Announcements

NCTE Research Foundation Accepting Proposals for 2019 Research Grants

The Trustees of the NCTE Research Foundation support projects related to the teaching and learning of language, literacy, and culture. Proposals are invited from teachers, teacher researchers, teacher educators, and scholars of language, literacy, and cultural studies.

They seek proposals that reflect the diverse interests among our NCTE membership, including but not limited to proposals focusing on underrepresented populations, equity pedagogies, curriculum changes and the effect these changes have on students, school policies, changes in teaching methods, student interaction and learning, community literacy, home-school literacy relationships, after-school programs, student literacy practices in and out of school, and other relevant topics of study.

Deadline for submitting the necessary documentation is March 15, 2019. All documents should be sent electronically to researchfoundation@ncte.org. Applicants must be current members of NCTE.

More information can be found at http://www2.ncte.org/research/research-foundation-grants/

NCTE Research Foundation Accepting Proposals for 2019 Teacher Researcher Grants

The Trustees of the NCTE Research Foundation support projects related to the teaching and learning of language, literacy, and culture. They seek proposals that reflect the diverse interests of our NCTE membership, including but not limited to proposals focusing on better educating underrepresented populations, equity pedagogies, curriculum changes, and the effect these changes have on students, school policies, teaching methods, student interaction and learning, community literacy, home-school literacy relationships, after-school programs, student literacy practices in and out of school, and other relevant topics of study.

Applicants should be full-time classroom teachers at the time of proposal submission and for the length of the grant. Proposals are invited from teachers of children and youth at any level, birth through grade 12. Teachers in urban, suburban, and rural settings are eligible.

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Deadline for submitting the necessary documentation is **October 1, 2019.** All documents should be sent electronically to researchfoundation@ncte.org. **Applicants must be current members of NCTE.**

More information can be found at http://www2.ncte.org/research/research-foundation-teacher-grant-program-2/.

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

The 2019 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after their dissertations between December 1, 2016, and January 31, 2019. 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, 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, 2019.

For more complete information on manuscript preparation and submission, please visit http://www2.ncte.org/awards/promising-researcher-award/.

**Call for Nominations: 2019 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 2013 and December 2018) 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://www2.ncte.org/awards/david-h-russell-research-award/ and must be submitted by March 1, 2019. The award will be presented at the NCTE Awards Session during the 2019 NCTE Annual Convention in Baltimore, Maryland.

2018 David H. Russell Research Award for Distinguished Research in the Teaching of English

*Partnering with Immigrant Communities: Action through Literacy* (Teachers College Press, 2016) by Gerald Campano, María Paula Ghiso, and Bethany J. Welch has won the 2018 NCTE David H. Russell Award for Distinguished Research in the Teaching of English Award. 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.

This age of isolationist, nationalist, white-masculinist, non-compassionate Christian politics has resulted in anti-immigration sentiment, policies, and practices both here and across the globe. Yet, despite such pervasive ideology and political practices, the literacy and social justice activists featured in *Partnering with Immigrant Communities: Action through Literacy* have prevailed. Editors Gerald Campano, María Paula Ghiso, and Bethany J. Welch have compiled a collection of critically insightful and provocative essays that focus on the plight and opportunities for immigrant families (of various cultural-ethnic backgrounds) whose partnership with the Thomas Aquinas Center in Philadelphia is one dedicated to health, safety, English acquisition, and literacy education. Theirs is a model of collaboration, research, teaching, and learning— theirs is a call to activism, anchored in that leap of faith we call “hope.”

The award was presented during the 2018 NCTE Annual Convention in Houston, Texas.

Visit http://www2.ncte.org/awards/david-h-russell-research-award/ for more information.
Understanding Language
Supporting ELL Students in Responsive ELA Classrooms

Melinda J. McBee Orzulak

Engaging with critical questions such as What counts as language? and How can I know when a student is struggling with language?, Melinda J. 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. Offering supportive teaching resources and ways to notice and understand the strengths of ELL students, McBee Orzulak outlines strategies for respectful and rigorous instruction for all students as we consider our own cultural and linguistic expectations. She also addresses responses to common curricular challenges such as (1) structuring positive environments for students as both learners and adolescents; (2) providing a language focus in our teaching; and (3) assessing the range of literacies our ELL students possess.

Understanding Language provides a series of entry points into the NCTE Position Paper on the Role of English Teachers in Educating English Language Learners (ELLs), focusing in particular on knowing and teaching all of our students—monolingual, bilingual, and multilingual—both language and content.

SPIRITED INQUIRY

BECAUSE WISDOM BEGINS WITH WONDER

2019 ANNUAL CONVENTION
NOVEMBER 21-24
BALTIMORE, MARYLAND

For more information, please visit convention.ncte.org
2019 CCCC Annual Convention

Performance-Rhetoric, Performance-Composition

Pittsburgh, PA / March 13–16, 2019