



LITERACY™
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ASSOCIATION

Newsletter



Literacy Research Association - June 2019

Vice President Spotlight on ICGs

Gwendolyn Thompson McMillon – Vice President

As Vice President, one of my responsibilities is to “oversee the maintenance and functioning of Innovative Community Groups”, according to LRA’s Policies and Procedures Handbook. Several months ago, I contacted ICG chairs and requested that they respond to the following:

- Briefly state your goals for 2019 (maximum 3) (Feel free to discuss how they align with LRA’s Strategic Plan).
- Provide the approximate number of participants in your ICG.
- Please describe “a recent amazing experience” that you had with your ICG colleagues.
- Share any immediate concerns that you may have.



Based on their responses, ICGs will be highlighted for the next several months, to ensure that LRA members are aware of the phenomenal work that each ICG is doing. We also hope that you will consider becoming more involved in LRA by joining an ICG related to your interests. I hope you enjoy learning more about ICGs.

For the month of June, the spotlight is on the International ICG and the Doctoral Student ICG.

Doctoral Student Innovative Community Group

*By Stephanie F. Reid, Senior Co-Chair
Arizona State University*

First, the Doctoral Student Innovative Community Group (DSICG) would like to express our thanks for the continued support from the LRA Board and the wider LRA community. The DSICG community continues to grow, and this support from the LRA community has been invaluable in enabling the DSICG to remain committed to its organizational mission: to facilitate doctoral students’ development as exceptional researchers, scholars, and teacher educators in the field of literacy. This task includes purposeful efforts to (a) encourage doctoral students’ participation in the LRA, including annual meetings and publications, (b) meet the unique needs of doctoral students, (c) support doctoral students’ professional growth, and (d) create a collaborative community of scholars. The 2018 LRA Conference was a wonderful opportunity to

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Member News

Jayne C. Lammers (Associate Professor, University of Rochester) was recently [awarded a Fulbright U.S. Scholars grant](#) and will be heading to Semarang, Indonesia in the fall to conduct research about "The Digital Literacies of Indonesian Secondary Students: An Exploration to Inform Their Educators." Lammers will be collaborating with Dr. Puji Astuti at Universitas Negeri Semarang.

Member Publications

Amy J. Dray published an article in *Reading Psychology* that grapples with how to develop a theoretically-driven assessment for adolescent readers.

Patricia A. Edwards, Rand J. Spiro, Lisa M. Domke, Ann M. Castle, Kristen L. White, Marliese R. Peltier & Tracy H. Donohue published ["Partnering with Families for Student Success"](#) (Teachers College Press, 2019). This book helps teachers gain confidence and build sensitivity when interacting with caregivers and families who speak different languages and may come from different cultural, racial, and social backgrounds. By presenting various scenarios, the authors invite readers to reflect on issues they will face as practicing teachers in classrooms and across school districts. Chapter modules cover common challenges teachers face in a variety of situations, including conducting honest parent-teacher conferences, dealing with discipline issues, responding to confrontational parents, and educating neurodiverse

connect, and we are looking forward to the 2019 Conference in Tampa, Florida. [Click here to continue reading.](#)

The International Innovative Community Group

By Chinwe Ikpeze, Chair

St. John Fisher College, Rochester, NY

Over the past decade, the International ICG has transformed from an obscure group into a vibrant group with over 239 members. The evolution of the ICG over the years has been amazing, but they do reflect processes through which organizations develop when people are interested, committed, and invested in improving the group. Although the group has been active since the early to mid-2000, records of the activities of the ICG became available from 2009 when Xiaoming Liu was the chair (2009-2012). During the same period, the group crafted their mission statement. [Click here to continue reading.](#)

Volunteers Needed! Sign up as a Chair or Discussant for the LRA Annual Meeting

Sign up to become an Annual Conference Session Chair or Discussant!

Session Chair positions are open to all LRA members including newcomers and graduate students.

Discussant positions are open to all LRA members who have published research relevant to the session topic and have attended previous LRA conferences.

To volunteer, visit the [LRA All Academic website](#) and create a login (or use the same one you used for your proposal submissions). LRA Area Chairs will be creating sessions in June and we'll need a strong list of Chairs and Discussants to pull from in order to do so!



Award Committee Updates



Honoring Service to LRA: The Albert J. Kingston Award

Do you know a member of the Literacy Research Association who has provided outstanding service to the organization? If so, nominate your colleague for the 2019 Albert J. Kingston Award! The process involves only two items: 1.) a nomination letter, which may be co-authored with colleagues and 2.) the nominee's CV. Any LRA member may nominate someone for this prestigious award. All nominees must have been an LRA

students. Each module includes questions, worksheets, and background information for developing asset-based approaches, and each explores more than one solution to the challenges presented. This essential resource shows teachers how to consider caregivers' and students' underlying needs so they can better shape responses to the unique, changing situations in which they find themselves.

Jayne C. Lammers published the article "[Building bridges from classrooms to networked publics: Helping students write for the audience they want](#)" with her collaborator Judith Van Alstyne in the recent issue of *Journal of Adolescent & Adult Literacy*. The piece documents their work to connect high school writers with fanfiction and other online writing spaces

David E. Low and **Jessica Zacher Pandya** published "Issues of Validity, Subjectivity, and Reflexivity in Multimodal Literacy Research and Analysis" in the *Journal of Language and Literacy Education*. The article explores methodological and ethical implications of a blended, or hybrid, approach to multimodal analysis.

Seth Parsons, Amy Hutchison, Leigh Hall, Allison Parsons, Alicia Leggett, and **Samantha Ives** conducted a study on teachers' perceptions of online professional development, which was recently published in *Teaching and Teacher Education*: Parsons, S. A., Hutchison, A. C., Hall, L., Parsons, A. W., Leggett, A. B., & Ives, S. T. (2019). Teachers' perspectives of online professional development: A national survey. *Teaching and Teacher Education*, 83, 33-42. doi:10.1016/j.tate.2019.03.006

Patriann Smith published "[How does a Black person speak English?](#)" [Beyond American Language Norms](#)" in the *American Educational Research Journal*. This article is based on the premise that the use of standardized Englishes, and specifically, Standard American English (SAE), in the United States has often been central to the work of educators who engage in efforts to prepare teachers and others for diversity in education but hardly problematized with regards to the ways in which the uses and users of certain standardized Englishes find acceptance in academia and in education. Smith draws from World Englishes and a raciolinguistic perspective to examine how seven Black educators used standardized Englishes upon their migration to the United States. Through metalinguistic, metaracial, and metacultural understanding, the educators reflected what Smith has labeled, 'a transraciolinguistic approach'. Evidence about the contested ideologies in this study can allow for greater attention to the explicit ways in which standardized Englishes that go beyond SAE can be sanctioned and intentionally leveraged as a central form of linguistic diversity, and diversity in general, both within academia, as well as in and beyond the U.S.

Vaughn Watson and **Matthew Deroo** recently published with Juliet Hess: Hess, J., Watson, V. W. M., & Deroo, M. (2019). "Show some love": Youth and teaching artists enacting literary presence and musical presence in an after-school literacy-and-songwriting class. *Teachers College Record*, 121(6).

member for at least five years. **The deadline for nominations is August 15, 2019.**

The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to LRA. The notable honor has been presented annually since 1985. A complete list of past recipients is featured on the [LRA website](#), along with complete nomination guidelines. The Albert J. Kingston Committee encourages you to nominate someone for this honor in 2019.

P. David Pearson Scholarly Influence Award

The P. David Pearson Scholarly Influence Award began in 2013. This annual award honors, in P. David Pearson's name, the author(s) of an article/chapter/book written at least 5 years prior to the nomination, that has demonstrably and positively influenced/impacted literacy practices and/or policies within district, school and/or classroom settings.

We encourage you to think about influential materials that have affected your professional work and submit nominations by **September 5, 2019**, for consideration in **2019**.

Nominators should demonstrate how the findings or implications of the article/chapter/ book have been used directly by educators to craft influential policies and/or initiate and implement innovative classroom practices.

The submission packet should include a letter of nomination outlining the case with supporting evidence (along with the key piece of writing, author CVs and documentation of the influence of the piece on instruction and/or policy). Please submit to [Jung Kim](#). Further information can be found on the [LRA website](#).

Perspectives from Past Presidents

Donna Alvermann wrote in response to the [May Column](#) by Jim Hoffman: "Jim, your column this month contributes to the organization's history. I had never seen the breakdowns that you wrote about, but I've lived through all of them and was thus interested in how much is the same and how much has changed (or is currently in the midst of change). Your last paragraph posed a thoughtful option. I like the idea of member-driven themes (based on the research they are currently doing and thus want to hear more about)."

Of Histories and Archives

Submitted by **Norman A. Stahl**,
Northern Illinois University

Whether you had joined the Southwest Reading Conference, the National Reading Conference, or the Literacy Research Association, you have come to share in an organizational history that spans multiple academic generations. As a community of scholars, we have crossed many bridges and built our fair share of them as well. Through our Association we have found strength and unity of common purpose as we pursue academic interests and defend the profession when under attack from forces external. We have confronted our own internal issues head-on making at times slow but always steady progress. Indeed, across the decades



RHF's Emerging Scholars Fellowship: Online Application

Submitted by Neil Liwanag

The online application is now open for the [Reading Hall of Fame's Emerging Scholars Fellowship](#). The application deadline is 11:59pm (EST) on June 22, 2019. For more information, you may contact [Dr. Patricia Edwards](#), ESF Chair.

Submit Your News!

Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)



this Association, our Association has remained strong and fully committed to a mission of promoting research that positively impacts and supports the literate lives of individuals throughout the world. [Click here to continue reading.](#)

Call for Editors: Literacy Research: Theory, Method, and Practice

The *Literacy Research: Theory, Method, and Practice* (LR:TMP), a publication of the Literacy Research Association (LRA), is seeking applications for a new editorial team to begin their official term of service in fall 2020 starting with Volume 70.

LR:TMP is a blind peer-reviewed annual journal that publishes contemporary research and aims to promote discussion and constructive critique about key areas of literacy research, policy, and practice. Manuscripts published in the journal highlight research presented at the Annual Meeting of the Literacy Research Association and inform literacy theory, methods, and practices in the field.

1. Editors serve a three-year term with no more than two terms served consecutively.
2. Editors submit mid-year and annual reports to the Publications Committee, LRA Board, and Executive Committee in April and November from each year.
3. Limited funds are available to support the work of the editorial team. Funding is contingent upon LRA Board approval following a review of annual reports.
4. The new editorial team works with the outgoing LR:TMP editorial team and the LRA Publications Committee to facilitate a smooth transition period.

[Click here to read more and for Application Procedures](#)

Check out JLR's Recent Publications!

Have you seen the studies that are scheduled to appear in the next printed version of the *Journal of Literacy Research*? Did you know you can access them on the JLR website?

[Bomer, R. & Maloch, B. \(2019\). Lessons for leaders on the preparation of literacy educators. *Journal of Literacy Research*, 51\(2\), 259–264.](#)

Bomer: [Video Abstract](#)

[Wetzel, M., Vlach, S. K., Svrcek, N., Steinitz, E., Omogun, L., Salmerón, C....Villarreal, D. \(2019\). Sociocultural influences and understandings in literacy teacher education. *Journal of Literacy Research*, 51\(2\), 138–157.](#)

Wetzel: [Video Abstract](#)

[Lysaker, J. T. & Handsfield, L. J. \(2019\). Integrative research syntheses as sites of disruption in literacy teacher education. *Journal of Literacy Research*, 51\(2\), 252-258.](#)

Lysaker: [Video Abstract](#)

