



Jacquelynn A. Malloy, Anderson University, SC

PRESIDENT'S REPORT

Richard Beach

University of Minnesota

I'm pleased to report that our annual LRA meeting at the Sheraton San Diego and Marina Hotel set all-time presentation and attendance records. We had over 1,297 attendees and 258 sessions, making the 62nd annual conference the largest in LRA history. We also had a number of inspiring plenary presentations. Robert Jiménez delivered the Presidential Address and described the need for and value of culturally responsive instruction that builds on the rich, diverse experiences and knowledge of non-dominant groups. In her address, Linda Gambrell, 2012 Oscar S. Causey Award winner, reviewed existing and needed research on motivation and engagement in reading as critical to improving reading instruction and fostering students' reading interests. Consistent with the conference theme, "Investigating 21st Century Literacies: Exploring Uses of New Literacies," David Barton shared ways of conducting research on social aspects of local digital literacies in communities of practice such as Flickr image-sharing groups. Mimi Ito described ethnographic research on adolescents' uses of digital literacies to engage in creative media production and research supporting the value of adopting a Connected Learning (<http://connectedlearning.tv>) approach to literacy instruction. In his Saturday Integrative Research Review, Kevin Leander analyzed examples of how innovative uses of physical and virtual spaces serve to promote learning through enhancing student engagement. Videos of these presentations are available on the LRA website under Conference.

For the first time, we employed the All Academic proposal and review system that proved to be highly effective. Attendees also used the SCHED app (<http://lra2012.sched.org>) for accessing and organizing their conference schedule. We recorded session presentations to create audio podcasts that will be available on the LRA website. And, as is the case with previous conferences, presenters' papers are available in the file archives.

We've also moved the Study Groups to the noon hour and identified specific topics and guest speakers participating in those Study Groups. Thanks to all of the Study Group organizers for doing an excellent job selecting topics and speakers for these study groups, which continue to be a popular feature of the conference. On Thursday night, the band, Out of the Blues, featuring LRA members Frank Serafini and Tom Bean, did a fine job of entertaining attendees.

In addition to innovations in the conference, we also continue to make improvements to the LRA website (<http://www.literacyresearchassociation.org>), assisted by members of the LRA Technology Committee under their new chair, Erica Boling. Our hope is that members will increasingly perceive the website as a useful go-to resource for both acquiring and sharing information supporting literacy research. While we'll continue to use the LRA listserv, we invite members to employ the General Discussion Forum organized by Topics to share ideas, queries, and research abstracts. We've

added some video training tutorials for how to employ the General Forum. There is also a Jobs Postings and Announcements page for posting your positions and event announcements. Area Chairs and LRA Committee/ICG members can also use their own private Forums for conducting discussions during the year. To recruit new members, particularly graduate students, please refer them to the About LRA page that includes information about LRA—for example, the document, "Is LRA Right for You?," the Newsletter, and Field Council activities organized by Jennifer Jones, Field Council Chair.

We also created a Research Repository that includes links to LRA members' bio pages according to research topics so that you can search for other members according to their research interests. If you have not added your bio page to the Research Repository, please do so by clicking on "My Profile" and then "Update My Profile" to add links to your bio pages and categories identifying your research focus. Members can then use these categories to search the Research Repository located under Research Resources/Publications for others members' research. They can also acquire information about uses of digital tools in teaching and research created by the Technology Committee on the Digital Texts and Tools page.

We realize that LRA needs to keep pace with societal changes. One of the primary goals of the Executive Committee and Board of Directors has been to enhance the diversity of LRA, both in terms of membership and its research agenda, as called for in Robert Jiménez's Presidential Address. Central to this initiative is our support of the S.T.A.R. (Scholars of Color Transitioning into Academic Research Institutions) mentoring project for beginning scholars of color, headed by Julia López-Robertson. Past and present S.T.A.R. mentees have and continue to make valuable contributions to LRA's research agenda relative to diversity, as do activities sponsored by the Ethnicity, Race, and Multilingualism and the Multilingual/Transcultural Literacies Innovative Community Groups (ICGs).

Speaking of change, we also have a lot of new faces serving in leadership roles for LRA. We welcome three new members of the Board of Directors, Cynthia Lewis, Misty Sailors, and Ray Reutzel. Thanks to Doug Fisher, Beth Maloch, and Jennifer Turner for their previous three years of fine service to the Board. We also welcome our new *Journal of Literacy Research* editors, David Yaden, Patty Anders, and Chris Iddings, University of Arizona; and Laurie Katz, The Ohio State University.

The journal will be housed at the University of Arizona. Please submit your research reports to the new editors. Thanks much to the previous editors, Douglas Hartman, Susan Florio-Ruane, and Douglas Kaufman, Michigan State University, for all of their hard work in editing *JLR*.

Our new Treasurer is Gwendolyn McMillon, Oakland University, who, in addition to being a literacy research scholar, brings extensive background experience working in finance that will serve us well as our Treasurer. Thanks to Susan L'Allier for her many years of outstanding service to LRA as Treasurer. While we are in relatively good financial shape, to shore up our reserve fund, the Board agreed at our San Diego meeting to support some

small increases in dues and conference registrations, except for doctoral students.

The new chair of the Legislative and Policy Committee, Caitlin Dooley, Georgia State University, will organize efforts to provide members with a series of policy briefs, including a statement on states' adoption of teacher performance assessments as part of teacher certification requirements. Welcome also to the new co-chairs of the very active Doctoral Committee ICG: Gail E. Lovette, Jennifer Smith, and Katherine Brodeur.

Let me also remind members to nominate people for LRA awards as described in this Newsletter and on the website under About LRA and Awards. One new award to consider is the P. David Pearson Scholarly Influence Award to be given in recognition of work published as an article, chapter, or book at least five years prior to the nomination that has demonstrably and positively influenced/impacted literacy research, practices, and/or policies at national, state, and/or district/classroom levels.

I'm also looking forward to our LRA conference organized by Arlette Willis and Janice Almasi at the brand-new Dallas Omni Hotel, December 2-7, 2013. The previous all-time record attendance conference prior to San Diego was in Dallas, so I suspect that the 2013 conference will set another attendance record, a reflection of LRA members' active participation in and contributions to our vibrant organization.

PRESIDENT-ELECT'S REPORT

Arlette Ingram Willis

University of Illinois, Urbana-Champaign

This year the annual Literacy Research Association Conference will be held December 4 – 7, 2013 in Dallas, TX at the Omni Dallas Hotel. The theme of the 2013 conference is: **Transformative Literacy: Theory, Research, and Reform**. Plenary speakers include Richard Beach, President of LRA, who will deliver the annual Presidential Address and Jerry Harste, who will give the Oscar S. Causey address. We are pleased to announce that the invited plenary session speaker is Teresa McCarty. Dr. McCarty is G. F. Kneller Chair in Education and Anthropology, Graduate School of Education and Information Studies, University of California-Los Angeles. She is an educational anthropologist whose research and teaching foci include American Indian language development, critical literacy studies, ethnographic studies of education, Indigenous/language minority education, and youth language ideologies and practices. She is a Kellogg Foundation National Fellow, Fellow of the American Educational Research Association, the Society for Applied Anthropology, and the International Center for Language Revitalization. In addition, Dr. McCarty is past president of the Council on Anthropology and Education. A second plenary speaker will be announced in the fall newsletter.

Be sure to schedule a late departure on Saturday, as our annual Research in Review plenary session will host a panel of distinguished scholars:

- David Bloome, College of Education and Human Ecology Distinguished Professor of Teaching and Learning at The Ohio State University, past president of the National Council of Teachers of English, and past co-editor of *Reading Research Quarterly*
- Kris D. Gutiérrez, Professor of Literacy and Learning Sciences and Provost's Chair at the University of Colorado, Boulder; a Fellow of

the American Educational Research Association and a past President of AERA

- Carol Lee, Edwina S. Tarry Professor of Education and Social Policy at Northwestern University and a past president of the American Educational Research Association
- Robert Tierney, Professor and Dean Faculty of Education and Social Work, University of Sydney
- Georgia E. Garcia, University of Illinois, University Scholar, will serve as Chair and Moderator

Session proposals for this conference are due on **March 1, 2013**. They must be submitted electronically by **11:59 PM EST** (see the LRA website for submission details). We are using the AllAcademic system that was popular last year. Drawing on suggestions from the Area Chairs, there have been minor adjustments to improve service.

We are pleased to announce that the conference will be held at the Marco Island Marriott Resort on Marco Island, FL.

Details about the Dallas site:

- The Omni Dallas Hotel, a Four Diamond hotel, is located in the heart of a revitalized downtown Dallas. The hotel opened in 2011 and boasts 1,001 guest rooms that include innovative guest amenities; three restaurants that serve numerous gluten-free and locally grown menu items; a spa; a spacious fitness center; and a gourmet coffee bar.
- The Omni Dallas Hotel is within walking distance to numerous restaurants, luxury shopping, and entertainment/nightlife in Main Street and West End areas. It is also close to the Arts District, Fair Park, Southside, and Uptown.
- DFW services 138 domestic and 38 international nonstop flights on major airlines—find a seat!
- Ground transportation from the airport includes shuttles, taxicabs, and towncars.
- The average daytime temperature for December in Dallas is 57 degrees.

PAST PRESIDENT'S REPORT

Robert Jiménez

Vanderbilt University

Close to four years ago, you elected me to the position of vice-president and while that was an exciting moment, I had only a vague idea of what it meant. At this point, I can confidently say that working in this capacity has been one of the most amazing experiences of my career! I got to meet and work with some of the very best people in our organization. I saw and experienced firsthand the good work that previous boards of directors and executive committee members have contributed to LRA. Their efforts built the foundations and structures that provide us with a space and venue to share our work, grow intellectually, and build the kind of community that is necessary for a healthy academic discipline. I have watched and noted how these contributions create fantastic annual meetings. Our meeting in San Diego showcased excellent scholarship and it was an incredibly good time.

When I was elected, my goals included making LRA a more welcoming environment for scholars from diverse backgrounds and those from international backgrounds, as well as to foster innovative forms of research. Since that time, we have expanded our innovative community groups to

include Multilingual and Transcultural Literacies and the History Innovative Community Group. We also renewed The **S**cholars of color **T**ransitioning into **A**cademic **R**esearch (STAR) mentoring program. STAR is designed to help diversify our organization by identifying and providing support for researchers of color and/or researchers whose first language is not English in the early years of their academic careers. As past president, I want to encourage you to support STAR in any and all of the ways that you are able (when you renew your membership, consider contributing to STAR). Professors Julia López-Robertson and Marcelle Haddix have provided excellent and visionary leadership for this program.

In addition, many of you provided me with information about yourselves and your colleagues from diverse backgrounds. This information is helping the leadership to include a broader range of our membership in all aspects of LRA's administration, planning, and ongoing activities. I have heard that many of you feel increasingly welcome to present your ideas at LRA, that you encounter good thinking about issues of diversity at the annual meeting, and that you plan to invite your colleagues and encourage your students to attend LRA. My impression has been that our identity has been enriched without losing any of the intellectual and scholarly rigor that has characterized LRA for so long. I am hopeful that we will continue to become a more intellectually stimulating community.

I now see LRA taking on new challenges and finding new opportunities. We are fortunate to have a vibrant board of directors and an exciting group of executive committee members. President Rick Beach has overseen a complete re-design of our website and as a result, it is now doing the work that we need as a forward-looking organization. President-elect Arlette Willis is putting together an exciting program for our meeting in Dallas this coming December; and Vice-president Janice Almasi brings a very careful eye and amazing energy to her job. I look forward to watching LRA move forward under their leadership. I also look forward to appointing new members to several of our committees and to chairing our Financial Advisory Committee. As always, let us know what we can improve but also share with us what you find worthwhile. Thanks to all of you who made this year one of my best memories since I began work as a faculty member in 1990. And, have a great 2013!

VICE PRESIDENT'S REPORT

Janice F. Almasi

University of Kentucky

As Vice President, I am responsible for convening and chairing the Nominations Committee. This committee creates the slate of candidates for Vice President and the Board of Directors for the 2014 election. As defined by Section 7.4 of our By-laws, in addition to the Vice President, the Nominations Committee consists of our President-Elect, Arlette Willis; our Past President, Robert Jiménez; and four non-Board of Directors members. Therefore, I would like to take this opportunity to solicit nominations for individuals who would like to serve on the Nominations Committee. Nominees may be either self- or peer-nominated; however, Nominations Committee members must be members of LRA in good standing. If you would like to nominate either yourself or another LRA member to serve on the Nominations Committee, please contact me at janice.almasi@uky.edu.

During the fall of 2012, Arlette Willis and I went on site visits to identify a venue for LRA's 2014 conference, for which I will be the conference

chair. We were impressed with all of the properties we visited on the East Coast, and are pleased to announce that the 2014 conference will be at the Marco Island Marriott on Marco Island, Florida December 3-6, 2014. The Marriott sits on 3.5 miles of beachfront property along the Gulf of Mexico, which means there are many opportunities for recreation after days filled with inspiring research and productive meetings. In addition to the pristine white sand beaches and tropical breezes that are steps from the hotel and meeting rooms, the Marriott features two swimming pools, a Balinese-style spa and fitness center; golf, tennis, beach volleyball, and basketball. For those who would like to venture into the Gulf a little further, sailing and shelling experiences, guided waverunner excursions, sailing, kayaking, and more are available. In December, Marco Island averages high temperatures of 78°F, low temperatures of 55°F, and there is an average of 1.4 inches of rain for the month.

The Marco Island Marriott has just completed a massive renovation and redesign of the entire property including all guest rooms and meeting room spaces. This stunning facility boasts eight restaurants (including a beachside bistro that can serve over 700 people at a time for lunch). As well, there are 75 other restaurants on the island within walking distance or a very short cab ride away (the island is only four miles long). Marco Island is close to Ft. Myers and Naples and is accessible by flying into Southwest Florida International Airport (RSW), which offers nonstop service to 45 domestic and international destinations. We have negotiated a room rate of \$149/night (including Internet). There is much about which to be excited as LRA returns to the Gulf Coast of Florida for the first time in 25 years. Plan early to be with us in paradise in 2014!

EDWARD B. FRY BOOK AWARD COMMITTEE REPORT

Barbara A. Bradley, Chair

University of Kansas

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, 2013**. *Nomination letters must directly address the ways in which the nominated book meets the criteria outlined above. Letters cannot simply reiterate the endorsements or summaries designed to promote the text.* 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 Barbara Bradley at barbarab@ku.edu.

We also wish to acknowledge the 2012 Edward B. Fry Book Award winner, *Empowering Struggling Readers: Practices for the Middle Grades*, by Leigh A. Hall; Leslie D. Burns; and Elizabeth Carr Edwards.

ALBERT J. KINGSTON AWARD COMMITTEE REPORT

Donna Alvermann, Chair

University of Georgia

The purpose of the Albert J. Kingston Award is to honor an LRA member for distinguished contributions of service to the Literacy Research Association. A video prepared by members of the committee in 2012 will give you an idea of the characteristics that the Kingston Award honors: http://www.youtube.com/watch?v=wbF2MZSsQjI&feature=results_main. Watching it may bring to mind an LRA colleague you'd like to nominate for the 2013 award. Recipients of the Kingston Award, which has been presented annually since 1985, receive a plaque and a lifetime membership in LRA.

The official call for nominations follows:

To nominate a deserving colleague for the 2013 Albert J. Kingston Award, please submit one copy of the nominee's updated curriculum vitae and a letter of nomination that describes the nominee's service contributions to LRA. Nominees must have belonged to LRA for at least five years. Any LRA member may nominate deserving individuals for recognition of their service to LRA. Nomination materials should be submitted via e-mail to the Kingston Award Committee Chair, Donna Alvermann (dalverma@uga.edu), by **August 15, 2013**. More information about the Kingston Award, including its history, criteria used in the review process, and a listing of past recipients, is available on the LRA website (<http://www.literacyresearchassociation.org/index.php/component/content/article?id=82>). At this website, you will also find a link to a brief biography of Albert Kingston. The committee is currently working with a TEI staff member to upload a short video featuring highlights in Albert Kingston's personal and professional life.

Finally, congratulations to Patricia Edwards, the 2012 recipient of the Albert J. Kingston Award. Prior to presenting this award to Patricia Edwards at the annual meeting of LRA in San Diego, Marla Mallette (recipient of the Kingston Award in 2011) shared an engaging set of slides in which she used pictures and words to give hints as to the identity of the 2012 winner of the award. Those present for the award ceremony enjoyed making connections between Patricia Edwards' life as a youngster/adolescent and her service to LRA later on.

STUDENT OUTSTANDING RESEARCH AWARD COMMITTEE REPORT

Catherine Compton-Lilly, Chair

University of Wisconsin, Madison

Are you a graduate student who is already looking forward to next year's LRA Conference? Are you conceptualizing a promising paper based on your research? Consider applying for the LRA 2013 Student Outstanding

Research Award. The Student Outstanding Research Award is awarded annually to honor a student member of LRA in recognition of an outstanding research paper presented at the Annual Conference.

Last year's award was presented to Melody Zoch, an Assistant Professor at the University of North Carolina at Greensboro and alumni of The University of Texas, Austin who worked with Dr. Colleen Fairbanks. Melody's award-winning ethnography, *Crafting Theoretically Defensible Literacy Teaching Practices While Supporting Students with Test Preparation*, was selected from a competitive selection of submissions.

In order to be considered for the award, the author must hold student status, and the research must be 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. The proposal must have been accepted by the Annual Conference Committee for presentation at the Annual Conference. Papers representing various forms and genres of research (including conceptual papers) are welcome. More information can be found at <http://www.literacyresearchassociation.org/index.php/component/content/article?id=88>

To be considered, Catherine Compton-Lilly must receive the application materials at comptonlilly@wisc.edu no later than October 1st, 2013 at 11:59PM (EST).

J. MICHAEL PARKER AWARD COMMITTEE REPORT

William R. Muth, Chair

Virginia Commonwealth University

We are pleased to announce the recipient of this year's J. Michael Parker Award, Leah Katherine Saal, who is a doctoral candidate at Louisiana State University. Her paper was titled "I'm Still a Slave: A Literacy Lesson from an Adult 'Burgeoning' Reader." Leah's thought-provoking study used media to represent her "burgeoning" adult literacy student in ways that challenges what it means to **represent** others in our research. By introducing a new term of art, "burgeoning literacy" Leah further helps us find the words and ideas we need to support without othering, and "represent" without silencing. We congratulate Leah Katherine Saal for being this year's J. Michael Parker Award recipient, and thank her for her dedication to the field of adult literacy.

If you are interested in being considered for the J. Michael Parker Award, read on...

LRA awards the J. Michael Parker Award to new scholars—i.e., graduate students and those who completed their doctorates within the past six years—for papers they present at the conference that address adult literacy/language development and instruction. The award was established in 2001 in honor of J. Michael Parker, winner of LRA's Student Outstanding Research Award for his work in community-based adult literacy. To be true to the spirit of J. Michael Parker's work, the Award recognizes studies that examine ways adults further their own language and literacy development within or outside of formal learning contexts, including different social and cultural contexts for learning. The award is designed to encourage work in adult

literacy with a variety of populations, including, but not limited to, learners in formal settings such as adult basic education and ESOL classes, as well as those engaged in literacy practices embedded in diverse cultural settings. If applicants have any questions about the award, they are encouraged to contact the award chair to discuss how their research may fit with the intentions of the award.

Recipients of the award receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. They are also recognized during a general session of the conference and are recognized during a general session of the conference.

The award is presented to both papers with a single author and to co-authored papers. For single authored papers, the recipient will receive \$500 and a plaque commemorating the award. For co-authored papers, the recipients will each receive a plaque and will decide amongst themselves how to divide the \$500 award.

Criteria for Consideration for the Award

1. The research is capable of making a significant contribution to theory and/or practice of adult literacy development and instruction.
2. The methodology is appropriate to the research question and of sufficient rigor.
3. Implications of the research are of a scope needed to impact the field.

Applicants are required to submit a proposal of their research to LRA and check the box for the J. Michael Parker Award on the proposal application. If the proposal is accepted, a full research paper (25 pages or less), based on the accepted proposal, must be submitted electronically by October 1. Papers must be double-spaced and in 12-point font. The text limit does not include references or any appendices.

Submissions and questions should be sent to the committee chair, William Muth, at wrmuth@vcu.edu.

Review Process

Applicants will be notified of the results prior to the conference, and the plaque and honorarium will be presented to the winner during a plenary session at the conference.

EARLY CAREER ACHIEVEMENT AWARD

Purpose of 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 approximately 3-7 years** and have demonstrated outstanding commitment and accomplishment.

Criteria for Consideration

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

Procedures for Nomination

An LRA 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, Diane Lapp by May 1, 2013.** Nominees will then be asked to submit: (1) a current curriculum vita, including affiliations, degrees, research honors and awards, publications, and service on editorial boards of research journals; (2) a statement of approximately 1,500 words delineating professional growth and research agenda; (3) a letter of support from the candidate's current institution (e.g., teaching/research colleague, department Chair). These materials are to be **submitted to the Chair by May 15, 2013.** The recipient, will be contacted **by September 1, 2013** so that they might attend the Annual Conference to receive the award.

Thanks for sending nominations by **May 1, 2013** to: Diane Lapp, EdD, San Diego State University, 4424 Upland St., LaMesa, Ca 91941, lapp@mail.sdsu.edu, 619-405-8705

TECHNOLOGY COMMITTEE REPORT

Erica C. Boling, Chair

Rutgers University

Welcome back to a new semester, everybody! The Technology Committee and our eEditors, Ian O'Byrne and Greg Mcverry, are off to a busy start. We have a lot of ideas for the upcoming year and hope the LRA membership will be active participates as we move forward.

During our meeting at the annual conference, we set forth a number of agenda items. One of the things on our list is finding ways to enhance LRA members' uses of the forums to communicate with one another, particularly the general forum and the jobs postings and announcements. LRA committees and ICGs also have their own forums for completing their work. We encourage all of you to share such things as literacy resources, research information, teaching ideas, job openings, upcoming events, publications, and more on our forums page.

To help you get started, we recently created and posted a series of video screencasts that show members how to get started on the forums. We have videos that explain how to create and subscribe to discussion threads, as well as how to respond to each other's postings. For more information, please visit and sign in to our LRA website (<http://www.literacyresearchassociation.org>), sign in again into the forums section of the site, and visit the section titled, "General Forum."

In addition to enhancing our forums page, we also have a number of other initiatives and ideas to share with the LRA membership. For example, the Technology Committee and eEditors are discussing ways to build in supports so that we can actively promote LRA social media (e.g., TWITTER, Facebook page, Google+ community, YouTube channel). We've also added a page, digital texts and tools repository, under research resources/publications with information on resources for using these tools in teaching and research. Additionally, we remind members to add their vita, along with their research focus, to the research repository for sharing research with other LRA members.

We're also in the process of working on a social media policy for LRA that sets expectations and provides guidelines for those who engage in online activities and share postings that relate to and reflect upon the organization. We are currently exploring ways to maximize the use of LRA's YouTube Channel, which includes such things as uploading video-recorded LRA sessions. We will also be sharing podcast recordings of the San Diego LRA sessions on our LRA website.

In the future, we have plans to continue recording and sharing conference sessions, and we would also like to start producing other online video content that can be shared on the forum site. One initiative that we are currently exploring is a monthly video "talk show" on the LRA channel. Content for these shows could include interviewing literacy researchers about their work, engaging in panel discussion, and more.

As we move forward to expand upon our online community presence, it's important that members become active participants and contribute to the forums page. We encourage other LRA committees and special interest groups to use the forums to communicate with LRA members, share meeting notes, and keep the LRA membership informed of important news and events. If you have other ideas that you would like to share or would like to contribute to content added to our forums and website, please feel free to contact me, the Technology Committee chair, at erica.boling@gse.rutgers.edu. And if you haven't yet joined or visited our LRA forum site, please visit now!

RESEARCH COMMITTEE REPORT

Sam Miller, Chair

University of North Carolina, Greensboro

The Research Committee is planning to offer another session next year as a follow-up to this year's, "I used to think, now I think . . ." where noted LRA members reflected on their lives as researchers, discussing what changes they've experienced across their careers. We would like to thank Annemarie Palincsar, Peter Johnston, Donald Leu, and Jerome Harste for presenting. Countless members commented on their presentations and asked for us to continue next year with a new group of panelists. We are in the process of inviting new LRA members to participate at next year's conference.

JOURNAL OF LITERACY RESEARCH PUBLICATION REPORT

Patty Anders and David Yaden, Editors

University of Arizona

New JLR Editors Announced

LRA announces that a new editorial team led by Patty Anders and David Yaden at the University of Arizona has enthusiastically assumed all editorial duties of the *Journal of Literacy Research (JLR)* as of January 1, 2013. Besides Anders and Yaden, who are Co-Editors, Associate Editors are Ana Christina da Silva Iddings, University of Arizona, and Laurie Katz, The Ohio State University. All members of the team are long-standing members and presenters at LRA (formerly NRC). In addition to being active researchers in the literacy community for many years, all have served LRA in various

capacities as officers, board members, committee chairs, and/or members. Rounding out the editorial team are graduate students Tori K. Flint, Charlene M. Mendoza, Roberto de Rook (University of Arizona), and Robert Heggstad (The Ohio State University).

As new editors, we would like to publically express our gratitude to the out-going team led by Doug Hartman, Susan Florio-Ruane, and Doug Kaufman for their stellar work in positioning *JLR* as one of the premier research journals in the field and, in particular, for transitioning *JLR* to an online submission process. Their conscientious and high-quality work these past six years has tremendously facilitated the hand-off to the new team.

In order to maintain the high quality of submissions to the journal, we strongly encourage potential authors to consult the following two documents as applicable in the shaping and explanation of their intellectual arguments: "Standards for Reporting Empirical Social Science Research" (AERA, 2006) and "Standards for Reporting Humanities Oriented Research" (AERA, 2009), which can be found at www.aera.net. Our new team suggests that these guidelines for reporting research across a broad scope of disciplinary traditions will assist both authors and reviewers of *JLR* in ensuring that articles published in the journal represent literacy research at its highest quality and most compelling for theory, research, and practice.

We invite both long-standing and new members of LRA to consider publishing in the *JLR*. Additionally, we ask you to encourage your colleagues to consider the *JLR* as an outlet for their work. Submissions from international colleagues are also encouraged, as we are committed to advancing international and transnational literacy scholarship. Also, we encourage all literacy researchers to contact the co-editors if you are not presently a *JLR* reviewer and would like to serve as a reviewer.

All of us, Patty, David, Chris, and Laurie, are greatly appreciative of this opportunity to serve the literacy field and *JLR*. We look forward to partnering with literacy scholars around the world to advance understandings of literacy processes and practices.

LRA YEARBOOK PUBLICATION REPORT

Pamela J. Dunston and Susan K. Fullerton, Editors

Clemson University

The Clemson Editor Team is gearing up to receive manuscript submissions for the 62nd LRA *Yearbook*. Each manuscript will undergo a thorough peer-review provided by members of the Editorial Review Board and Doctoral Student Editorial Review Board in February and March. Manuscript decisions will be finalized and authors notified of their manuscript's status by late March. Susan K. Fullerton is in the process of securing papers from the 2012 LRA conference award winners and invited speakers for inclusion in the *Yearbook*.

DOCTORAL STUDENT INNOVATIVE COMMUNITY GROUP REPORT

Gail E. Lovette, Senior Co-Chair

University of Virginia

Thanks in large part to the continued support from the LRA community, the Doctoral Student Innovative Community Group (DSICG) has had our most successful year yet. At our business meeting on Friday, November 30, 2012, we had a record turnout and were delighted to see many new faces interested in serving on the leadership team. We held an election by ballot and are proud to announce the 2012-2013 DSICG Leadership Team: Gail E. Lovette and Jennifer Smith (Co-Chairs); Katherine Brodeur, Assistant Co-Chair; Leah Saal and Caridad Lloyd, Membership Secretaries; Meghan Liebfreund and Leila Richey, Treasurers; Lorien Chambers Schuldt, Alumni Liaison; Lindy Johnson, April Leach, Tricia DeGraff, Christine DeSimone, and Kristin Gorski, Technology Committee; Marla Robertson, Melanie Reaves, Emily Howell, and Jennifer Lapointe, Newsletter Editing Team; Elena Forzani, Conference Coordinator; Historian, Stacey Korson; Newsletter Writers: Thea Mills, Erin Ramirez, Kathryn Chamberlain, and Nora Vines, Newsletter Writers; and Esther Chan and Eileen Boland, Members at Large.

We are certainly energized by the phenomenal year that our DSICG had in 2012 and are excited by what 2013 has in store for our group. At the 2012 LRA conference in San Diego, our group continued to grow in large numbers and we are pleased to have such a variety of research interests, universities, and backgrounds represented within our ICG. Our primary goal for the coming year is to continue to operate as a resource to doctoral students at all stages of their programs within the LRA organization. Further, one of our main objectives this year is to increase the diversity within our membership and we are planning to partner with several groups within LRA to promote our ICG.

The DSICG events at the 2012 LRA conference proved to be an enormous success. Our daily study groups saw the highest attendance rate ever with between 25 to 30 doctoral students present at our Wednesday through Friday afternoon groups. We were honored to host Drs. Curwood, Alvermann, Pearson, Palinscar, Garcia, and Young and we learned much from their presentations. Moreover, our Thursday night Happy Hour provided over 50 doctoral students the opportunity to network and socialize with each other. As we strive to meet the needs of our growing membership, we have prepared and distributed our annual survey to provide us with feedback regarding how to continue improve our LRA conference events and DSICG resources.

The DSICG is pleased to continue our established, successful initiatives. In 2012, we again published three newsletters to assist our members in learning more about topics of interest to graduate students, including tips for the LRA conference. We solicited article topics and pieces from our membership and were pleased with the diversity of newsletter articles this past year. In terms of staying in contact with our membership, we maintain a current listserv and Facebook page to promote networking among doctoral students, and are looking forward to utilizing the forums and building a space for the DSICG on the new LRA website. Look for an LRA_DSICG Twitter account coming soon! Further, we facilitated our second annual panel discussion, Academia 101, focused on providing students with information about the transition from graduate school to academia and

the professional world. A panel of newly graduated PhDs, representing a range of positions, answered questions and shared their experiences with doctoral students.

Now in its third year, our LRA conference Proposal Mentoring Program continues to support doctoral students who are proposing to present their own research at the 2013 LRA conference. Again this year, we have had overwhelming support from the LRA community to serve as our faculty mentors and we are in the process of pairing established faculty with doctoral students to mentor them as they submit their proposals. We are extremely grateful to the many faculty members who have volunteered their time and expertise to support the doctoral students of LRA. 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 continues to provide doctoral students with valuable experience in reading and reviewing manuscripts, while also helping them to build their knowledge of scholarly writing within their fields.

Finally, we lost one of our founding members, Sara Bruce McCraw, this past November to cancer. Over eight years ago, Sara joined together with doctoral students from other universities to create, propose, and host the doctoral study groups at the LRA conferences that eventually became the DSICG. Sara's contributions to this group are truly immeasurable and as a leadership team we have decided to name our annual Saturday study group at the LRA conference, devoted to sharing research and networking among doctoral students, after her. At the time of her passing, Sara was an assistant professor at East Carolina University. For more information about supporting Sara's legacy, visit www.whensarasamiles.com.

The DSICG continues to grow with the strength and support of its members. In the coming year, we plan to 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 and encourage those of you working with doctoral students to pass on our information. If you are interested in joining the DSICG, please contact Leah Saal and Caridad Lloyd at LRA.DSICG@gmail.com to join the doctoral listserv.

Thank you for all that you continue to do to support doctoral students and our DSICG.

INTERNATIONAL INNOVATIVE COMMUNITY GROUP

Amma Akrofi, Texas Tech University Xiaoming Liu, Towson University Yvonne Pek, University of Wisconsin, Madison Co-Chairs

The International ICG membership spans the globe. Although a majority of our members work in the U.S., their research interests are transnational and international. At the same time, a sizeable number live and work in Australia, Canada, China, Cyprus, Finland, Germany, Hong Kong, Ireland, Mexico, New Zealand, UK, Ukraine, and Venezuela. We are proud of our global reach because it enhances visibility and helps preserve international scholarly networking in literacy learning and instruction. We are also particularly

proud of the increase in our graduate student membership and hope that all members will continue to encourage their graduate students to join the LRA and attend our ICG sessions. We want to thank the support of our Board Liaison, Theresa Rogers, who has been our strong advocate, and our steering committee members who have guided the ICG with sound advice.

We saw an exciting year in 2012, including an appreciable increase in our membership, our online discussion activity, and three very successful conference events in San Diego. The three events we organized in San Diego were: (1) our annual Business Meeting, (2) a Breakfast Work Meeting, and (3) an Alternative Session (Poster).

Breakout discussion session during our Breakfast Work Meeting



We began the summer with an online discussion amongst interested members that culminated in a lively breakout group discussion during our Breakfast Work Meeting at the conference. Our online and face-to-face discussions aimed to move the work of our ICG forward by revalidating our purpose statement and by engaging our members to generate ideas for nurturing international research perspectives within the organization. Two ideas that came up were for us to start a study group and organize a plenary session. We concluded with action plans that would be developed as the ICG's future projects.

Twenty-one members attended the Business Meeting on November 29, 2012. The highlights of the meeting were: a farewell to our outgoing co-chair (Xiaoming Liu) and election of a new co-chair (Lori Assaf); election of two steering committee members (Evan Ortlieb and Carolina Melo); and the awards of travel grants to two members, each from Australia and Canada and one each from the UK, Chile, Scotland, and the United Arab Emirates.

The Breakfast Work Meeting, held on November 30, 2012 and attended by 22 members, provided another opportunity for our members to network. One of the most important "action items" identified was for the ICG to forge better links with LRA's International Field Council members in order to increase our global visibility. Lastly, the Alternative Session (Poster) organized by Lori Assaf and Poonam Arya and with Collin Harrison as the Chair/Discussant was another inspirational event.

Our very first Breakfast Work Meeting



Thank you so much for your enthusiasm and continued support for this ICG. Keep the conversations on international literacy research going! If you would like to share ideas and suggestions with other members, the ICG listserv is NRC_International_ICG@nrconline.org.

International Innovative Community Group Call for Proposals

The International ICG invites proposals for a Research Poster Session during the **2013 Literacy Researcher Association Conference** to be held in Dallas, TX, December 4 to 7, 2013.

We invite proposals that address research relating to any of the following:

1. International literacy education
2. International pre-service and in-service professional development
3. Family literacy practices in multicultural communities or in international settings.
4. International literacy assessments
5. Language maintenance
6. English Language Learning
7. International teaching and/or research collaborations
8. Aboriginal and Indigenous language and literacy
9. Critical issues pertaining to literacy in international communities

All those interested in participating are asked to provide a **poster title** and a **250-word abstract** detailing the **purpose** of the research, its **significance** to the field, the **methodology**, and research **findings**. Please include your complete contact information below the abstract (i.e., Name, Title and Affiliation, Address, Phone Number, and E-mail) and e-mail in an attachment (.doc) to International ICG Poster Session Co-Chairs, Karen Krasny (kkrasny@edu.yorku.ca) and Chinwe Ikpeze (cikpeze@sjfc.edu) by February 17, 2013.

See you in Dallas!

LEGISLATIVE AND POLICY COMMITTEE SPECIAL REPORT

LRA Policy Alert: Teacher Performance Assessment Systems

Legislative and Policy Committee: Caitlin McMunn Dooley, chair; Renée Casbergue; Chinwe Ikpeze, Sharon Kletzien, Carla Meyer, W. Ian O'Byrne, Trika Smith-Burke

The Policy and Legislative Committee intends to provide timely and thought-provoking information about policies that are currently in development on the federal and/or state level. With that purpose in mind, we will present brief statements that provide LRA members with a brief overview of the policy climate, some related research, and general recommendations. We do not intend to fully support or fully reject any specific law, but to simply offer advice to LRA members who may be working with legislators who are already grappling with a general topic as they shape policy. We invite LRA members to critically and constructively discuss these briefs and offer ideas on the LRA member forums.

February 1, 2013

Please join us in conversation about this important issue on the LRA forum <http://www.literacyresearchassociation.org/forum/index/1-general-forum> and Facebook <https://www.facebook.com/LRAPolicyAndLegislativeForum>

Teacher performance assessments will likely be on the federal and state legislative dockets this spring. This policy alert provides information and recommendations about how policies relating to teacher performance assessments can contribute to improving education.

In general, teacher performance assessments usually consist of observations of classroom instruction and may include teachers' plans, instruction-related documents, and reflections. Teacher performance assessments come in many shapes and sizes—some consisting of brief observational protocols focused on specific tasks or objectives of the teacher performance and others consisting of complex collection of multiple data points to assess the overall teaching and learning cycle in instruction. This policy alert relates to formal, standardized teacher performance assessments that are being developed and mandated as opposed to the less formal, locally constructed observational protocols that have informed teachers and teacher educators in the past.

Teacher performance assessments have risen in popularity as an additional means for assessing and accounting for high-quality teacher preparation and teacher effectiveness. Previous proposals for using growth-measures of student test scores as a sole means of evaluating teachers and teacher preparation programs (and, similarly, merit pay based on these scores) have been questioned by researchers as unreliable and invalid (Committee on Incentives and Test-Based Accountability in Education of the National Research Council, 2011; Floden, 2012; Gansle, Noell, & Burns, 2012; Goe, Bell, & Little, 2008; Goe & Holdheide, 2011; Goldhaber, Brewer, & Anderson, 1999; Baker et al., 2010). Rather than simply use standardized student scores to evaluate teachers, teacher performance assessments use teachers' instructional behaviors, plans, reflections, and student learning outcomes (usually not standardized) as a way to more robustly evaluate teachers. If implemented thoughtfully, teacher performance assessments can provide teachers with a means to analyze and improve instructional practices and support student learning (e.g., Darling-Hammond, 2006; Okhremtochouk, Seiki, Gilliland, Ateh, Wallace, & Kato, 2009; Porter, Youngs, & Odden, 2001). However, researchers have indicated concerns about observer-rater reliability (Praetorius, Lenske, & Helmke, 2012; Sandholtz & Shea, 2011), predictive validity (Gimbert & Chesley, 2009), school context factors (Okhremtochouk, Seiki, Gilliland, Ateh, Wallace, & Kato, 2009); and educational equity (Rennert-Ariev, 2008) related to the implementation of TPAs.

Policy Climate: FEDERAL LEVEL

Federal policy consultants have indicated that, at least at the federal level, policy makers are unlikely to adopt a single test or metric for teacher evaluation and assessment. They will likely create policies that require assessment programs with various metrics and include many of the characteristics of the edTPA, one prominent teacher performance assessment developed by Stanford University. Federal level policies are likely to address teacher performance assessments as part of a broader push to address accountability at the higher education level and in teacher preparation.

1. Federal legislators will be working on re-authorizing Title ii of the Higher Education Act which expires at the end of 2013. "Teacher preparation" is already part of the institutional program report card system (IPRC). See elements addressed here: <http://title2.ed.gov/Title2IPRC/Pages/IPRCMANUAL2012.pdf>

Early predictions are that any reauthorization of Title ii of the Higher Education Act will include teacher performance assessment as part of the new law.

2. Federal legislators may include teacher performance assessment in any reauthorization of the Elementary and Secondary School Act (ESEA, currently called "No Child Left Behind"). Title IIA of ESEA currently addresses teacher quality by providing funds for districts to provide professional development and requiring "highly qualified" teachers and leaders. Any reauthorization will likely abandon the current designation of "highly qualified" based solely on certification and will likely use teacher performance assessments to designate teacher performance.
3. Federal legislators are also likely to address the federally funded Head Start pre-school program (and Early Head Start) due to budget threats to the U.S. Department of Health and Human Services (HHS). Republicans in the House have suggested cutting funding since a report by the Department in 2011 ("Head Start Impact") pointed out some limitations of the program. Currently, section **684A of the Head Start Act** addresses teacher preparation, requiring that all teachers to have associate's degrees in a related field by 2013 and at least half to have bachelor's degrees. However, some studies have questioned whether degrees are predictive of quality in early childhood education (e.g., Henry, et al., 2012). Any revision of the Head Start program likely would address teacher performance as part of program evaluation, in addition to other program changes.

STATE LEVEL

Many states have or are creating policies requiring colleges and universities to incorporate teacher performance assessments into teacher preparation licensure and program evaluation. One example of a teacher performance assessment is the **edTPA**. We predict that the edTPA will become "the" national model for teacher performance assessment. The edTPA was designed specifically to assess new teachers; however, many states are adopting similar observational protocols to assess experienced teachers.

Currently states are adopting the edTPA one by one. Created by Stanford researchers Linda Darling-Hammond, Ray Pecheone, and colleagues, this performance assessment has been endorsed by the American Association of Colleges of Teacher Education (AACTE) and the National Board for Professional Teaching Standards. While Stanford has maintained all intellectual property rights to the assessment program, Pearson has rights to the operational delivery system. The assessment includes written reflections, documentation of a series of lessons, and video samples of teaching. Pearson currently charges \$300 to score each teacher's assessment. Given this cost and the cost of other required certification tests, the costs could become prohibitive for many teachers.

More information about the edTPA can be found at <http://edtpa.aacte.org/> or <http://www.edtpa.com/>

As of the drafting of this statement, 24 states and the District of Columbia have either formally adopted or are considering adopting the edTPA. For examples:

California – already began using Performance Assessment of California Teachers (PACT) to assess teacher education programs (launched in 1998; www.pacttpa.org). PACT was built into state accreditation program reviews. CA is piloting the edTPA this year as a fourth option for performance assessments and there is currently a policy discussion about whether to require the edTPA. Ohio and CA have a state statute requiring performance assessment and have been using them for several years.

Colorado – using the edTPA as a potential metric in program approval.

Georgia – exploring the edTPA as a potential metric this year (2013).

Illinois – policies have been developed to require the edTPA by 2015.

Massachusetts – using the edTPA as a potential metric in program approval.

Minnesota – using the edTPA as a potential metric in program approval.

New York – edTPA will be used as part of teacher licensure decision as of fall 2013.

Ohio – required edTPA as part of their Race to the Top program and is using the edTPA for initial teacher licensure and program reporting.

Tennessee – using the edTPA for teacher preparation program completion and as a potential metric in program approval for all state programs and Vanderbilt.

Washington state – edTPA will be used as part of teacher licensure decision as of fall 2013.

Wisconsin – policies have been developed to require the edTPA by 2015

Wyoming – no policies have been developed, but the only teacher education college program in the state is currently using the edTPA

Policy Recommendations Relating to Teacher Performance Assessments

Based on research about teacher performance assessments, we

Recommend:

1. Teacher performance assessments should include comprehensive indicators of high-quality teaching adapted from research on teacher quality and effectiveness (e.g., the edTPA aligns with InTASC 2012 and National Board Standards for Professional Teaching). These indicators should be valid and reliably scored.
2. Video samples of instructional events in real classrooms should be reviewed and reflected upon by the teachers who are being assessed. These videos will also require valid and reliable scoring.

3. Multiple assessments of teacher performance should be used to evaluate teachers, as opposed to using student test data and/or one observation protocol as a sole metric.
4. The costs of teacher performance assessment, especially for new teachers seeking entry into the field, should be subsidized by the state and/or federal government through needs-based grants to individuals.

Recommend Against:

1. Releasing any personally identifiable teacher performance assessment data to media, districts, and schools, especially when those assessments are used for aggregated program evaluation reports.
2. Mandating how teacher performance assessments should connect to specific content area preparation courses and program requirements.
3. Requiring teachers to participate in more than one teacher performance assessment (such as the edTPA) annually. If a teacher is certified and/or seeking certification in several areas, he/she should select a primary certification area and participate in only one assessment.

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VICE PRESIDENT POSITION STATEMENT

Eurydice Bouchereau Bauer

University of Illinois, Urbana-Champaign

LRA is my intellectual home and it has been since 1992. My relationship with LRA means a great deal to me and I am honored to have received this nomination for Vice President. I consider it a privilege to give back to an organization that has given me so much over the years.

I am currently a faculty member at the University of Illinois at Urbana-Champaign in the department of Curriculum and Instruction. Previously, I was a faculty member at the University of Georgia in the Reading Department and a Visiting Scholar at the Educational Testing Services in the Educational Policy Research Division. My research has focused on early literacy development of children ranging from preschool through elementary grades. In particular, I am interested in students who are culturally and linguistically diverse.

The positions I have held and the work I have done on committees have greatly influenced and deepened my commitment to the organization. In regard to service, I have been a member of the Multicultural & Diversity Issues Committee now called ERM (2000-present); and served as Chair of Area XI: Literacy and Language Diversity, now Areas 7 & 8 (2001-2003). I co-Chaired the Multilingual/Transcultural Literacies Innovative Community Group (2010-2012); and am currently a member of the International Innovative Community Group. I have also served on the editorial board for the *Journal of Literacy Research* and *The National Reading Conference Yearbook*. I am currently completing my second term as Parliamentarian on the Executive Board of Directors (2006-2009; 2009-2013).

My 20-year LRA membership has shaped my understanding of the organization and its needs; my role as Parliamentarian has influenced me the most when considering what I might do as President. I have worked closely with eight presidents. Through these interactions, I have learned that the success of any President lies in his/her ability to merge an agenda with that of the group. As a Parliamentarian, I attempted to provide input to each person in a fashion that honored the style of interaction, dedication to the organization, and the individual and the collective goals each brought to work with the organization. There are many challenges that arise while running this organization that are unseen by many in the organization, in part, because the EC and Board members work diligently to extinguish unexpected fires and create contingency plans to prevent others. Given my experiences the last six years, I fully understand that the position that I am considering is not an easy one, but that it is incredibly rewarding.

Positions

I believe that attention to the following three areas must continue to play a major role in the advancement of the organization: 1) Continued effort to increase diversity, 2) Increased international presence, and 3) Continued effort to create transparent policy that guides our mission.

LRA's efforts to address diversity must take place at two different levels. We have made wonderful strides in establishing programs that foster the development of people of color in the organization. The establishment of ERM as a standing committee and the STAR program exemplify these efforts. I was involved in the early conversations to establish the STAR program and I am impressed by what the participants and leaders of the STAR program have accomplished. The STAR program is a success when we look at the research output of the participants, and I believe that LRA should seek outside funding opportunities to support and expand the STAR program. LRA has made progress in regard to the diversity of the LRA community. When I first joined LRA, I could not have the conversations that I now have with members of the Multilingual/Transcultural Literacies Innovative Community Group, ERM, or other members at-large. However, as we ponder our future as an organization we must ask ourselves, how have our conversations around issues of ethnicity, race, SES (socioeconomic status), and gender changed over the years? We have taken important steps, however, we must create additional spaces in the organization that will foster and nurture the diversity that we seek. Diversity must also be viewed in ways that extend beyond ethnicity, race, SES, and gender. The organization should continue to build on the efforts of Robert Jiménez to create alliances with other organizations in order to provide space for various voices to come together toward the common goal of extending our knowledge of literacy research.

We live in a global society, but within the area of literacy research our language and perspectives have been slow to change. Past leaders have addressed this topic, and I believe that we are now poised to address in a systematic fashion the role LRA can play internationally. The influence of such efforts on the part of the organization is twofold: 1) our role in shaping research outside the US; and 2) allowing ourselves to be shaped by international research. We do not have to explore these options alone. We can leverage and build on what other larger organizations are already doing, reaching out to sister organizations within and outside the US to support our agenda.

In order to realize our mission as an organization, we need sound policy. Currently, we tend to respond to issues that come to the organization in

an ad-hoc fashion; however, it is time to identify topics/issues that we as an organization feel committed to and willing to advocate for in and outside LRA. Our policies for the organization and those we support outside the organization should reflect our stance. We need to reach out to ideologically like-minded organizations so that we can build on our mutual ideological strengths and let our voice be heard.

I am committed to the Literacy Research Association. If elected Vice President-Elect, I will work diligently to provide a voice for all members of LRA, support our collective efforts to strengthen our role on the world stage, and continue to build alliances and create policy with other like-minded organizations.

VICE PRESIDENT POSITION STATEMENT

Patricia E. Enciso

The Ohio State University

I am very humbled and pleased to be nominated to serve as Vice President for LRA. I hope to be elected so I may contribute to the organization's continuing quest for insight and equity among our programs, within our dialogue, and across our membership. Every year, the conference and organization are challenged by new ideas and questions; and we invariably make our way toward forums and structures that build on members' strengths as we address these concerns. I believe the quality of the questions we ask and our openness to new voices and perspectives have always made LRA a place for intellectual growth and change in response to a changing understanding of literacy. I hope to lead LRA as a colleague who seeks answers from the past while reaching for new insights and possibilities.

I am a Professor of Literature, Literacy and Equity at The Ohio State University, where I teach graduate and teacher education courses in literary understanding, multicultural literature, and sociocultural theory. My current research focuses on the ways immigrant and non-immigrant youth co-narrate stories and discuss literature in and out of classroom settings. This research relies on an interdisciplinary analysis of the stories and literature circulating among the children and throughout the reading curriculum. In addition, I am the Director of Research for an international collaboration between The Ohio State University and the Royal Shakespeare Company that introduces teachers to 'rehearsal room' and process drama pedagogies for reading Shakespeare and other complex texts.

I am co-editor of *The Handbook of Research on Children's and Young Adult Literature (2011)*; past co-editor of *Language Arts (2005-2010)*; and author of articles and chapters recently published in *English Teaching: Practice and Critique*, the *National Reading Conference Yearbook*, the *Handbook of Research on Teaching the Language Arts*, *Research in Drama in Education*, and *Reading Research Quarterly*. My co-editors, Cynthia Lewis, Elizabeth Moje, and I are recipients of the LRA Edward B. Fry Book Award for *Reframing Sociocultural Theory in Literacy Research: Identity, Agency, and Power (2007)*.

My ongoing commitment to co-editing journals and new research volumes speaks to my ability to understand a range of theoretical frames and research findings, while I also listen to and coordinate competing ideas. In many respects, my experiences with LRA have prepared me to entertain the perspectives of colleagues whose views are new and challenging. Through

LRA's venues for dialogue and debate I have learned to value our members' rich knowledge base, unparalleled among literacy research organizations.

Across my career, I have served in leadership roles that have prepared me to understand and manage multiple viewpoints and decision-making processes. I have served as the Trustee and Chair of the NCTE (National Council of Teachers of English) Research Foundation, ad hoc member of the Elementary Steering Committee, and as mentor and advocate for the Cultivating New Voices Among Scholars of Color program. I am currently serving as a member of the Board of Directors for the Literacy Research Association and have served as past chair of Section 9: Literature and Textual Analysis. I also serve as the Director of Research for the National Committee for Research on Language and Literacies. In another form of leadership, I serve as a national review member for the Tomás Rivera Mexican American Children's Book Award. These positions have required accountability, communication, and knowledge of procedures. While relying on the cooperation and joy of working with colleagues, I have been able to develop initiatives and see them through completion in all of my leadership roles.

Positions

Over the past decade, LRA's leadership has created more transparent and equitable protocols for expanding the range of scholarship and participation in LRA. As a member of the Board of Directors, Nominating Committee, and as a mentor in the S.T.A.R. mentoring program, I have participated in establishing practices that aim, in part, to encourage a membership and leadership that reflects the racial, ethnic, and linguistic diversity of our world. Further, we have aimed to create forums for dialogue across paradigms, research projects, and policy perspectives.

As Vice President, I would bring energy and focus to these goals and work with colleagues to extend them in the following ways: 1) Work with the S.T.A.R. program to increase forums for dialogue that can result in more robust and equitable approaches to research and analysis of data in literacy studies for all members of LRA; 2) Work with the publications and technology committees to develop a vibrant presence, across media platforms, that focus on 'works in progress,' 'policy briefs,' 'equity analyses,' and 'key findings;' 3) Work with ICG groups, including Ethnicity, Race, and Multilingualism (ERM), International Innovations, and Doctoral Student Innovative Community, to identify points of shared interest that could result in jointly sponsored sessions and extended dialogue.

A third aim, to understand the impact of globalization on literacy studies within the U.S. and worldwide, has been growing in significance during LRA Board meetings and conference sessions for the past several years. As Vice President, I would include a focus on globalization and literacy education in each of the three actions outlined above. Furthermore, I would value recommendations from members and committees that provide direction for highlighting and understanding the increasing impact of 'super-diversity' in schools where multiple languages and literacies are at once contained by rigid curricula and unbounded by the inventions and dynamic relationships among people (young and old) learning together.

It would be my great privilege to serve as Vice President of LRA. I want to see LRA members continue to engage deeply with a multiplicity of ideas and interests, as we also use new technologies and 'old-fashioned' meeting spaces, to listen closely and learn from one another.

BOARD OF DIRECTORS POSITION STATEMENT

Randy Bomer

The University of Texas at Austin

I am very honored to be nominated to serve on the Board of Directors for the Literacy Research Association, and I hope this statement can help members know enough about me to make an informed decision.

I am a professor and department chair at The University of Texas at Austin, in the Department of Curriculum and Instruction. I teach both undergraduates and graduate students in the program in Language and Literacy Studies, as well as a course in Curriculum Theory and a class called Education and Democracy for first-semester freshmen. I held previous positions on the faculties of Indiana University and Queens College of the City University of New York. My research has been mostly about adolescent literacy and the teaching of English, social processes in early childhood writing classrooms, and the politics of literacy. In addition to articles in a wide range of education journals, I have written three books and served as co-editor of the *Handbook of Adolescent Literacy Research*, which received the Edward B. Fry Book Award from NRC in 2009.

If elected to the LRA board, I imagine that I will draw upon some of my prior experiences in organizational and professional leadership. My current position as a department chair and member of my college's management team keep me oriented toward budgets, logistics, and processes of decision-making. I also serve as director of a National Writing Project site called the Heart of Texas Writing Project, and in that capacity, I work with teachers to plan conferences and professional development opportunities that take many different shapes—large presentations, teacher study groups, classroom visits, a summer institute—across every school year. From 1991 until 1996, I was co-director of the Teachers College Reading and Writing Project in New York City. In that role, I managed operations for a large professional development organization that worked with teachers and administrators in New York and the surrounding area. In 2000, I helped to create the Indiana Partnership for Young Writers, which continues to offer thoughtful professional development to teachers in Indianapolis. In these and other positions, I have worked to create intellectually compelling conversations and communities for teachers and teacher educators around the US and have learned to think administratively about applying principles and vision to the details of organization.

Perhaps most directly relevant to this election, I served as the president of the National Council of Teachers of English (NCTE) in 2004-05. That position, like most of that kind, involved four and a half years of service on the Council's Executive Committee (EC) and the presidential team, moving through roles of vice president, president-elect, president, and past president. That experience allowed me to receive quite a bit of professional development in nonprofit board membership and organizational policy, along with the deep experience of working closely with five different boards across the years. I'm proud of what we accomplished in those years, which included the establishment of a Washington office and a process for an annual legislative platform. We adopted an issue-driven governance process that allowed the leadership to study deeply and develop careful policy positions on a range of crucial issues in literacy education. Though NCTE and LRA are very different organizations in important ways, I know

that in all my future professional service, I will draw upon these experiences to inform my thinking and participation.

I first attended NRC in 1993, and in the years since then, I've become a more active member, attending and presenting just about every year. Almost without realizing it, I've come to take on LRA as one of my primary professional homes. Over the years, I have offered my service to help with a small part of the organization's work, such as reviewing for the conference, the *Yearbook*, and *JLR*, as well as helping to plan the 2007 pre-conference in Austin and more recently, gathering the support letters for Janet Emig's nomination for the LRA Distinguished Scholar Lifetime Achievement Award in 2011.

I am confident that the current board is already pursuing ongoing important agendas. Because I know that work like this is always a collaborative process of dialogue and emergence, I want to be careful about articulating pre-formulated vision statements or policy positions. I'm committed to making decisions in dialogue with actual conditions in the world, including financial exigencies and the views of colleagues. Overall, I think LRA should continue to be a forum for diverse approaches to research and theory about literacies. The conference itself should continue to innovate in providing both formal and informal arrangements for mutual thinking and sharing. The organization should continue trying to support thicker contact and conversation between meetings and increased outreach to diverse voices from whom we at present hear too little. I have no doubt that these have been goals of all the boards of LRA in recent years, because I can see the outcomes of their thoughtful leadership in the organization.

BOARD OF DIRECTORS POSITION STATEMENT

Wanda Brooks

Temple University

I am an associate professor of Literacy Education at Temple University and was recently promoted to associate dean of Teacher Education. Prior to becoming a university professor, I taught students in grades 5, 6, 7, and 8 in several suburban and urban public schools such as Springfield, Virginia and Philadelphia, Pennsylvania. I earned a bachelor of science degree in *Elementary/Middle School Education* from Hampton University; a master's degree in *Language and Literacy* from the University of California at Berkeley; and a doctorate in *Reading/Writing/Literacy* from the University of Pennsylvania. Lawrence R. Sipe served as an advisor during my doctoral studies and he introduced me to the LRA community.

My involvement with the Literacy Research Association began in 2002 with a paper presentation based on my recently completed dissertation. Since that time, I have regularly presented at LRA, reviewed conference proposals, and served in various capacities that include: Area 9, Teaching and Learning Literature and Textual Analysis, Area Co Chair (2005-08); Edward B. Fry Book Committee Award (2008-2011), Nominations Committee (2012), and currently, the STAR Mentorship Program (2011-14). I was also one of the first scholars to receive an Ethnicity, Race, and Multilingualism Committee Award travel grant in 2003. These experiences (as well as the intellectual stimulation and valued friendships) have enabled me to develop deep understandings about the organization, which, at the same time,

fostered my growing commitment to LRA. I feel grateful to be nominated for the Board of Directors. Over the past decade, my continued and varied involvement with this organization has certainly prepared me to serve in this role if elected.

The research I conduct encompasses two areas. One area focuses on the continued establishment and verification of African American children's and young adult literature. Overall, I argue that it is only through close reads and analysis of African American children's literature that the literary tradition will be documented, explored, and more carefully used in classrooms as instructional tools. My work has been focused specifically on identifying the cultural characteristics and literary features embedded in upper elementary and young adult texts as well as the analysis of less well-established or emerging genres such as science fiction, transitional chapter books, and urban/street literature. In addition, I have found that critical race and Black feminist theories are useful methodological tools for substantiating and critically investigating this body of literature.

The second research strand addresses middle-grade readers and their interpretations of African American children's and young adult texts. To support this scholarship, I recently received a Grant-in-Aid Award from the Research Foundation of the National Council of Teachers of English to implement a study about the reading of in-school and out-of-school texts. The study, "Investigating Teenage Girls' Reading Pastimes and Literary Perspectives: Canonized African American Young Adult Fiction and Rival out of School Genres," focuses on a collection of five popular young adult texts that exemplify the contemporary lives of urban female pre/teenage protagonists. Findings from the study were published in *Research in the Teaching of English*. Currently, this research strand can be situated within a growing spectrum of studies about the various ways multicultural books (and their features/characteristics) contribute to children's and adolescents' ethnic group identity development, reading engagement, and literary understanding. Related outcomes of this work include how practitioners use these types of books effectively in the classrooms for language or literacy instruction.

Some of my research has been reported in numerous highly regarded publications including *Review of Educational Research*, *Research in the Teaching of English*, *Reading Research Quarterly*, *Journal of Adolescent and Adult Literacy*, *The Reading Teacher*, and *Children's Literature in Education*. I have also co-edited a book titled *Embracing, Evaluating, and Examining African American Children's and Young Adult Literature*.

The following excerpt from the LRA mission statement captures how I can best contribute to LRA's Board: "Central to its mission, LRA mentors and supports future generations of literacy scholars." As a current mentor in the STAR program, I believe LRA's commitment to developing the trajectory of new scholars is becoming increasingly evident. My acclimation into the inter-workings of this organization came primarily through the hands of members such as Patricia Edwards and others who 'informally' identified and supported my desire to become a valued and contributing participant in LRA. Edwards' efforts continued a growing tradition in LRA to intentionally bring in and incorporate new scholars of color into the fold of the organization. Through STAR we have formalized this informal mentoring into an institutional structure. As a recipient of these past attempts to broaden the membership and the roles in which they could engage, I am certainly committed to reaching out to new scholars of color as well as those who are not of color to foster a more diverse, welcoming,

and supportive organization. Additionally, as someone who was first introduced as an undergraduate student to issues of teaching and learning while attending an Historically Black College or University (HBCU), I am interested in trying to attract more doctoral students and early career academics from these institutions, so that they too may benefit from the type of mentoring made possible through an organization such as LRA.

As a complement to advocacy around mentoring, I will provide insights and support for efforts that signal to the literacy community our ongoing commitment to strengthen the literacy achievement of all students (particularly those who have historically found reading and writing in today's schools a challenge). To thoughtfully attend to the multicultural and multilingual students currently in K-12 schools and beyond, the LRA Board, Standing Committees, ICGs, and membership are tasked with the ongoing work of creating efforts and initiatives to this end. My personal biography, K-12 teaching career, and scholarly background will enable me to identify and contribute to such endeavors.

BOARD OF DIRECTORS POSITION STATEMENT

Guofang Li

Michigan State University

The persistent achievement gaps between minority students (including English language learners) and their mainstream counterparts have pointed to a critical need to identify barriers to these children's success and develop better and more effective practices to promote their language and academic literacy learning across the academic subject areas. In the absence of such knowledge, leveling the playing field for minority students, who are often poor and marginalized, will continue to be challenging and problematic. As a scholar of color whose passion has been focused on improving the education of immigrant and minority students, I believe that LRA shoulders an important responsibility in promoting research and practices that aim to address these barriers to close the achievement gaps. Specifically, I believe that LRA can play a leading role in: 1) promoting better understanding of minority learners' literacy learning experiences inside and outside school to identify potential barriers; 2) attracting more ethnically diverse teachers and scholars into the profession to respond to the changing demographics in our schools; and 3) engaging in intellectual exchanges and comparative studies across national borders to learn about more effective and innovative practices around the world. Upon achieving these goals, LRA will become a better community dedicated to promoting research and practices that enrich the knowledge, understanding, and development of literacy learning of ALL students, including those who are historically marginalized.

These goals are closely related to my professional role as a second language and literacy researcher and teacher educator who has been working on leveling the playing field for immigrant and minority learners. First, given the changing cultural landscapes in today's schools, it is imperative to develop more situated understandings of immigrant and minority children's literacy learning experiences embedded in the social and cultural fabrics of their everyday lives outside school. LRA can become an important forum where researchers and practitioners can expand the notion of schooled literacy and rethink how we understand the literate lives of immigrant and minority students, especially what they bring to school and how this intersects with

their school experiences. In my own work, I have highlighted the role of parental culture-specific conceptions of education and cultural identity in affecting home literacy environment and children's engagement with second-language literacy and how different cultural models of literacy practices shape qualitatively different home literacy practices. My research also suggests that minority parents differ significantly from their mainstream counterparts in their cultural models of learning and their educational values, beliefs, and actions.

Second, immigrant children's culturally different literacy practices outside school raise important questions about literacy instruction in school settings—i.e., how might mainstream teachers view and make use of students' funds of knowledge in support of immigrant and minority children's literacy learning in their classroom instruction? These questions suggest that we need to not only understand children's culturally specific literacy practices at home, but also teachers' instructional practices, as well as the interactions and relationships between school and home practices. LRA again can become an important community where researchers and practitioners can address these critical questions.

In my own work, I have documented the ways in which children and families from diverse backgrounds (i.e., Vietnamese and Sudanese refugee families and white low SES families in an urban community) learn about literacies and their meanings in relation to urban schools. My analysis revealed the prominence of the dominant racial, class, and gender discourses in shaping the unique experiences of these families and their relationships with teachers and schools. My work in this area points to two important needs. One is the need for more professional development in helping mainstream teachers better serve children from diverse backgrounds. The second is to recruit and retain more teachers and researchers who can serve as role models and/or advocates for students from underprivileged backgrounds. LRA, as a major national literacy organization, can help promote efforts in addressing both of these needs.

Finally, as a scholar of color who has studied, taught, and researched in three countries, I see similar educational issues such as achievement gaps between the minority and the majority and between the rich and the poor exist in different educational systems and societies. These shared challenges provide opportunities for U.S. educators to learn from successful strategies and programs in other countries. To this end, LRA can invite and host more sessions that highlight best practices and innovative programs on improving literacy achievements around the world.

LRA has been my professional home for over a decade. I have had the opportunity to both engage in stimulating dialogues on literacy and second-language literacy issues through presenting and participating at the yearly conferences and serving NRC/LRA in meaningful ways. I have reviewed proposals for the annual conferences, served as a co-chair for Area 8: Literacy Learning and Practice in Multilingual and Multicultural Settings from 2005-2008, and on the Early Career Awards Committee during 2009-2011. During Dr. Patricia Edwards' presidency, I have also reviewed and provided feedback on the new area chairs' manual. Since 2004, I have served on the editorial review boards of NRC/LRA's two major publications, *Journal of Literacy Research* and *National Reading Conference Yearbook*. In addition, I firmly believe in investment in mentoring the next generation of scholars. I have regularly brought doctoral students (including students of color and majority students) to the annual conference and co-presented with

them. Last year, I supported LRA's STAR Mentoring initiative by becoming a mentor for a scholar of color.

I am excited about the opportunity to continue to contribute to LRA in meaningful ways through serving on the Board. If elected, I hope to work towards these three goals and initiatives for LRA: to promote research and practices that help address the persistent achievement gaps between minority and majority students; to continue to strengthen LRA's effort for diversity and increase the presence of minority scholars and teachers; and to help LRA become the nexus of global-local connections in the field of literacy education.

BOARD OF DIRECTORS POSITION STATEMENT

María E. Fránquiz

The University of Texas at Austin

The initiatives that have been promoted across the years in LRA have enriched my life and the lives of students and early career scholars I have been privileged to mentor. I am ready to move into a leadership role to give a measure of what I have received back to the organization.

I am Professor of Bilingual-Bicultural Education in the Department of Curriculum and Instruction at The University of Texas at Austin. During my academic career I have seen LRA make great strides by providing support to scholars of color, early career scholars, graduate students, and other underrepresented groups in the profession. These are areas dear to my heart—areas where my service, teaching, and research record are recognized, and areas that position me well as a candidate for leadership in LRA.

In the 1990s I joined the ranks of non-traditional students at the University of California in Santa Barbara (UCSB). My program of study in Language, Culture, and Literacy Studies was theoretically and pragmatically invested in issues of social justice. I was specifically interested in language as a right and a resource. As a highly motivated doctoral student I was selected to work as a Teaching Assistant for the late César E. Chávez, who agreed to teach a course in the spring of 1992 on the Farm Labor History of California. It was humbling to be in the presence of a man who stored history in his head and not a notebook and who teased university folks for being too reliant on books, pencil, and paper. My activist scholar preparation at UCSB was stellar. In my role as president of the graduate student association, I facilitated a colloquium with the late Paulo Freire. He also teased university folks for nurturing indigestion from reading too much instead of spending more time in self-reflection and action. Inspired by César Chávez and Paulo Freire and others, I have strived to honor the inter-relatedness between the oral and the written, between reading the world and reading the word, between reflection and action, and between membership and leadership. This is the foundation and orientation I would bring to the collaborative leadership team of LRA.

The first presentation I made at LRA/NRC was with the Santa Barbara Classroom Discourse Group in 1993—almost 20 years ago. Unlike experiences at other professional conferences, LRA was and continues to

be a professional community where an early career scholar can dialogue up close with established scholars in the literacy field.

In my research I examine the relationship among language, culture, and identity as students and/or teachers author themselves in educational settings. An AERA (American Educational Research Association) Minority Research Dissertation Fellowship supported my dissertation study in bilingual classrooms in California prior to the imposition of Proposition 227. The dissertation on ways bilingual teachers provided opportunities for students to maintain bilingual identities as they acquired English literacy was awarded first place in the National Association of Bilingual Education's Outstanding Dissertation Competition (1997). During my first academic position at the University of Colorado in Boulder, my research expanded to examining access to opportunities for students in urban, suburban, and rural cities. These projects were assisted by grants including an NAE (National Academy of Education) Spencer Postdoctoral Award and recognized with AERA's Scholars of Color Early Career Award (2005).

Across the years I have reviewed conference proposals for LRA and recruited my colleagues and students to do the same. I served on the editorial review board of the *Reading Research Quarterly*, *Research in the Teaching of English*, and *Journal of Adolescent and Adult Literacy*. I have also served on the publications committee of the International Reading Association.

When I moved to The University of Texas, I added to my repertoire of research interest the use of culturally relevant literature in K-12 classrooms. This area has resulted in sole-authored or collaborative publications in journals such as *Language Arts*, *the High School Journal*, *Primary Voices*, *English Leadership Quarterly*, *Multicultural Perspectives*, *Journal of Classroom Interaction*, *Bilingual Research Journal*, and *Journal of Second Language Writing*, etc. and chapters in venues such as the *Handbook of Research on Children's and Young Adult Literature*, *Handbook of Latinos and Education*, and *Handbook of Adolescent Literacy Research*, among others.

I have passed forward the gift of mentorship graciously bestowed upon me when I was an assistant professor. For six years (2002-2008) I served as Director of the Cultivating New Voices Among Scholars of Color Program (CNV) of NCTE. A decade later, more than 65 scholars of color have benefited from the two-year fellowship provided in CNV; some of these scholars are now tenured faculty. This is why in 2009 I was thrilled to learn that the LRA Board of Directors approved and initiated the Scholars of Color Transitioning into Academic Research Institutions (STAR) mentoring program. I am honored to serve as a mentor in this program.

Positions

As a professional organization, LRA is steadfast in responding to the times. The 2013 conference theme, "Transformative Literacy: Theory, Research, and Reform" reflects this steadfastness by inviting the membership to reflect on what ought to be the heart and center of reform efforts. Another example is the unfaltering commitment to diversity demonstrated by the new Multilingual/Transcultural Literacies Innovative Community Group that aspires to meet the LRA mission for cultivating "lifespan literacies in a multicultural and multilingual world." Also noteworthy in LRA's stated mission is its commitment to research that matters, and "to disseminating such research broadly so as to promote generative theories, informed practices, and sound policies." I believe these are noble and necessary goals that are in sync with my philosophy and capacities.

Norman Stahl's statement in the Fall 2009 newsletter invited each one of us to take responsibility for participating competently, ethically, and critically in the LRA community. I agree we ought to take responsibility for sharing our experiences, research, and theories to inform policy, curriculum, and classroom practices in ways that matter. I will work with the membership, ICGs, committees, and board members to reflect and act on meeting the stated goals of LRA.

BOARD OF DIRECTORS POSITION STATEMENT

Julia López-Robertson

University of South Carolina

My name is Julia López-Robertson; I am an Associate Professor of Language and Literacy at the University of South Carolina and have been a member of the Literacy Research Association since I was a graduate student at the University of Arizona. At the University of South Carolina I teach graduate and undergraduate courses in literacy and multilingualism; my graduate courses are state sanctioned and lead to the add-on certification for ESOL K-12 (English to Speakers of Other Languages). I serve on various committees in my department, college, and university.

My research focuses on the intersections among language, race, ethnicity, and culture as they relate to the teaching and learning of English Language Learners and their families and in preparing teachers for diverse classrooms. My scholarly agenda is built on a commitment to working with children, families, teachers, and preservice teachers in public schools, universities, and communities. The purpose is to advance understandings about emerging bilingual/multilingual students and their families and on the transformation of teacher education to support equitable teaching for all children, particularly English Language Learners and children from other marginalized communities. Specifically, I engage in research that examines how emerging multilingual students and children of color are best supported in and out of school as well as how teachers might develop professionally to be able to provide such support.

My scholarly work is carefully linked with my teaching and service. This allows me to contribute new insights locally (in university and public school classrooms) and nationally and internationally (through the dissemination of my research). To advance my work in understanding how to support teachers and transform teacher education, I developed two clinical research sites where I collect data while teaching all of my university courses onsite. These sites allow me to carefully examine what teachers, families, and preservice teachers understand about emerging bilinguals and then use those data to work with university colleagues to transform courses and degree programs while writing about those data to inform the larger field of education.

My research has been published in leading national and international journals: *Language Arts*, *Bilingual Research Journal*, *Journal of Early Childhood Teacher Education*, *Early Childhood Education Journal*, *Colombian Applied Linguistics Journal*, and *Innovations in Language Learning and Teaching Journal*.

Positions

The Literacy Research Association is my scholarly home. During my 13 years as a member of the Literacy Research Association I have served the organization in several capacities; I began my service to LRA as a proposal reviewer; from there I was appointed an Area Co-Chair and just completed a three-year appointment as Chair of the Ethnicity, Race, and Multilingualism Committee at the annual meeting in San Diego. I will continue to serve as a proposal reviewer and active member of the Ethnicity, Race, and Multilingualism Committee and the Multilingual and Transcultural Literacies ICG. These positions have prepared me to move into the leadership position that I am seeking through this nomination.

The Literacy Research Association has made strides in its efforts to reach out to a broader membership; for example, the keynote addresses at the 2011 conference in Jacksonville featured three outstanding scholars with international backgrounds and reputations. We need to do more to diversify our membership, to keep our new members, and to encourage them to seek leadership positions within the organization.

LRA has also made efforts to broaden its scope on literacy research by including a greater number of presentations discussing issues of race, language, and social justice at the annual meeting; this past year had the greatest number of presentations discussing such topics compared to years past. I feel urgency for this kind of work knowing that the majority of teachers in our membership are still cultural outsiders to the new demographic ethnic and linguistic realities of our schools and universities.

The Literacy Research Association has the potential to make an even stronger positive impact on the schools of the 21st century as our country transforms. I would like to keep LRA on the leading edge of serving this demographic transformation in our schools.

BOARD OF DIRECTORS POSITION STATEMENT

Diane L. Schallert

University of Texas

When I give a quick accounting of my academic career, I always start by saying that, having earned my doctorate in Educational Psychology from Arizona State University in 1975, I actually woke up to what it means to be an educational researcher when I had the good fortune of being chosen by Richard C. Anderson at the University of Illinois as a postdoctoral fellow the same year he and his laboratory of graduate students, postdocs, and research fellows received the large federal grant establishing the Center for the Study of Reading. My years with the Center were critical in shaping my theoretical foundation as well as in introducing me to the literacy research community.

After a short year as an Assistant Professor at the University of Arizona (1978-1979), where I met many wonderful literacy people (Patricia Anders, Yetta and Ken Goodman, and Rob Tierney), I joined the faculty in the Department of Educational Psychology at The University of Texas in 1979. I have been there ever since, teaching graduate courses on learning theory, psycholinguistics, and the research on literacy practices. In addition, I teach Applied Human Learning to undergraduates who hope to become primary-level teachers. As much as I love to teach these courses, I consider it a primary component of my teaching to help doctoral students develop their theoretical, empirical, and research foundation and become scholars in the field. Although I am in the Educational Psychology department, I

consider the faculty in Language and Literacy to be my closest academic buddies. With them (including over the years Jim Hoffman, Beth Maloch, Colleen Fairbanks, Jo Worthy, Connie Juel, and Nancy Roser), I helped edit the *Reading Research Quarterly* (1986-1991) and the *Yearbook of the National Reading Conference* (2001-2006).

My research interests recently have been devoted to four areas, all under the umbrella of trying to understand better the processes involved when individuals of all ages are in a learning setting. One project is an ongoing interest in the discourse of students when interacting in online discussions. This research has evolved through many iterations, from a focus on comparing the engagement of students when interacting in online and face-to-face classroom discussion, to a study of online politeness strategies, to identity and self-becoming in online talk, to how resistance is enacted in students' messages, to the role of the teacher in written discussion, among other issues. Another line of work is related to motivation and emotion associated with constructive criticism. A third line of work my students and I have presented at LRA involves the many issues related to literacy in a second language, to comprehension and production of texts across languages, to how children learn to read a heritage language, the language of their parents, and to issues associated with the literacy practices of immigrants and sojourners, especially as adults. Finally, I am interested in New Literacies broadly defined. This work has been published in several outlets: *Yearbook of the National Reading Conference* (and now the *Yearbook of the Literacy Research Association*), *Literacy Research Journal*, *Journal of Educational Psychology*, *Discourse Process*, *TESOL Quarterly*, and *Modern Language Journal*, among others.

My academic homes include the American Educational Research Association, the National Council for Teachers of English, and the International Research Association. Most of all, it is the Literacy Research Association (formerly the National Reading Conference) that has inspired my professional commitment. I have been a member since 1979, served one term on the Board (1989-1991), and have continued to contribute in whatever way I am asked: I review proposals for the conference and for the *Yearbook* every year; I served on the nominations committee last year (not this year!), and, for a glorious three years, I was a member of the Edward B. Fry Book Award committee.

Positions

My hope for LRA is that it will continue to be a strong professional organization that flourishes and evolves while at the same time maintaining its core value of being an inclusive environment that fosters the very best thinking and research on literacy writ large. I am invariably impressed by the quality of the program at the conference. I leave every year inspired to push my own work to be better in terms of the questions I ask, the ways I think of evidence, and the theoretical understandings I develop. In whatever way I can, if elected to the board, I will support the work of the president-elect (who is the conference program chair each year) in creating the strongest, most interesting, and most informative conference program.

Beyond this, I see my role on the Board as one of representing the core values of the organization and of being as helpful as possible in fostering our work. The role of literacy has never been more important in the current sociopolitical climate and deserves the very best investment of mind and heart to support its emancipative expansion. I will, if elected, do my very best to nurture our community in every way.