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

The 2019 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after their dissertations between December 1, 2016, and January 31, 2019. Studies entered into competition should be related to the teaching of English or the language arts (e.g., language development, literature, composition, teacher education/professional development, linguistics, etc.), and should have employed a recognized research approach (e.g., historical, ethnographic, interpretive, experimental, etc.). In recognition of the fact that the field has changed in recent years, the Standing Committee on Research invites entries from a variety of scholarly perspectives.

Candidates must submit a manuscript based on their research. Manuscripts should be written in format, style, and length appropriate for submission to a research journal such as Research in the Teaching of English, College Composition and Communication, Curriculum Inquiry, Teaching and Teacher Education, or Anthropology and Education Quarterly. Manuscripts normally range between 25 and 50 double-spaced pages.

Manuscripts can be sent to NCTE, Promising Researcher Award Competition, 1111 W. Kenyon Road, Urbana, IL 61801-1010, Attention: Linda Walters-Moore, or can be emailed to researchfoundation@ncte.org. Manuscripts must be received on or before March 1, 2019.

For more complete information on manuscript preparation and submission, please visit http://www2.ncte.org/awards/promising-researcher-award/.
Call for Nominations: 2019 David H. Russell Research Award

The David H. Russell Award for Distinguished Research in the Teaching of English recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level. Any work or works of scholarship or research in language, literature, rhetoric, or pedagogy and learning published during the past five years (between January 2013 and December 2018) are eligible. Works nominated should be exemplary instances of the genre, address broad research questions, contain material that is accessibly reported, and reflect a project that stands the test of time.

Nomination information can be found on the NCTE website at http://www2.ncte.org/awards/david-h-russell-research-award/ and must be submitted by March 1, 2019. The award will be presented at the NCTE Awards Session during the 2019 NCTE Annual Convention in Baltimore, Maryland.

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

Partnering with Immigrant Communities: Action through Literacy (Teachers College Press, 2016) by Gerald Campano, María Paula Ghiso, and Bethany J. Welch has won the 2018 NCTE David H. Russell Award for Distinguished Research in the Teaching of English Award. This award recognizes published research in language, literature, rhetoric, teaching procedures, or cognitive processes that may sharpen the teaching or the content of English at any level.

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

The award was presented during the 2018 NCTE Annual Convention in Houston, Texas. Visit http://www2.ncte.org/awards/david-h-russell-research-award/ for more information.
Edwyna Wheadon Postgraduate Training Scholarship for Public School Teachers

English/language arts teachers working in public educational institutions are eligible to apply for an Edwyna Wheadon Postgraduate Training Scholarship. This $500 award supports postgraduate training to enhance teaching skills and/or career development in teaching. To qualify, the recipient’s degree or nondegree course must be provided by an accredited, degree-granting public or private two-year junior or community college, four-year college or university, or graduate or professional school. Recipients must be NCTE members at the time of award. The application deadline is January 31, 2019. For more information, see http://www2.ncte.org/awards/edwyna-wheadon-postgraduate-scholarship/.
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Continuing the Journey 2
BECOMING A BETTER TEACHER
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Ken Lindblom and Leila Christenbury

Ken Lindblom and Leila Christenbury return with the second volume in the Continuing the Journey series, this time focusing on authentic writing instruction for middle and high school classrooms. The authors draw on what research has taught them about writing—concepts deeply rooted in personal identity and real-world experience—and why we must teach writing accurately, effectively, and fearlessly. As in the previous volume, the book includes visits to an ideal Teachers’ Lounge, featuring highly experienced colleagues and well-known researchers in English teaching. Topics covered include responding to student writing, handling the paper load, teaching grammar and usage in the context of writing, and seeking real-world feedback.

Although once again focusing on a veteran English teacher audience, Lindblom and Christenbury provide a wealth of information, advice, and resources that will help teachers at any stage of their careers better support their students’ writing both in and out of school.

Grades 6-12

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2018 ELATE AWARD RECIPIENTS

2018 ELATE Geneva Smitherman Cultural Diversity Grants
Nathaly Batista-Morales, University of Texas at Austin, “Their Words, Their Worlds: Amplifying Bilingual Learners Voices through Advocacy”

2018 ELATE Emig Award
Danny C. Martinez, University of California, Davis, “Imagining a Language of Solidarity for Black and Latinx Youth in English Language Arts Classrooms,” *English Education* 49(2), January 2017

2018 ELATE Graduate Student Research Award
Rae L. Oviatt, Michigan State University, East Lansing, “Exploring Arts-Based Inquiry and Multimodal Composing for Participatory Learning and Civic Participation for Transforming Critical Professional Development”

2018 ELATE Meade Award

2018 ELATE Moffett Award
Mary Vlasis Osborn, Campus Elementary School, University of Memphis, TN
Scott Storm, Harvest Collegiate High School, New York, NY

2018 ELATE Research Initiative Grants
Noah Asher Golden, Champman University, Orange, CA, “Learning from/with Adolescent Scholars: Supporting Self-Authoring through (Re)positioning Literacies”

Amy Vetter, The University of North Carolina at Greensboro, “The Writing Identities of Teens”

Thea Williamson, Salisbury University, MD, and Kira Lee Keenan, University of Texas at Austin, “Understanding Youth Literacy Identity”

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