



LITERACY™
RESEARCH
ASSOCIATION

Newsletter



Literacy Research Association

December, 2018

Update from the LRA President

“May we have compassion for self. May we find balance. May we practice gratitude. May we have compassion for others.”

These four ideas guided our daily yoga and meditation practice each morning, which was without question, the highlight of my conference experience. I so enjoyed co-facilitating these sessions with LRA member Phillip Wilder and starting my day by setting an intention toward activism, community, and love. Thank you to everyone who joined us at 6AM each morning and helped to cultivate this space for the LRA community.



I open with these four ideas because they are grounding the way that I enter into this new role as LRA President. I left our annual conference re-energized by the palpable energy toward change and transformation among members of the organization. I was inspired by the town hall sessions where members came together to learn about the history of the organization, to ask questions and better understand policies and procedures, and to think about ways to

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Recent JLR Publications

Recent Journal of Literacy Research (JLR) Publications Online First versions of JLR studies are available; recently published studies include.

continue to propel the organization forward. I was humbled by the members who took the mic during our closing session on Saturday to share their truths, to reflect on their relationships to this organization, and to affirm a desire for change rooted in a love for the LRA community.

As a yogi, I practice the ethical principle of “ahimsa” which means to be non-harming and nonviolent toward all living things. As I reflect on my interactions throughout the week—whether in yes, the 12-hour board meeting that took place the Tuesday before the conference, in the town hall sessions, or in conversations in the hallways—if my words and/or actions caused anyone harm, I am truly sorry. My intention for this conference, as articulated in my theme, was to cultivate an ethos of love, and that intent was inclusive of how we as LRA members relate to one another. I know that there were challenging and difficult conversations this conference and that many members wrestled with whether LRA remains a community where their sense of selves as literacy researchers is welcomed. Let me tell you something. LRA is because of its substantive, theoretical, and methodological diversity. LRA is because of the multiplicity of voices, ideas, and experiences. LRA is because of the members who’ve been attending for 40+ years to those who attended for the first time. LRA is because of those willing to share their truths and those humbled to truly listen. And, I want to listen. I want to continue to learn new ideas and understand different perspectives.

That said, I want to hear from you about your experiences with the conference and with the organization. I welcome your ideas about how to continue to move us forward in realizing our mission and vision for LRA. Feel free to reach out to me via email or connect with me on Facebook or Twitter. Also, please complete the [conference survey](#) by December 21. As I said throughout the conference, the *entire* LRA membership is integral to the vitality and forward trajectory of the organization.

I am honored to serve LRA this year as your President. Thank you.

love and light,

Marcelle
@MarcelleHaddix
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- [Kuby, C., Thiel, J., Zapata, A. \(2018\). Encounters with writing: Becoming -with posthumanist ethics. Journal of Literacy Research, 50\(4\).](#)

Thanks to the collaborative work of the JLR editorial review board, the editorial team averages 64 days to decide and 259 days from initial submission to publication. Please consider JLR as an outlet for your research.

You can access the current issue [here](#).

To keep up with our latest announcements, follow us on social media on both Twitter and [Facebook](#) and watch for our video abstracts on the [LRA YouTube channel](#). We hope you consider JLR as an outlet for your research!

Call for Manuscripts

You are invited to submit your manuscript presented at the 2018 Annual Conference for Volume 68 in Literacy Research: Theory, Method and Practice (LR:TMP).

Manuscripts are due by Friday February 1, 2019 by 11:59pm (PST)! [Click here](#) to create an account and submit your manuscript!

Call for Reviewers

Reviewers are needed! The editors of Literacy Research: Theory, Method, and Practice (LR: TMP) invite you to review! [Click here](#) to create an account and send a confirmation email to lrtmp@missouri.edu.

Thank you for an Outstanding 68th Annual Conference!

Thank you to everyone who attended our Annual Conference, November 27-December 1 in Indian Wells, CA! We had over 1100 attendees! We want to thank all of our speakers, reviewers, committee chairs and members and all of YOU who contributed to another successful annual conference!

[In case you missed it, watch Past President, Gay Ivey, deliver her Presidential Address!](#)



Award News

Albert J. Kingston Distinguished Service Award:

Member News

After 28 years of wonderfully satisfying work together and with a strong team of colleagues, Ruth Schoenbach and **Cynthia Greenleaf** have decided to step down as Co-directors of WestEd's Strategic Literacy Initiative in Spring 2019. Ruth will be retiring. Cyndy will continue to be engaged with Strategic Literacy Initiative and WestEd on various R&D projects, including the new Supporting Effective Educator Development grant just received as well as the NAEP Reading Framework update. WestEd is conducting a national search for a new SLI director working from the SF Bay Area to take the helm of the strong team that will continue to develop and disseminate this work. [View the position description here.](#)

Cynthia Greenleaf: The Strategic Literacy Initiative at WestEd is the recipient of an esteemed 2018 Supporting Effective Educator Development (SEED) grant to improve subject-area literacy nationwide for secondary schools demonstrating a strong need for support. Awarded by the U.S. Department of Education, the grant enables significant expansion of WestEd's award-winning Reading Apprenticeship program to more than 1,500 secondary-school teachers across core curriculum areas. The grant will also support development of new resources for science and engineering. [Read more here.](#)

Zhongfeng Tian was recently awarded TESOL Research Mini-Grant (\$2500) by TESOL International Association. Tian's research project is Translanguaging Design: Leveraging Student Multilingualism in a TESOL Classroom. [Learn more here.](#)

Jon M. Wargo was recently named a Concha Delgado Gaitan Presidential Fellow by the

Submitted by Jennifer Jones Powell, Committee Chair

The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to the Literacy Research Association. This notable honor has been presented annually since 1985. A complete list of past recipients is featured on the LRA [website](#).

2018 Albert J. Kingston Recipient: Congratulations to **Dr. Virginia J. Goatley**, the 2018 Albert J. Kingston Award recipient for distinguished service to the Literacy Research Association!

Ginny Goatley is a Professor in the Department of Literacy Teaching and Learning at the University at Albany – State University of New York, where she also serves as Department Chair. Her primary research interest is preventing reading and writing difficulties for children. Goatley's research addresses both teacher preparation and professional development for effective classroom practice. Her work is found in scholarly and practitioner publications alike, including *Reading Research Quarterly*, *Journal of Educational Research*, *The Reading Teacher*, *Language Arts* and the list goes on.



Ginny Goatley has been attending the Literacy Research Association conference for twenty-five years, and she has contributed her time, talent and service to the organization since the very beginning. Throughout the

Council on Anthropology and Education (CAE), a section of the American Anthropological Association.

Member Publications

Sarah W. Beck, "[A think Aloud Approach to Writing Assessment: Analyzing Process and Product with Adolescent Writers](#)." Teachers College Press, 2018.

Bieler, Deborah. (2018.) "The Power of Teacher Talk: Promoting Equity and Retention through Student Interactions". New York, NY: Teachers College Press. Golden, Noah Asher, & Bieler, Deborah. (2018). From "turning the page" to getting our noses out of the book: How NCTE can translate its words into advocacy. *English Education*, 51(1), 80-93.

Emily Hodge, Hodge, E. (2018). "[Common instruction? Logics of ability and teacher decision-making across tracks in the era of common standards](#)." *American Educational Research Journal*. (Online ahead of print). DOI: 10.3102/0002831218803328. This article investigates the interaction between the Common Core State Standards for English/Language Arts and Literacy and curricular tracking by examining instructional decision making across tracks in a large metropolitan district. This study draws on institutional logics as a framework to analyze 106 instructional decisions from 24 participants involved in middle school literacy instruction. In lower-track classes, participants often adapted the curriculum and adopted a more teacher-centered approach. About half of the rationales for those decisions reflected a logic of tracking, less than a fifth reflected a logic of differentiation, and almost a third reflected

years, Ginny Goatley has consistently offered distinguished service to our organization in numerous meaningful and innovative ways.

Ginny began her service to LRA (NRC at the time) as a graduate student where she worked to collaborate with others in order to meet the needs of graduate student members of the organization. Study groups were fairly new to the organization at the time, and as a graduate student, Ginny recognized the importance of such avenues for budding students to research, grow and network within the organization. She served as chair of the Graduate Student Study group for two years. At the same time, Ginny chaired a Student Events Committee, which worked to provide opportunities for prominent scholars to share and interact with graduate level students. Her dedication to meeting the needs of graduate students continued over the years, as she has served as a model of high-quality scholarship and dedicated service. Many of Ginny's students over the years have received dissertation awards and have become active in service and leadership to the organization following her example.



Over the last twenty-five years, Ginny Goatley's service to the organization showcases breadth and depth in meaningful ways. She has served as an LRA Area Chair, a proposal reviewer, and a member of the National Reading Conference Yearbook Editorial Review Board to name a few. Ginny Goatley has also served as a member or chair of various LRA committees, including the Oscar Causey Award committee, the Ed Fry Book Award Committee, and even the Albert J. Kingston Committee. Ginny collaborated with other leaders in the organization to get the Arthur Applebee Award for Excellence in Research up and running. She co-chaired this committee in 2017 when the award was first presented and continues to serve as chair today. In addition, Ginny Goatley serves as current co-editor of the *Journal of Literacy Research*, the organization's premier journal.

For her breadth, depth and longstanding commitment to the Literacy Research Association, we express our gratitude for Dr. Goatley's leadership, innovation and dedication through ongoing, active service. Congratulations

elements of both logics. These findings demonstrate that despite common standards, a tracked school structure continues to serve as a powerful signal about the curriculum and instruction seen as appropriate for different groups of students.

Bessie Stone, Stone, B., Mills, K.A., and Saggars, B. (2018). "Online multiplayer games for the social interactions of children with autism spectrum disorder: A resource for inclusive education." *International Journal of Inclusive Education*. doi:10.1080/13603116.2018.1426051

Rose-Marie Weber (2018). Listening for schwa in academic vocabulary. *Reading Psychology*, 38(5), 468-491.

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!](#)

to Dr. Virginia (Ginny) J. Goatley, recipient of the 2018 Albert J. Kingston Award for distinguished service to the organization!

Coming Soon: 2019 Albert J. Kingston Award: Do you know a member of the Literacy Research Association who is an exemplar of outstanding service to the organization? Nominations for the 2019 Albert J. Kingston Award are now being accepted! Check out the LRA website for nomination guidelines. The deadline for nominations is August 15, 2019.

J. Michael Parker Award

Submitted by Donita Joy Shaw

We congratulate **Emily Rose Schwab** (University of Pennsylvania) who won the 2018 J. Michael Parker Award for her paper entitled, "Writing Together: Reclaiming Dialogue Journals as a Mutually Humanizing Teaching Practice."



Other Award Recipients Include:

Arthur Applebee Award: **Amy Stornaiuolo, Anna Smith, Nathan C. Phillips**

Distinguished Scholar Lifetime Achievement Award: **Dr. Luis Moll**

Early Career Achievement Award: **Antero Garcia**

Edward B. Fry Book Award: **Caitlin R. Ryan, Jill Hermann-Wilmarth**

Oscar S. Causey Award: **James V. Hoffman**

P. David Pearson Scholarly Influence Award: **Keith E. Stanovich**

Student Outstanding Research Award: **Joy D. Erickson**

**Share your
News!**





Update: Policy and Legislative Committee

Federal Funding for Education Research

Many LRA members seek federal funding to support literacy research. The federal government is increasingly emphasizing studies that meet evidence standards. Recently, the Institute for Education Sciences published information on what they are calling Standards for Excellence in Education Research (SEER). The IES increasingly seeks to fund research that achieves or approaches their definition of excellence on a number of criteria including preregistration of studies, a focus on meaningful outcomes, clear identification of core components of the intervention, cost analysis and return on investment, trials that support scaling up, and information and documentation of implementation. These changes will have an impact on literacy research and research funding. Learn more: [An update on the IES](#)

[version of LEED Standard](#) and [Changes are Coming to Research Competitions](#).

Policy-Related LRA Publications

LRA is governed by articles of incorporation, by-laws, and the Policy and Procedures Handbook (PPH) which details the day-to-day operations of the organization. These documents can be viewed on the [LRA Website](#). The PPH outlines five types of documents that can be written by LRA members: **endorsement, resolution, policy brief, executive summary, or literacy research report.**

LRA members who are interested in proposing or authoring any of these should consult the PPH for the exact requirements and can contact [Devon Brenner](#), chair of the Policy and Legislative committee, to discuss and initiate the process. Examples of these documents, albeit a little dated in some cases, can be found at the Policy and Legislative Committee statements and resources link at the [LRA web page](#). Over the next year, the guidelines for these documents may be revised and updated by the Board. You can contact Devon Brenner or any member of the Board of Directors or Executive Committee with questions or feedback on these documents.

Finally, in addition to the five policy documents defined in the PPH, the *Journal of Literacy Research* publishes peer-reviewed and invited Insights Essays that address critical policy issues important to literacy educators.

Policy and Advocacy Documents Detailed in the LRA Policy and Procedures Handbook

Endorsement: LRA may issue an endorsement regarding an issue or cause. Endorsements may be initiated by any member/individual or organization and require sponsorship of the P&L Chair and/or a Board member. Endorsements must be approved by a vote of the Board (in person or via email) and will be communicated to members and others over multiple platforms. To initiate a request for an endorsement, send an email to the chair of the Policy and Legislative Committee.

Resolution: Resolutions are formal statements of the organization supported by the membership. In order to be considered, resolutions require

signatures of at least 3% of the membership. Resolutions are subject to a 10-day vote of the full membership.

Policy Brief: Policy Briefs, are short (4,000-5,000 word), readable statements about an important issue in reading research, education, and policy written by a group of LRA members (a task force) for an audience of educators and/or policymakers. Members, the Board, and the P&L committee may initiate topics for briefs, and the Past President coordinates the process. Policy Briefs must be approved by the Board. Policy briefs should be accompanied by an executive summary.

Executive Summary: Executive Summaries are very brief (<1,000 words) documents about a literacy-related policy issue or other topic intended to provide research-based recommendations for action and intended to support members in communicating about research and policy to communities and stakeholders. The P&L Committee is charged with identifying experts to develop Executive Summaries.

Literacy Research Report: Research Reports are longer (~25 page) commissioned syntheses of critical issues in literacy research that communicate research findings for general audiences, including policymakers. The Board identifies potential topics and authors for Research Reports, oversees the process, and involves the editors of JLR in the review process.