” It is often presented as something distinct from storytelling and lived experience. LeMay rejects these separations, which serve to alienate students (and, if we care to admit it, teachers). She creates a curriculum in which students can explore love and loss, relating their own experiences to the reading of literature, particularly Toni Morrison’s Song of Solomon and her concept of “response-ability.” As she describes this approach, LeMay gracefully integrates many strands of scholarship—literacy, critical theory, human development, trauma studies, educational reform. But at its core it is the story of a brave teacher—and brave students—who commit to authenticity and agency in their work. The portraits she creates will indelibly stay in the minds and hearts of readers.

The award was presented during the 2017 NCTE Annual Convention in St. Louis, Missouri.

Visit http://www.ncte.org/college/awards/russell for more information.
TEACHING ENGLISH LANGUAGE LEARNERS STRAND

Each book in this strand is based on the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs).

**Beyond “Teaching to the Test”**
Rethinking Accountability and Assessment for English Language Learners
Betsy Gilliland and Shannon Pella

Gilliland and Pella examine and help to answer the essential questions What kind of accountability measures truly demonstrate multilingual students’ learning? How do these measures reflect the planning and teaching that teachers do to help their students grow?

**Community Literacies en Confianza**
Learning from Bilingual After-School Programs
Steven Alvarez

Alvarez offers ideas for approaching, engaging, and partnering with students’ communities to design culturally sustaining pedagogies that productively use the literacy abilities students bring to schools.

**Understanding Language**
Supporting ELL Students in Responsive ELA Classrooms
Melinda J. McBee Orzulak

McBee Orzulak explores how mainstream ELA teachers might begin to understand language in new ways to benefit both English language learner and non-ELL students learning in the same classroom.

**Writing across Culture and Language**
Inclusive Strategies for Working with ELL Writers in the ELA Classroom
Christina Ortmeier-Hooper

Ortmeier-Hooper challenges deficit models of ELL and multilingual writers and offers techniques to help teachers identify their students’ strengths and develop inclusive research-based writing practices that are helpful to all students.

All books in the imprint are $24.95 member/$33.95 nonmember for the print book, $21.95 member/$29.95 nonmember for the ebook.

Order online anytime at https://secure.ncte.org/store/ or toll-free at 877-369-6283.
As teachers, researchers, and administrators, we often imagine our work with and about language as work that transforms people, ideas, classrooms, disciplines, communities, and even society. Many of us imagine our work with language as work that revolutionizes—work that changes ideas and people for the better—but how might our work be more than its product or outcome?

How might our work be change, be revolutionizing, be labors that are the practices of transformation themselves? How might we use our annual conference as a space for languaging, for laboring with and about language, for practicing transformation and revolution with and through language?

Come to Kansas City. Language with and for us. Let us language together, labor next to and for each other. Let us transform our languaging, our conference, and ourselves.

MARCH 14–17, 2018 • KANSAS CITY, MISSOURI

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