



## PRESIDENT'S REPORT

### Patricia L. Anders The University of Arizona From the Heart

These are hard times for all of us in literacy education. Pending federal and state legislation portends severe financial cuts in educational research and programs. Whether one agrees or disagrees with the intent of the legislation, it is clear that less money will be available to do our work. Other legislation, especially in states with immigrant populations, is likely to change the relationship literacy researchers have with the populations with whom we work. Fortunately we belong to an organization that supports literacy research. We must be true to that mission.

This is the first newsletter under the banner of the Literacy Research Association. The mission of the LRA was revised as we changed our name from the National Reading Conference to LRA:

The Literacy Research Association (LRA) is a community of scholars dedicated to promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA is committed to ethical research that is rigorous, methodologically diverse, and socially responsible. LRA is dedicated to disseminating such research broadly so as to promote generative theories, informed practices, and sound policies. Central to its mission, LRA mentors and supports future generations of literacy scholars.

Given the current political and economic climate, this mission is particularly meaningful. Perhaps you will print and post this to remind yourself and others why your commitment and participation in LRA is vitally important.

### Fond Reflections of Fort Worth

The weather this winter has been unusually severe, but it started out warmly at the NRC/LRA December conference in Fort Worth, Texas. Over 1200 conference participants met at the Omni-Fort Worth to share exemplary scholarship, renew scholarly friendships, and network. The theme of the conference, *Celebrate!*, marked the 60<sup>th</sup> anniversary of the NRC and the launch of LRA. According to 465 of the 475 survey respondents who attended the conference, it was a resounding success. Next year's conference planners (Vice President Jiménez and Vice President-Elect Beach) and I are looking carefully at the 10 respondents who were less than satisfied to respond to a few issues.

The Conference is an annual success because each participant contributes intellectual and social capital to assure that all goes well. Conference organizers are most beholden to the Program Area Chairs and many reviewers (did you see them listed in the conference program?). A special shout out is due to all of you.

After a day of outstanding presentations, and a welcoming "newcomers/graduate student luncheon," conference participants gathered for an outstandingly thought-provoking Presidential Address. President Reinking took us "Beyond the Laboratory and Lens" and challenged us to examine the metaphors that

guide literacy research. This provocative presentation was accompanied by a flash drive containing all the previously published presidential addresses. It is interesting to review those presentations and to think of the metaphors used by our previous presidents. Thank you, David, for all the thought your presentation reflects; it set the stage perfectly for the LRA.

Professor Barbara Taylor presented the Oscar S. Causey address on Thursday morning. I know that Barbara and David did not collaborate on their presentations, but they might have. Professor Taylor focused on "The Power of Collaborative Teaching with Integrity"—how appropriate that she chose the metaphors of collaborating and teaching to describe her lifetime of research.

The themes of collaboration and integrity were elaborated on further with Dean Lorrie Shepard's plenary presentation "Teaching with Integrity in the Face of High-Stakes Testing." Dean Shepard is uniquely qualified to sort through the challenges facing literacy researchers and the world of assessment policies. Her many years of scholarship and leadership brought a wise perspective and a wealth of knowledge.

Hilary Janks of the University of Witwatersrand, South Africa pushed participants' thinking as she shared her scholarship on critical literacy. Her informative and inspirational talk targeted South Africa, but the message resonates with literacy scholars around the world.

The annual review of research on Saturday morning was a not-to-be-missed exemplary integrative review. Professor Catherine Compton-Lilly integrated the literature related to "Family Literacy Across Time: The Field, Families, and Bradford Holt." Most likely, this presentation is already a seminal reference. In addition to her talk being packed with valuable information, it is a model integrative review.

LRA's website has all the plenary addresses available in video. The overheads accompanying the presentations will be uploaded soon.

### A Forward Look

The Executive Board of LRA will have met (2/24 & 2/25) when you read this Newsletter. The Executive Board meets at the upcoming conference site so as to become familiar with the lay of the land and to help plan the conference. The agenda is filled with committee reports and other topics related to maintaining the organization. Two topics, however, are of general interest. One topic includes considering a possible "Relating Research to Practice Award." This award was suggested by members at the 2010 conference and would be similar to AERA's award of a similar title.

The second topic is to review the Policy and Legislative Committee charge. This summer, a "Save Our Schools March and National Call to Action" is happening at American University July 28-July 31, 2011 ([www.saveourschoolsmarch.org](http://www.saveourschoolsmarch.org)). Many of our members are participating in this event and are asking for LRA's organizational endorsement. Current LRA policies do not provide a means for an organizational response. Stay tuned for information regarding both these topics.

Despite challenging times, nearly 1000 scholars from around the world have submitted proposals for next year's conference congruent with the theme, "Widening the Circle for Literacy Research and Practice: Expanding Access,

Knowledge and Participation." A most appropriate theme for the ever-evolving LRA. I have my fingers crossed that the proposal submission process has gone smoothly; our management group, TEL, has promised that such is the case. Vice-President Jiménez, Vice-President Elect Beach, and Executive Director Roper are working hard to prepare for the Jacksonville conference. I can't wait!

## PRESIDENT-ELECT'S REPORT

**Robert T. Jiménez**

**Vanderbilt University**

This year, our annual meeting will convene from November 30-December 3, 2011 in Jacksonville, Florida, the first time in that city for LRA (or NRC!). When Patty Anders, Chris Roper, and I visited the site in August of 2009, we were impressed by the facilities offered by the Hyatt Regency Hotel, their location directly facing the St. Johns River; and the enthusiasm and the attentiveness of the hotel staff and local officials. They presented our organization a fantastic offer that is sure to result in a productive, informative, and a thoroughly enjoyable conference. In addition to beaches and beautiful natural attractions, Jacksonville sits within a rich historical area. St. Augustine, located just a little south of Jacksonville, is considered to be the first European settlement (1565) in what is now the United States, and it lays claim to being its oldest continuously inhabited site. You can visit the Spanish fort there and also take in the Fountain of Youth, as well as innumerable alligator farms!

As you make plans to be in Jacksonville, no doubt you are all considering lots of great ideas and we are looking forward to seeing your latest work. Please keep in mind and mark on your calendar that conference proposals are due on March 1, 2011, and they must be submitted electronically by 11:59 PM EST. We look forward this year to a smooth process in terms of proposal submissions.

And, I hope to continue the tradition of bringing in excellent plenary session presenters. At the moment, two extraordinary individuals have been confirmed as speakers. The first is Eve Gregory at the University of London. Professor Gregory has published a number of intriguing research studies on the language and literacy learning of children and adults from immigrant populations. These include her book, *City Literacies: Learning to Read Across Generations and Cultures*. Her research interests include early childhood bilingualism, family literacy, and a sociocultural approach to literacy learning. Our second invited speaker will be Donaldo Macedo, currently the chair of a Department of Applied Linguistics in the University of Massachusetts in Boston. Professor Macedo's books include *Literacies of Power, What Americans Are Not Allowed to Know*, and *The Globalization of Racism*. His research interests include work in sociolinguistics, psycholinguistics, and contrastive analysis. The work of these two scholars embodies the essence of our theme for this year's conference, "Widening the Circle for Literacy Research and Practice: Expanding Access, Knowledge and Participation," and I am looking forward to meeting them and hearing them present as I hope you are.

Also, Rick Beach and I are in touch every other week to discuss preparations for our meeting in Jacksonville. Chris Roper, our executive director, is keeping us apprised of necessary tasks and he is keeping us on track as we put the program together. In addition, we have a few new innovative community groups (ICGs) that include the Multilingualism and Transcultural Literacies ICG, Doctoral Students ICG, and History of Literacy ICG. These three groups were approved by the Board of Directors this last year, and the International ICG continues in operation. We encourage you to check the LRA website for contact people and more information about each group.

Finally, Rick Beach and I visited sites this summer for the 2012 conference site, which will be held in San Diego. Rick knows southern California well and I know that he has lots of great ideas for planning and organizing our

meeting there. The average winter temperature there, as Rick likes to point out, is 73 degrees and there are more beautiful places and great things to do there than you can imagine. San Diego promises to be yet another excellent conference site.

## CONGRATULATIONS 2010 AWARD WINNERS

**Oscar S. Causey Award**

Lesley M. Morrow

*Rutgers University*

**Albert J. Kingston Award**

Susan L'Allier

*Northern Illinois University*

**Edward B. Fry Book Award**

Mary M. Juzwik

*Michigan State University*

**Student Outstanding Research Award**

Amanda P. Goodwin

*University of Miami*

**Early Career Achievement Award**

Leigh A. Hall

*University of North Carolina*

**J. Michael Parker Award**

Silvia Cecilia Nogueron

*Arizona State University*

## OSCAR S. CAUSEY AWARD

### William H. Teale, Chair, University of Illinois at Chicago

The Oscar S. Causey Award is given each year for outstanding contributions to reading research. Last year's recipient, Barbara Taylor, presented her 2010 Oscar S. Causey Address, "The Power of Collaborative Teaching with Integrity," at our recent Annual Meeting in Fort Worth, TX. The new recipient of the Oscar S. Causey Award, announced at the 2010 Annual Meeting, is Lesley Morrow from Rutgers University. She will present her address at the 2011 LRA Annual Meeting.

Please consider nominating a colleague for the Oscar S. Causey Award. Any LRA member may nominate an individual for this prestigious award. When assessing nominees, Causey Award committee members address five criteria:

- This individual has published **substantial** research in literacy.
- This individual has published **significant** research in literacy.
- This individual has published **original** research in literacy.
- This individual has generated **new knowledge** through literacy research.
- This individual is a recognized **leader** in the conduct and promotion of literacy research.

If you wish to nominate a candidate for the 2011 award, please e-mail a letter of nomination and a current and complete/full version of the candidate's curriculum vitae. The letter of nomination should address in detail the candidate's qualifications using each of the criteria listed above. The cv should not be an abbreviated version or a compilation of newer activities. A full version is necessary because the award is based on the nominee's scholarship—in its entirety—over the career span.

The deadline for nominations is **August 15, 2011**, but the committee urges you to prepare the materials before summer (because your nominee may not be on campus to secure the materials you need for the nomination after the spring semester ends!). Please e-mail all materials to: Bill Teale at [wteale@uic.edu](mailto:wteale@uic.edu). Thank you.

## DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP

Thanks to the support from members of LRA, the Doctoral Student Innovative Community Group (DSICG) is now in its sophomore year. The mission of the DSICG is 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.

At the business meeting on Thursday, December 2, 2010, Elizabeth M. Hughes and Lorien Chambers Schuldt were elected co-chairs for 2011. A steering committee was established in order to support the mission of the ICG, and a plan was created to aid transition of leadership from graduating doctoral students and develop a sustainable governing body. The steering committee consists of: Gail E. Lovette, Assistant Co-Chair; Laurie Friedrich, Secretary; Zoi Philippakos, Treasurer; Ting Yuag, Digital Media Coordinator; Jen Scott Curwood, Alumni Liaison; and Richard James, Member at Large.

The DSICG has launched a number of new initiatives to support the doctoral students of LRA, in addition to maintaining established initiatives. In January, we published our first doctoral student newsletter. We maintain a listserv and Facebook page to promote networking among doctoral students, and are in the process of creating a Wikispace that will allow for more extensive doctoral student collaboration.

The efforts of the DSICG and Kelly Chandler-Olcott, DSICG's LRA Board Liaison, resulted in a new opportunity unveiled this year, through which established faculty volunteered to mentor novice doctoral students with their LRA proposals. We are extremely grateful to the faculty members who have devoted their time and expertise to support the doctoral students of LRA, and look forward to expanding this opportunity in the future.

We also extend our appreciation to the LRA Editorial Board at Clemson University, who invited doctoral students to participate as student-reviewers for the *LRA Yearbook*. We are delighted that this experience provides doctoral students with valuable experience in reading and reviewing manuscripts, while also helping them to build their knowledge of scholarly writing within their fields.

The DSICG continues to grow with the strength and support of its members. In the coming year, we maintain our mission to seek out ways to support the professional growth of doctoral students within LRA and are interested in information that will help us provide new opportunities for students. We are also always open to new members. If you are interested in joining the DSICG, please contact Jen Scott Curwood ([jenscottcurwood@gmail.com](mailto:jenscottcurwood@gmail.com)) to join the Doctoral listserv.

## CALL FOR NOMINATIONS FOR 2011 LRA EARLY CAREER ACHIEVEMENT AWARD

The LRA Early Career Achievement Award Committee would like to remind members to consider nominating colleagues for the Early Career Achievement Award.

The Early Career Achievement Award is awarded annually to honor the new members of the LRA community who have been actively involved in research, teaching, and service for 3-7 years and have demonstrated outstanding commitment and accomplishment.

Nominees for the Early Career Achievement Award can be of any rank. However, nominees must meet these criteria: (1) be members of the LRA (for at least three years, but not necessarily consecutively); (2) must possess a terminal doctoral degree; and (3) should have worked in the field seven years or less from the conferral date of their degree to the posted deadline for the competition.

A member may be nominated by a peer member of LRA through a recommendation letter outlining the candidate's contributions to the field of literacy research and the nominee's participation in LRA. Nominating letters should be submitted to the committee Chair, David O'Brien, electronically at [dobrien@umn.edu](mailto:dobrien@umn.edu) by **April 15, 2011**.

## ETHNICITY, RACE, AND MULTILINGUALISM (ERM) COMMITTEE

### Julia López-Robertson, Chair

The Ethnicity, Race, and Multilingualism Committee (ERM) had a very successful and enjoyable conference and thanks everyone for their support.

### Travel Scholarships

We awarded seven travel scholarships to doctoral students and/or assistant professors from underrepresented ethnic, racial or linguistic backgrounds that show promise of scholarship in the literacy field. The recipients of our 2010 Scholarships were:

- Ramona Aguilar *Texas A & M-Commerce*
- Mi-Kyoung Chang *University of Arizona*
- Jaius Joaquin *University of Georgia*
- Jiahang Li *University of Maryland-College Park*
- Nadeza Pimenova *Purdue University*
- Gabriela Romero *University of Illinois*
- Kinga Varga-Dobai *University of Georgia*

### ERM Events@ Ft. Worth

ERM hosted a variety of events during the conference; the STAR preconference retreat, an ERM-sponsored research session entitled, *Issues in Writing and Using Latino Children's Literature: Developing a Research Agenda*, a brown bag, our annual committee meeting, and our first annual Mix-n-Mingle. We discussed ideas and projects related to scholars of color in LRA and the possible roles that the ERM committee could play. The discussions were rich and passionate and included doctoral students, early career, and established faculty. All events were very well attended. Thank you to all in attendance!

The committee has various projects in the works for Jacksonville: In an attempt to create a balance between mind and body, one of the more innovative projects that we are organizing is a daily kickboxing class lead by one of our committee members. The committee is open to ideas for other events. If you have ideas and if you would like to join ERM, please contact committee chair, Julia López-Robertson at [LOPEZROB@mailbox.sc.edu](mailto:LOPEZROB@mailbox.sc.edu).

### Announcing the STAR Competition 2011

The *Scholars of color Transitioning into Academic Research* institutions (STAR) mentoring program was initiated by the Ethnicity, Race, and Multilingualism (ERM) Committee of the Literacy Research Association to promote excellence in literacy-related research and support researchers of color and/or researchers whose first language is not English in the early years of their academic careers. The central goal of the program is to support researchers who conduct high-quality, literacy-related research that addresses the issues and opportunities related to diversity. Scholars of color applying to the mentoring program must be entering or completing the first year of their first academic appointment. All participants of the program must agree to commit three years to the mentoring relationship.

All applications and corresponding materials are to be submitted electronically to Julia López-Robertson ([LOPEZROB@mailbox.sc.edu](mailto:LOPEZROB@mailbox.sc.edu)) by **5:00pm EST May 6, 2011**. Further information may be found by visiting our webpage <http://multicultural.nrconline.org/>

## ETHICS INNOVATIVE COMMUNITY GROUP (ICG)

### Kelly B. Cartwright, Christopher Newport University Lois K. Haid, Barry University

Historically, the purposes of the Ethics ICG have been to: (1) bring general ethical issues forwarded by LRA members to the attention of the Board of Directors, and (2) to facilitate and encourage discussion of ethical issues among the LRA community. To facilitate discussion of ethical issues, the members of the Ethics ICG presented an alternative session at the 2010 LRA conference, which focused on unique ethical challenges in online literacy research.

Because ethical principles are central to LRA members' professional lives, as embodied in the LRA Statement of Ethical Principles: <http://www.literacyresearchassociation.org/ethicsstatement.html>, and because professional organizations related to the conduct of literacy research have standing committees related to ethical principles (e.g., American Educational Research Association, the International Reading Association, and the Society for Research in Child Development), the members of the Ethics ICG recommended that LRA appoint a standing Ethics Committee with Board Representation, to replace the Ethics ICG. Such a change would emphasize: (1) the centrality of ethical principles to LRA members' professional practice, and (2) the commitment of the organization to upholding ethical principles and educating members and the broader community regarding ethical practice.

The Ethics ICG held its business meeting at NRC/LRA 2010 on Thursday, December 2, 2010 at noon in the Texas 7 room of the Omni Fort Worth Hotel. Marjorie Siegel, Board Liaison to the Ethics ICG, reported that the LRA Board accepted the proposal to change the Ethics ICG to Standing Committee status. Thus, the 12/2/10 meeting was the last official business meeting of the Ethics ICG. At that meeting members began preliminary planning for an alternative session proposal for LRA 2011, which will focus on ethical challenges in collaborative research and writing. If you are interested in contributing to such a session, contact Nancy Knapp ([nfknapp@uga.edu](mailto:nfknapp@uga.edu)) or Karen Feathers ([k.feathers@wayne.edu](mailto:k.feathers@wayne.edu)).

ICG members look forward to supporting the LRA Ethics Committee in its work, while continuing to collaborate on projects related to ethical practice in literacy research.

## EDWARD B. FRY BOOK AWARD

### Melanie R. Kuhn, Chair Boston University

Please consider nominating a book for the Edward B. Fry Book Award. The award, established by Dr. Fry, recognizes an outstanding book on literacy research and practice. Eligibility for the award is limited to current members of LRA who have written or have been one of several authors of a book. The book must have a copyright date within five years of the date of the award being given. Nominated books should:

- Advance knowledge about literacy
- Display inquiry into literacy
- Show responsible intellectual risk taking

Letters of nomination, along with a copy of the nominated book, should be sent to the committee chair before the deadline of **May 15, 2011**. Self-nominations are accepted, although committee members cannot nominate a book they have authored. A book may be re-nominated if it has been previously nominated but did not win the award. If you have any questions or need additional information, please contact Melanie R. Kuhn at [melaniek@bu.edu](mailto:melaniek@bu.edu).



## INTERNATIONAL INNOVATIVE COMMUNITY GROUP (ICG)

**Xiaoming Liu, Co-chair**  
Towson University

**Yvonne Pek, Co-chair**  
University of Wisconsin-Madison

Thanks to everyone who attended last year's ICG business meeting on Thursday, December 2, 2010 in Fort Worth. Special thanks to Theresa Rogers, our Board Liaison, who also joined us.

At last year's conference, the International ICG organized and sponsored a poster session covering a wide range of topics on literacy research done in four countries outside the U.S. The session was well attended, and wonderful interactions took place between the presenters and audience.

The ICG has decided to sponsor another poster session at the 2011 LRA conference in Jacksonville, FL. Katina Zammit, from University of Western Sydney, Australia, is taking the lead to organize and prepare the group proposal.

In 2010, the International ICG was able to provide travel funds through LRA for six members who lived outside the U.S. and whose proposals were accepted by the conference. You can contact the co-chairs if you need more information regarding the travel funds.

If you would like to join the International ICG, please e-mail Christopher Roper, LRA Executive Director, at [c.roper@LiteracyResearchAssociation.org](mailto:c.roper@LiteracyResearchAssociation.org). You can also send your emails to Xiaoming Liu at [xliu@towson.edu](mailto:xliu@towson.edu), or Yvonne Pek at [yvonne.pek@gmail.com](mailto:yvonne.pek@gmail.com). If you would like to share ideas and suggestions with other members, the ICG listserv is [NRC\\_International\\_ICG@nrconline.org](mailto:NRC_International_ICG@nrconline.org).

## ALBERT J. KINGSTON AWARD: CALL FOR NOMINATIONS

**Donna Alvermann, Chair**  
University of Georgia

Please nominate your hard-working LRA colleagues for the Albert J. Kingston Award. The purpose of the award is to honor an LRA member for distinguished contributions of service to the Literacy Research Association. Those nominating an individual for the Albert J. Kingston Award are asked to submit one copy of the nominee's current curriculum vita and a letter nominating the individual that describes the service contributions made to LRA. Nominees must have belonged to LRA for at least five years. Any LRA member may nominate deserving candidates for recognition of their work. The recipient of the Kingston Award, which has been presented annually since 1985, will receive a plaque and a lifetime membership to LRA.

Nominations should be submitted electronically via e-mail to the Kingston Award Committee Chair, Donna Alvermann ([dalverma@uga.edu](mailto:dalverma@uga.edu)) by **August 15, 2011**. More information about the Albert J. Kingston Award, including its history, the review process, and a listing of past recipients, is available on the LRA website (<http://nrconline.org/committees/kingstonaward/index.html>).

## STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE

**Marla Mallette, Chair**  
Southern Illinois University Carbondale

As chair of the Student Outstanding Research Award committee, it is my pleasure to announce that Amanda Goodwin's paper, *Does Meaning Matter for Reading Achievement? Untangling the Role of Phonological Recoding and Morphological Awareness in Predicting Word Decoding, Reading Vocabulary, and Reading Comprehension Achievement for Spanish-Speaking ELLs*, was selected as the winner of the 2010 Student Research Award. Amanda Goodwin received a \$500 honorarium and a commemorative plaque to acknowledge her scholarly efforts. I would like to welcome the new members of the Student Research Award committee: Amy Broemmel, Ted Kesler, Wayne Linek, and Melissa Mosley. I would also like to extend a big thank you to the committee members who finished their terms this year: Alanna Rochelle Dail, Julie Pennington, Allison Skerrett, and Elizabeth Stolle. Please remind people who are eligible to apply for the LRA Student Outstanding Research Award to check the box on the electronic submission form when they are submitting their proposal online. To be eligible: "The paper must be based on the proposal submitted to the LRA Annual Conference program while the author held student status, and based on research conducted by the student. The paper must be written solely by the student or co-authored with students, and cannot be co-authored or co-presented with a faculty member," although it does not have to be dissertation research. If you are the organizer or convener of a session, please remember to check the box that someone in your session may wish to be considered for the award. This is the first step in the application process and those who check the box will be contacted about the award. For complete guidelines on the application process, see the LRA website.

## LRA TECHNOLOGY COMMITTEE NEWSLETTER

**David Lund, Committee Chair**

The past year has seen significant changes in the LRA web presence. Thanks to the good work of Erica Boling and Dana Wilber (our e-Editors), a number of changes have occurred on our website. A new look has been created; and although it is still under construction, it is moving rapidly to a more 21<sup>st</sup>-Century style and organization. At the annual meeting of LRA, the new logo for the organization was unveiled, and it seems to have been accepted across the membership. At the annual committee meeting for the technology committee, a number of items were discussed regarding updating our website and web presence. Adding social networking capabilities, including a repository for member scholarly work, links to resources for members, and including the presentation PowerPoints™ with the recorded sessions all found their way into the discussion. In addition, there was discussion of including a session in Jacksonville that would provide members the opportunity to try out some new ideas, software, etc. related to technology and literacy.

We tried some new things at the conference, as well. For example, the back channel at the Town Meeting seemed to be a success, at least for many who took advantage of it. The plenary sessions were again recorded and are now available on the website for viewing. And the other technological aspects of the conference seemed to go without a hitch, to use an old cliché. I am sure that we were all very happy with the ability to be online almost everywhere we were at the conference venue.

Since December, a number of things have been accomplished. The "new look" website has been launched. It looks fresh and has some very nice features.

Although it has everything that we have had in the past, keep in mind that it is a work in progress and will continue to change. As you use it, please contact David Lund ([lunddd@suu.edu](mailto:lunddd@suu.edu)) with suggestions. Here are some of the future improvements you will see. We are exploring some social networking options and will adopt one of them. They will be available for the general membership, as well as each committee and ICG. We will be changing the pictures displayed on the upper left side of the home page of the website to move more slowly and reflect more of the literacy ideas associated with LRA. We are going to try to create a member repository for scholarly work. We will also be adding links to resources for members to explore. Archives of papers submitted by members as part of the annual conference will be organized in a more searchable and usable manner (author last name and key-words if possible) to facilitate the ability to access them. Other ideas for the future include creating pod- or video-casts of more conference sessions and making them available to the membership (Richard Beach is actually working on this for next year in Jacksonville). Two things you need to know about these changes. We will make them as quickly as we can, but with due diligence. We will not jump into changes without having looked at all of the pros and cons. Second, while some things can be done very quickly, others require time for planning and implementation. The process of creating the back-end connections for anything new is critical and must be done correctly to provide our membership with the most seamless transition possible to new and exciting ways of communicating and interacting with each other. Doing things correctly in the first place will allow us the ability to truly become a year-round, collaborative group. Establishing such connections will truly point to us as being at the forefront of literacy and technology research and practice. Stay tuned for future developments.

## CANDIDATES' POSITION STATEMENTS

**Arlette Ingram Willis**  
**University of Illinois at Urbana-Champaign**  
**Position Desired: President**

I completed my graduate studies in reading education at The Ohio State University. My dissertation examined the history of reading comprehension in the U.S., published as *Reading Comprehension Research and Testing in the U.S.: Undercurrents of Race, Class, and Power in the Struggle for Meaning*. I am a professor at the University of Illinois at Urbana-Champaign in the Department of Curriculum and Instruction, the division of Language and Literacy. My research and publications include a close examination of pre-service teacher education with a focus on teaching/learning multicultural/multi-ethnic literature, published in *Teaching and Using Multicultural Literature in Grades 9-12: Moving beyond the Canon*. I also have co-edited *Multiple and Intersecting Identities in Qualitative Research* (with B. Merchant) and *Multicultural Issues in Literacy Research and Practice* (with G. Garcia, R. Barrera, and V. Harris). Underlying themes in my research include: addressing inequities in literacy research and instruction, improving literacy research and outcomes for all, especially underserved students, and advocating for socially just literacy policies and reform. Critical perspectives inform my research as explicated in *On Critically Conscious Research: Approaches to Language and Literacy Research* (with M. Montovan, H. Hall, C. Hunter, L. Burke, and A. Herrera). I also have published numerous invited and refereed book chapters, handbook entries, reviews, and articles (*Educational Researcher*, *Harvard Educational Review*, *NRC Yearbook*, and *Reading Research Quarterly*) among others. I was associate editor of the *New Advocate*, co-editor of the National Council of Teachers of English Literacy Book Series (with D. Bloome), and currently am co-editor of the *American Education Research Journal*, Teaching, Learning, and Human Development section (with V. Harris). In these endeavors, my style is to work in collaboration with others through dialogue and with a sense of purpose.

I have received numerous awards and recognition for my research, scholarship, and teaching at national, university, and college levels. I also have served as a reviewer of many fellowships, grants, and scholarships: MacArthur Foundation, National Council of Teachers of English, the Office of Educational Research and Improvement, and the Spencer Foundation. Moreover, I am a past president of the National Conference on Research in Language and Literacy and a former Trustee of the National Council of Teachers of English Research Foundation. I also have served as Associate Department Head and Interim Associate Dean of Student Academic Affairs for the College of Education at the University of Illinois.

The Literacy Research Association has been my "conference home" since 1990. It has been my honor to serve as a reviewer for the *Journal of Literacy Research* and the *NRC Yearbook*. I have been a member of several committees (Albert J. Kingston Award, Distinguished Scholar Lifetime Achievement, Multicultural Issues, Publications, and Technology); and chair of the former Multicultural Issues Committee. My dedication to the organization is exemplified in my response to complete a term as Treasurer for our late colleague, Columbus "Ted" Grace. I assumed this role with very little available data, but great support from the leadership. To be honest, it was during my abbreviated time on the executive committee that I witnessed an organization mired in tradition, and, from some, calls for retrenchment from diversity and inclusivity issues. The stance gave me pause and my response was to postpone my involvement in the organization. I did so in part to send a clear message that change was needed and in part to signal the importance of these issues for, and within, the organization was warranted.

LRA has forthrightly addressed issues of diversity and inclusivity, globalization, and technology, as well as revised several policies while simultaneously sustaining diversity of perspectives and methodological rigor. Given my ongoing concern for the improvement of literacy research, practice, policy, and reform, if elected as Vice President Elect, my tenure will continue the forward progress of the organization in collaboration with the leadership and members in several ways:

The heart of LRA is its membership and it is important to keep the membership informed. We will build on and extend the work of the leadership by continuing to improve transparency in decision-making and the flow of communication among the leadership, management, and membership.

A central tenet of LRA's mission statement is progressive and thoughtful response to ongoing national literacy and literacy-related issues. LRA is in a unique position to address the myriad of issues that confront literacy researchers nationally and globally. We will seek a greater role and voice for LRA at federal, state, and local levels in helping to frame literacy policy and reform efforts.

We will draw on the diverse and rich scholarship of members to create more time and space for dialogue. For example, we will continue conversations about the importance of maintaining methodological rigor that underpins all literacy research and extend conversations to include current issues facing the field. Dedicated space will be available online throughout the year and during the conference for featured conversations: invited and sponsored to ensure broad participation.

LRA's mission statement acknowledges the need for authentic engagement of diversity in its myriad of forms. We will build upon this strength and continue to move toward greater inclusivity and representativeness within all facets of the organization.

We will continue to explore technological innovations that permit the organization to efficiently and effectively disseminate information by including a portal for ready access to the organization's rich history. Further, conference

proceedings, journal articles, policy briefs, research reports, and white papers will be uploaded quickly using electronic production models.

We will continue to maintain a welcoming and supportive environment for all newcomers by providing informal mentorship of new faculty within our organization. We also will continue outreach to international scholars, encouraging their engagement and participation in the organization.

These goals represent a range of possibilities and future initiatives for LRA: Some are seedlings of change, others connect to current efforts, and, still others enhance the organization. I look forward to accomplishing these goals, if elected to serve as Vice President Elect for LRA. Thank you for your consideration.

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**Joyce E. Many**  
**Georgia State University**  
**Position Desired: President**

As a long-time member of the National Reading Conference/Literacy Research Association, I wish to express my sincere appreciation for having been nominated to run for Vice President Elect. NRC/LRA has been and continues to be the organization which stimulates my research and my development as a literacy teacher educator.

I am a Professor at Georgia State University, where I serve as Executive Associate Dean. At Georgia State, I have also served as coordinator for the language and literacy unit and as department chair. Previously, I was on the faculty at Texas A&M University; a research fellow at Northern College in Aberdeen, Scotland; and an instructor at Louisiana State University, where I earned my PhD.

My scholarship focuses on understanding the scaffolding processes used by interns, teachers, and teacher educators to support learning. This research interest evolved throughout my professional life and has informed my work as a teacher educator and as an administrator: My inquiries in this area began with research on understanding children's literacy processes and the classroom contexts that shape those processes. Since my early years, I have had a transactional relationship between what I was researching and the teacher preparation programs in which I was working. As a result, while seeking to understand and describe complexity in children's reading, responding, and research processes, I simultaneously worked to develop literacy preservice teachers' abilities to support children's development in these areas. As I continued to learn more about the scaffolding processes teachers and peers use to support student learning and factors affecting those learning communities, I became increasingly interested in the ways in which we scaffold in academia. Consequently, I have also examined doctoral student mentoring, the mentoring needs of literacy professionals, and our effectiveness at assessing and supporting learning in teacher education.

My publications have appeared in a variety of outlets including the *NRC Yearbook*, *The Journal of Literacy, Reading Research Quarterly*, *Reading Psychology*, *Reading Research and Instruction*, *Reading Online*, and *Language Arts*. I have contributed to *Theoretical Models and Processes of Literacy Learning* and to the new edition of *The Handbook on Teaching the English Language Arts*. I also co-edited a new work coming out this spring, *Clinical Teacher Education: Reflections from an Urban Professional Development School Network*, edited *The Handbook of Instructional Practices for Literacy Teacher-Educators*, and co-edited *Reader Stance and Literacy Understanding*. An active member of NRC, my first presentation in 1989 won the Student Research Award, and in 1999, I was a recipient of NRC's Early Career Award.

Beyond serving as a reviewer for conference proposals, *JLR*, and the *Yearbook*, I have been on the Student Research Award Committee, the Publica-

tions Committee, and the Field Council. As Field Council chair, I served as an appointed member of the Board of Directors from 2001-2004, and I was then elected to the Board in 2005 and served until 2007.

Just as my research interests on scaffolding and mentoring have shaped my work as a teacher educator, so has that interest provided a framework for my historical involvement in NRC and a lens through which I have crafted my vision of priorities as a potential Vice President Elect for LRA. Throughout my time in NRC, we have concentrated on how to effectively support the development of literacy professionals. Successful strategies which have evolved include our listserv, the Newcomer's Luncheon, study groups, the creation of Interactive Community Groups (ICGs), and the new Scholars of Color Transitioning into Academic Research (STAR) Mentoring Program. In light of the varying phases of an academic career and the ways in which political, economic, and global contexts influence our professional lives and the lives of teachers with whom we work, I believe there continues to be a need to emphasize how LRA can support the professional development of its members.

From pre-tenure, tenure, to post-tenure, we encounter crossroads which can lead our professional lives in considerably diverse ways. Learning to lead research teams or mentor doctoral students, navigating politics in academia, broadening research lens to an interdisciplinary focus, accepting administrative positions, or changing research paradigms are just a few of the career-changing crossroads literacy researchers may encounter. Facilitating mentoring to address such decisions during a literacy researcher's career is a complex undertaking for LRA, but given that this issue has been raised frequently at town hall meetings over the years, I believe such a goal is of interest to the membership. Potential activities could include revitalization of the Literacy Research Network and continued reflection on the role contexts such as Vital Issues might play in facilitating conversations and building relationships.

Further, currently in academia we are seeing an unprecedented impact of political, economic, and global factors which may lead some of us to consider broadening our skills and expertise. Demands in tenure and promotion to emphasize grant-supported research, a desire to inform policy decisions, the national trend to evaluate teachers and teacher education programs based on value-added modeling, and increased emphasis on internationalization of research agendas are some issues which literacy professionals are encountering which may be leading them out of their traditional comfort areas. Ways we could respond to such needs (or demands?) might include special institutes, webinars, or focused professional development publications on topics such as grant writing, data analysis processes, planning and administering large-scale studies, and approaches to leadership on state and national levels.

Mentoring and professional development initiatives such as these would only be effective to the extent in which the membership is engaged. Consequently, I would work to maximize involvement by facilitating consideration of such activities, not only by the board, but also by ICGs, study groups, and the field council. By involving a broad cross-section of the membership, we could benefit from an enriched range of perspectives, understand diverse needs, and articulate new directions based on members' recommendations. Through such an approach, I believe LRA would continue to be the sought-after professional home of both novice and experienced literacy researchers from across the world.

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**James F. Baumann**  
**University of Missouri-Columbia**  
**Position Desired: Board of Directors**

After completing a BA in Psychology from the University of Notre Dame in 1971, I began my career in education by entering the Teacher Corps, a federal

program to improve education in low-income communities. I participated in the Native American Teacher Corps project sponsored by the University of Wisconsin-Madison, during which I spent two years living and teaching in a rural Winnebago (Ho-Chunk) Indian community in western Wisconsin as I completed a master's degree in Curriculum and Instruction from UW-Madison. As a Teacher Corps intern, I taught Grades 3-6 in a public school serving the Winnebago children and engaged in community service for the Winnebago children and their families.

After Teacher Corps, I taught third and fourth grade for four years in an eastern Wisconsin working-class community, tutoring children on the nearby Oneida Indian Reservation in the summers. Later in the decade, I entered the PhD Reading Education program at UW-Madison, studying with Dale Johnson, working for him on a vocabulary research project, and teaching reading and language arts courses to undergraduate elementary education majors.

After completing my PhD in 1980, I worked for two years as an Assistant Professor of Education at North Texas State University (now the University of North Texas). In December 1980, I attended my first NRC, held in San Diego, and presented my dissertation in a Paper Session that included other newbies Lea McGee and Jane Hansen. Since then I have attended and participated in 30 consecutive NRC/LRA annual meetings, authoring or co-authoring 56 different papers, and serving as chair or discussant on 6 others.

In 1982 I moved to Purdue University, spending eight years there, working through the academic ranks to Professor of Education and serving as Director of the Purdue Reading Clinic. In 1988 my Purdue colleagues Deborah Dillon, David O'Brien, and Carol Hopkins, along with Jack Humphrey of the Evansville Public Schools, and I were appointed as editors of *The Reading Teacher*, the preschool-elementary journal of the International Reading Association (IRA).

From 1990 to 2007, I was Professor of Reading Education at the University of Georgia (UGA). During this period, I served as Department Head for two years and Associate Director for five years of the National Reading Research Center (NRRC), the U.S. Department of Education's (USDE) funded center for literacy research that was co-sponsored by the universities of Georgia and Maryland and co-directed by Donna Alvermann and John Guthrie. While at UGA, I served on the IRA Board of Directors and worked with JoBeth Allen and Betty Shockley Bisplinghoff on the School Research Consortium (SRC), an NRRC-supported community of teacher researchers. Also during this period, I took a year's leave from UGA to re-immersify myself in the realities of all-day, every-day teaching by teaching second grade full-time in a local public elementary school that served minority, low-income children and their families. While teaching seven- and eight-year-olds, I came to appreciate firsthand the emic research perspective JoBeth and Betty promoted in the SRC, as I conducted teacher research in my own classroom.

After leaving UGA, I served three years as Wyoming Excellence Chair of Literacy Education at the University of Wyoming, moving in 2010 to the University of Missouri-Columbia, where I hold the Chancellor's Chair for Excellence in Literacy Education. My charge in these most recent positions has been to expand graduate education and to help establish literacy research and development centers.

Although the research topics have varied, the theme of my inquiries has been to study reading and literacy pedagogy. I have conducted research on reading comprehension, reading difficulties, reading assessment, the integrated use of literature and reading strategies, teacher research, national trends in reading instruction, and vocabulary. I have co-authored or co-edited five professional books and authored or co-authored over 60 articles that have been published in research journals (*Reading Research Quarterly*, *American Educational Research Journal*, *Educational Researcher*, *Reading Research and Instruction*, *Journal of Reading Behavior* [now *JLR*], *Elementary School Journal*, *Topics in Language Disorders*, *Reading Psychology*) and journals with a more applied focus (*The*

*Reading Teacher*, *Journal of Adolescent & Adult Literacy*). I have authored or co-authored over 30 book chapters, including review chapters in the *Handbook of Reading Research* (Vols. I and III), *Handbook of Research on Teaching the English Language Arts* (first and second editions), *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts* (Vol. I), the *Handbook of Research on Reading Comprehension*, and the *Handbook of Reading Disabilities Research*. My recent research has addressed vocabulary instruction in the upper-elementary grades and has been supported by grants—a USDE Field Initiated Studies grant and an International Reading Association Elva Knight Grant. I currently am conducting vocabulary instruction research with co-PIs Patrick Manyak and Camille Blachowicz that is supported by a grant from the USDE's Institute of Education Sciences.

In addition to my conference participation, I have served on four different standing and ad hoc committees for NRC/LRA; I have been a member of the *JRB/JLR* and *Yearbook* editorial advisory boards for over 10 years each across different editorial teams; and I have reviewed proposals for the NRC/LRA program many times. I have found NRC/LRA publications important outlets for my research, authoring/co-authoring five articles in the *NRC Yearbook* and seven articles in the *Journal of Reading Behavior*.

Given my work applying advances in our field to classroom teaching and learning, if I am elected to the LRA Board of Directors, I would advocate for research-to-practice literacy inquiry, in addition to supporting traditional and new theoretical and empirical trends in literacy research. Given my pragmatic orientation, I would support efforts to extend the visibility and impact of LRA research and policy in print, electronic, and face-to-face venues that we may not typically reach, so that audiences beyond our own community of scholars have exposure to our individual and collective knowledge on literacy. I also believe that my experience in public education, in academe, and with other professional organizations may provide the LRA leadership team a broad perspective on the field of literacy research.

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**Ana Christina DaSilva Iddings**  
**University of Arizona**  
**Position Desired: Board of Directors**

I am a faculty member at the University of Arizona in the Department of Teaching, Learning, and Sociocultural Studies, and more specifically, in the Teaching and Teacher Education and Language, Reading, and Culture programs. In addition, I am affiliate faculty in the Second Language Acquisition and Teaching as well as in Mexican American Studies interdisciplinary programs. I first became interested in issues surrounding second language and literacy teaching and learning about 20 years ago when I emigrated to the U.S. from Brazil (where I worked as a kindergarten teacher) and arrived in this country as a young adult with little English proficiency. My experiences as a Latina immigrant, an English language learner, and an early childhood educator have provided me with the empathy, impetus, and commitment to advocate for immigrant children and their families in educational contexts. Accordingly, I earned an MEd and a PhD in Teaching English to Speakers of Other Languages (TESOL), with concentrations in sociology and anthropology, from the University of Nevada, Las Vegas. The topic of my dissertation focused on the early elementary classroom practices that afforded and/or constrained linguistic access to literacy instruction for new immigrant students.

In continuing to consider the importance of developing an in-depth understanding of the re-development of mind within a new language/culture context, as in the case of immigrant children, as well as the pedagogical supports these students need in order to achieve their potential, I have framed my research foci within the following three intersecting questions: 1. What learning processes may be unique to recent immigrant children?, 2. What resources do English language learners (ELLs) use when learning language and literacy



in new linguistic/cultural contexts?, and 3. How might teachers, in turn, be resourceful with curriculum and practices that assist the language and literacy learning of ELLs and to promote equity for linguistic minority students?

My work has appeared in *Reading Research Quarterly (RRQ)*; *The Reading Teacher*; *Mind, Culture and Activity*; *Modern Language Journal*; and *Language, Identity, and Education*, among others in the field. To support and to extend my inquiry-based projects described above, I have secured funding from various sources. Currently I am the Co-Director for two major research grant projects aimed to further study young immigrant children's educational circumstances as well as their language and literacy development.

For the last ten years, I have been involved with the National Council of Teachers of English (NCTE), where I have taken leadership positions. This past year (2010), I finished a four-year term as the Director for Commission on Language. This commission had as a priority goal—the advocacy for students' rights to their own language and for ELLs' language and literacy learning. Because of commitments related to these leadership positions at NCTE in the past, I have not always been able to attend both the NCTE and the NRC/LRA conferences each year. However, my involvement with LRA has been constant and varied. As a graduate student I served as an editorial assistant for the *RRQ* and subsequently I served on the editorial board for that journal. For the last four years I have served on the editorial board for the *NRC Yearbook* and will serve as area chair for the LRA conference in 2011.

Many of the current LRA initiatives excite me. If I were to be elected to the LRA Board, I would like to participate in and to contribute to the organizational goals of paying close attention to the development of literacies in a multicultural and multilingual world and of disseminating literacy research broadly in order to inform practices and policies. I am also very much interested in the LRA's mentoring program in support of future generations of literacy scholars, as I find that to be a vital and invigorating part of professional development and research. Of particular focus would be the mentoring of emerging scholars of color. I am also interested in fostering and participating in conversations across literacy organizations, across disciplines and beyond academic settings that will help broaden the parameters of literacy education in and out of school to include global and community-based orientations. I look forward to the possibility to serve on the Board.

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**Patricia Enciso**  
**The Ohio State University**  
**Position Desired: Board of Directors**

I have been a faculty member at The Ohio State University since 1996, where I teach courses in multicultural literature, literacy methods, critical and socio-cultural perspectives on literacy and literary reading, and have served as university-wide Director of Latino Studies. Previously, I was an assistant professor at the University of Wisconsin-Madison (1991-1996), where I taught similar courses and developed research on the cultural mediation of literature and reading education. As my course list and research interests suggest, my scholarship has been informed by experiences with students and teachers who question the centrality of curricula and methods that have served some students while marginalizing the voices and perspectives of many others. I am cautious about literacy education reforms and practices because they can often function to limit and categorize students' abilities and knowledge. At the same time, I recognize the remarkable art and science of supporting and understanding innovative approaches in education that show us how young people interpret and construct ideas through all forms of texts. This combination of skepticism and respect also captures my experience of the Literacy Research Association's commitment to intellectual rigor and passion for learning among its members.

My research is grounded in a close analysis of literary texts and the oral stories they inspire, along with an understanding of the political, social, cultural, and imaginative/artistic mediation of stories and discourses in classrooms. I analyze classroom interactions through discourse theory, sociocultural theory, and cultural studies and literary theories, which offer a view of meaning as historical, dynamic, and situated. Currently my research focuses on the storytelling processes and topics that immigrant and non-immigrant middle-grade students build together despite the persistent forms of separation they experience in school. My research is published in *Language Arts*, *Reading Research Quarterly*, *Reading and Writing Quarterly*, *The Hornbook*, the *NRC Yearbook*, and several editions of the *Handbook of Research on Teaching the Language Arts*. In 2007, my co-editors Cynthia Lewis and Elizabeth Moje and I were recipients of the *NRC Edward B. Fry Book Award for Reframing Sociocultural Research on Literacy: Identity, Agency, and Power*. Most recently, I have co-edited *The Handbook of Research on Children's and Young Adult Literature*—the first book to bring together the fields of English, Education, and Library Sciences in an examination of current and historical perspectives on the meaning and forms of literature in children's lives and communities around the world. In addition, as a co-editor from 2006-2011 for *Language Arts*, I have fostered a space for scholarship and dialogue about the changing landscape of literacy education and equity in pre-school, elementary, and middle school settings.

During the past 20 years I have held leadership positions in NRC/LRA as well as National Council of Teachers of English (NCTE) and American Educational Research Association (AERA). As an elected Trustee and Chair of NCTE's Research Foundation (2003-2007), I supported the development and continued funding for the "Cultivating New Voices Among Scholars of Color" program and guided the Research Foundation's funded programs for teachers' and faculty members' research. I have also served on the Nominating Committee for NRC/LRA, and as Committee Member for the AERA Division G Lifetime Achievement Award, Early Career Award, and Presidential Nomination Committee. In addition, I am active in literary award committees focused on new works by Latino/a authors and illustrators, including my service as member and chair of the Americas Award Committee, and National Committee Member for the Tomás Rivera Book Award.

Across these varied forms of service I view my role as a steward, scholar, and innovator. I pay attention to the strengths and sustainability of existing structures, the ways communications are equitable and transparent, and how decisions serve not only the majority, but also, and especially, those people who have yet to gain a clear voice and sense of ownership within an organization. With these values in mind, I have been excited to see LRA initiate the Scholars of Color Transitioning into Academic Research (STAR) mentoring program, as well as open organizational structures that support forums for new directions in literacy scholarship like the recently formed Multilingual and Transcultural Literacies Innovative Community Group.

If I am fortunate to serve as a member of the LRA Board of Directors, I would support the Board's efforts to develop a sustainable program of leadership and scholarship related to new scholars' commitments to equity and diversity in literacy research. The knowledge produced among scholars of color can form a powerful voice for change that guides new inquiry and policy reform in schools and organizations like LRA. I would also support initiatives that encourage LRA members and new scholars to collaborate and establish directions for educational practice and research on global literacies (i.e., digital, multilingual, entertainment media, and social networks) so LRA can build the capacity to press for more diverse forms and assessments of literacy development among immigrant and non-immigrant students.

Implied here is the need to develop leadership in communicating literacy research with wider audiences. LRA members hold—and cherish—the requisite abilities to question, innovate, and inspire educational change, but we will need to learn new forms of communication and re-imagine our identities

as public scholars if we aim to include new forms of literacy and voices in policies that shape literacy education. Given the opportunity to serve as an LRA Board Member, I would focus my work on designing inclusive, sustainable dialogues and strategic actions with new and longtime LRA members who want to revitalize the substance and form of publicly engaged literacy scholarship and leadership.

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**Carmen L. Medina**  
**Indiana University-Bloomington**  
**Position Desired: Board of Directors**

My work on literacy education goes back to my studies as an undergraduate student in Puerto Rico. There I engaged in educational work grounded in Freire's *Pedagogy of the Oppressed* that had as its tenets honoring and making visible the social, political, and cultural discourses of young people on the island. Years after this experience I became a first-grade teacher in Puerto Rico, where I designed a reading and writing curriculum based on children's social experiences and critical imaginations. These experiences led me to the PhD program at The Ohio State University in language, literacy, and culture. Maneuvering between personal, political, and educational experiences, I situate my scholarly work within the larger field of critical multicultural literacy education, where literacy is understood as a set of social and political tools that serves multiple purposes as people engage with texts within larger repertoires of cultural, community, and personal practices. At the core of working in literacy from a critical multicultural perspective, it is understood that there are literacies that carry more power than others, providing certain groups with easier access to social status and privilege than others. These perspectives concretely translate into my research work in a number of ways, such as working with immigrant children developing literacy curriculum that foregrounds their experiences through a complex understanding of their immediate worlds in relation to the larger political structures that impact their lives and those of other people. It is also part of the work I do with marginalized communities in Puerto Rico, documenting and interpreting children's everyday cultural and literate lives across real and imagined spaces in an era of global capital, migratory movements, and media access in one local community. These pedagogies aim to take into account contemporary globalization dynamics such as immigration, media, and economy in relation to children's participation and/or marginalization across cultural contexts. So far I have been able to share this work in journals such as *Reading Research Quarterly*, *Language Arts*, *NRC Yearbook*, *The New Advocate*, *Theory into Practice*, *Journal of Teacher Education*, *Research in Drama in Education*, and *ALAN Review*. I have won recognitions such as the Virginia Hamilton Award given to a publication that makes a significant contribution to the field of reading multicultural literature with children.

The trajectory of my scholarly work has always been related to service in national organizations. At LRA I have participated as co-chair for Area 7: Social, Cultural, and Political Issues and Practices in Literacy for the annual conference. I have also served as proposal reviewer for the annual conference and a reviewer for the *Yearbook*. In addition to LRA, I have been involved with the National Council of Teachers of English (NCTE) as a member of the Elementary Section Steering Committee, the Commission on Reading, and recently chair of the Affirmative Action Committee for the Early Childhood Education Assembly. I have also been part of NCTE's *Language Arts* and *Journal of Children's Literature* Editorial Boards. I served as chair and member of the Americas' Award Committee that gives visibility and recognition to exemplary children's literature by and about Latino/s, and last year I served as program chair for the AERA Literature Special Interest Group.

LRA's role as one of the national literacy research organizations represents a complex task. In times where narrow views of literacy dominate policy struc-

tures and mandates, LRA is a rigorous scholarly space that provides a broad view and range of diverse perspectives on literacy which speak of the complexities of the work we do in literacy education. This organization plays an extremely significant role in the advance of literacy research, and visibility of this work is incredibly important in contemporary times. If I were elected as a board member, I would commit to further developing this particular aspect.

In moments when local communities are more diverse and extremely connected to transnational, transcultural, and multilingual practices, an openness to understanding literacy within and beyond the immediate local contexts seems like a logical direction for LRA. In addition to supporting the emerging initiatives to diversify and acquire more equitable places for diverse communities of scholars at LRA, the development of transnational and international perspectives seems very important. This is particularly significant in order to broaden the work that the organization has begun in situating language, literacy, and biliteracy in more complex spaces.

For the last nine years I have been an active member contributing to service in the profession of literacy education and teacher preparation, and I will continue to do so. It is important to me that the commitment and perspectives I bring to my research work are embedded in giving back and supporting the larger community.

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**Flora V. Rodríguez-Brown**  
**University of Illinois at Chicago**  
**Position Desired: Board of Directors**

It is a great honor to be nominated as a candidate for the LRA Board of Directors. I have been a member of LRA (previously NRC) and attended the annual conference for more than 20 years.

I am a Professor Emerita in the Department of Curriculum and Instruction and in the Literacy Language and Culture Program at the University of Illinois at Chicago. I have taught courses on bilingualism and literacy, family literacy, research methods applied to linguistic minorities, and literacy methods to preservice teachers. I completed my PhD in Educational Psychology in Human Development (focus on early language/literacy development) at the University of Illinois at Urbana-Champaign, where I worked in the Center for Comparative Psycholinguistics under the direction of Dr. Charles Osgood.

Over the years, my work has focused on literacy teaching/learning in bilingual settings, family literacy, home-school connections, second-language learning, and teaching all teachers to serve the needs of second-language learners. I have worked with Latino families in the Pilsen community in Chicago for over 21 years. The intent of this work is to make parents aware of the relevance of supporting their children's literacy learning at home. In doing so, we accept the families' cultural ways in teaching their children, while we provide them with new ideas in order to create a bridge between literacy learning at home and at school. I also work with teachers, making them aware about what and how children learn literacy at home. My hope is that teachers use this knowledge to inform their school curriculum and teaching practices in order to enhance Latino children's education. Through the years, I have learned that the home-school connection is a two-way road where parents support their children's literacy learning at home to facilitate their transition between home and school, while teachers learn and use community knowledge and ways of learning to inform their instruction. Thus, both parents and teachers are responsible for creating and supporting children's learning.

I also work with some Chicago public schools. Every year, I work with groups of bilingual, ESL and "all-English" teachers at three schools while they learn to collaborate and identify ways to facilitate the transition of children from monolingual (L1), to bilingual/ESL, and to "all-English" classrooms in their schools. While doing collaborative work, teachers identify areas that need

improvement in servicing second-language learners at their school, and work on school improvement activities. These teachers become agents of change at their schools.

My work has appeared in such journals as *Reading Research Quarterly*, the *Reading Teacher*, *Education and Urban Society*, the *Handbook of Family Literacy Programs*, *Handbook of Latinos and Education*, and the *Handbook of Reading Research IV*, as well as in book chapters. Recently, I published a book entitled: *The Home-School Connection* (Routledge, 2009). I served as co-editor of the *NRC Yearbook* from 1998-2000. Currently I serve on the editorial boards of *Reading Research Quarterly*, *Journal of Literacy Research*, *Journal of Early Childhood Literacy*, *The Bilingual Research Journal*, *Journal of School Connections*, and *The Reading Teacher*. I also serve as manuscript reviewer for the *Educational Researcher*, *Urban Education Journal*, *The American Educational Research Journal*, *Child Development*, *Journal of Teacher Education*, *Teacher College Record*, and the *TESOL Journal*. In LRA, besides being a former co-editor of the *NRC Yearbook*, I also have been involved in the Multicultural Committee (now the Ethnicity, Race, and Multilingualism Committee) and most recently, as a member of the Multilingual and Transcultural Literacies Innovative Community Group. I have reviewed program proposals for several years. In the International Reading Association (IRA) I have been a member of the Family Literacy Committee and the Linguistic Diversity Sub-Committee, where I currently serve as chairperson.

As an LRA board member, I will feel responsible for maintaining and enhancing the scholarly and diverse quality of the conference program and publications. I will also support programs that facilitate new scholars to be mentored and socialized into the organization.

I believe that it is important that LRA keeps some balance in its annual conference program and publications, so that the voices of established and new researchers are heard. The NRC/LRA annual conference is a valuable forum that allows for diverse paradigms, ideas, and scholarly work to be discussed, critiqued, and recognized. Through the years, NRC/LRA has shaped literacy research as well as policy, and the *Journal of Literacy Research*, the *NRC Yearbook*, and the *Handbook of Reading Research (Volumes I-IV)* have published research which has informed the field for many years. I believe that LRA needs to make research findings useful to policy makers and practitioners. To this end, LRA needs to find multiple ways to connect literacy research findings to policy and teaching practices, so as to have an impact in society at large.

As the linguistic and cultural diversity of students in schools increases, it is important that LRA keeps and increases the awareness of diversity issues in relation to literacy research. We need to make literacy research findings which address the needs of culturally and linguistically different children accessible to all teachers. I believe that the emerging scholars' mentorship program, as an organizational structure that welcomes and socializes new literacy researchers into the organization, is a commendable activity which should be maintained and supported in years to come. I also hope that LRA would get more involved in providing training and information about available funding and grant writing to its membership, as grant guidelines and requirements are in constant change.

In a global society, it is important to invite more international literacy researchers to serve as keynote speakers at the LRA conference, and an effort should be made to recruit more international members to our organization.

If I have the privilege of becoming a member of the Board of Directors of LRA, I will welcome the opportunity to serve the organization to the best of my ability, and in support of research that impacts policy and supports both practitioners and communities. Gracias.

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**Mary F. Roe**  
**Arizona State University**  
**Position Desired: Board of Directors**

I was extremely pleased to learn of my nomination as a candidate for the LRA Board of Directors. LRA has served an important role in my professional journey, and I would welcome the opportunity to serve as a Director. Like many LRA members, I began my career as a teacher. I received my BA (English) from MSU, had my first full-time teaching position at Gardner Junior High in Lansing, Michigan, and obtained a master's degree in Educational Psychology from MSU during that time. My experiences with those middle-level students fostered my interest in reading and a realization that I was simply not prepared to address their needs. Therefore, when I moved to Spokane, Washington, I acted on that realization and commitment by receiving a second master's degree in reading from Eastern Washington University. Later, when the state offered a reading specialist certificate, I went through a consortium to receive it. After many years as a teacher and reading specialist in Spokane, Washington, and with the encouragement of Dr. Eugene Fletcher, who had been my mentor at Eastern, I applied to the Ph.D. program at the University of Illinois at Urbana-Champaign. After finishing my degree, I accepted a position at the University of Delaware. Subsequently, and with the lure of the Northwest—a place I will always consider home—I was enticed to accept a position at the University of Oregon and from there join the faculty at Washington State University in Pullman. That position allowed me to further my collaboration with Spokane teachers and, with colleagues, develop a Language and Literacy Education Collaborative. I then made a difficult decision to again pursue an administrative position. In August, I joined the faculty at Arizona State University as a professor and an Associate Dean of Academic Affairs in the Mary Lou Fulton Teachers College.

In the initial phases of my career, I held a deep commitment to having research inform my practice. As I transitioned from using research to conducting research, and with the strong encouragement and example of Illinois colleagues, LRA became a natural professional organization for me. Since those doctoral days, I have regularly attended LRA to share my work and learn from the work of others. As an assistant professor at Delaware, I began my service to LRA as a member of the Field Council. I also began reviewing proposals for the conference and later for the *Yearbook* and *JLR*. I continue to serve in those capacities. In addition, I have been a member of the Albert J. Kingston Award Committee (2003-2005) as well as the Student Award Committee (1999-2000). Beyond my participation in LRA, I have strong ties to the Association of Literacy Educators and Researchers (currently serving as President) as well as the National Middle School association (currently serving on the Research Advisory Board) and the International Reading Association (Research Awards Subcommittee, 2006-2008; Subcommittee on Special Service Award, 1998-2000; and Subcommittee on Outstanding Dissertation of the Year, 2008-2010). I also serve on many editorial boards beyond *JLR* (e.g., *The Reading Teacher*, *Research in Middle Level Education*, *Journal of Teacher Education*, and *Journal of Educational Research*).

In my professional life, and like others, I strive to blend my teaching, research, and service. As the outlets for my service indicates, I focus on the literacy development of middle-level students and the teachers who serve them. Currently, I am focusing on the ongoing challenge to help all students read and write better by addressing the concept of differentiation. The outlets of my work (e.g., *Research in Middle Level Education*, *Adolescent and Adult Literacy*, *Childhood Education*, *Reading Research Quarterly*, *Middle School Journal*, *Journal of Research in Childhood Education*, *Middle Grades Research Journal*, *Literacy Research and Instruction*, and *Teaching and Teacher Education*) further establish my combined attention to literacy, teachers, and the middle grades. In my

work and in my consideration of the complex issues that surround literacy education, I turn to cognitive flexibility and principled eclecticism to guide my thinking.

If allowed to extend my service to LRA as a member of the Board of Directors, I would commit myself to its mission and its future direction. LRA comes with its reputation intact as a premier research organization. Now, and especially in these times of doubting the ability of teachers and questioning the importance of colleges of education, quality research is needed more than ever. As I've seen occurring across my years of membership, I am confident that LRA will continue to respond to the tenor and needs of the time by not only having stellar researchers on its membership list, but also by furthering its role as a lynchpin across boundaries of importance—between a wide band of professional and nonprofit organizations, beyond disciplinary boundaries, and in collaboration with an ever-expanding group of stakeholders. I would welcome the opportunity to work with LRA colleagues on the many issues that affect our schools, our nation's youth, and our organization's legacy.