



# NEWSLETTER

Jacqueline Lynch, Editor  
Spring 2009

(Revised 3-18-09)

## President's Report

**Kathleen A. Hinchman**  
**Syracuse University**

As I write this, breaking news indicates that Punxsutawney Phil has, once again, seen his shadow. This means that I am looking forward to at least six more weeks of winter—a scary thought since we've already reached our season average of 121 inches of snow. As a result, even avid skiers are escaping my neighborhood for warmer weather in droves.

But I am warmed by memories of visiting with all of you at our delightful December conference in sunny Orlando. Thanks, everyone, for all your help reviewing proposals, organizing sessions and study groups, proposing and writing papers, and, most important, orchestrating much of the best literacy research and discussion about research that I could imagine. Never has a professional group been able to squeeze so much information sharing into such a limited amount of time. Sharing your work gives me great hope for our literacy futures.

I need to offer extra kudos. Our plenary sessions inspired anew our shared quest for meaningful work. Special thanks go to Norman A. Stahl, our Past President, for a Presidential Address leading us toward a more critical stance regarding the details of our day-to-day work, in *The Doctorate as the Foundation and the Future of Literacy Research, Theory, and Pedagogy*. Then, as P. David Pearson noted in his introduction, important ideas pop out when Scott G. Paris opens his little black box—and the ideas came quickly and furiously in his talk, *Constrained Skills—So What?* Thanks, Scott, for such a clear and compelling invitation to your perspective.

Ronald W. Marx also deserves our thanks for inviting us to think about ways in which our work can add to our communities, in *American Education is in Crisis. Can Colleges of Education Help?* Alfred Tatum has our gratitude for his riveting invitation to reshape our work, in *Literacy and African-American Boys: Shifting the Paradigm*. Last, but certainly not least, we really appreciate Sharon Walpole and Michael C. McKenna's reminder of the research—and lack thereof—in *Everything You've Always Wanted to Know About Literacy Coaching But Were Afraid to Ask: A Review of Policy and Research*.

Kudos, too, to Marla Mallette and Nell Duke for orchestrating an outstanding research methodology series, including the panel discussion, *Asking Research Questions That Really Advance and Unify the Knowledge Bases*, and to Alysia Roehrig and Richard Lomax, Ian A. G. Wilkinson and Anthony Onwuegbuzie, and Robert Jiménez and

Sari Knopp Biklen, for talks about current trends in quantitative, mixed methods, and qualitative perspectives, respectively. I collected positive comments from every person who came out of this room.

I would also like to send my special appreciation to our hosts from the University of Central Florida who helped with conference registration and roundtable management. This help was most important to an effective conference start-up, and we enlisted new doctoral students as NRC members as a result!

Thanks to Patricia A. Edwards, our Past President, her Michigan State graduate students, and graduate students from around the country who did an excellent job organizing *Are You Smarter Than a NRC Past President?* Our silent auction was again a success. And our *ReVitalized Vital Issues* seemed to be a hit for those who stumbled upon us at the Gatorville Bar, with music that was multi-generational and sweat-inducing, and that produced several Memorable Moments of the stuff of legends that will be brought up for generations to come. (Special thanks to Jamie Myers here).

The Technology Committee has my ongoing gratitude for its ongoing leadership. At its suggestion, our initial experiment with use of LCD projectors in rooms was well received, and 138 of us managed to upload our papers to the NRC website for others' review; conventions to be developed as a result of this pilot. Our plenary session videos from the last few years are also on the NRC website for your viewing pleasure, with this year's soon to come. Look for future conference coordinators to build on these efforts.

My sincerest thanks go to Nancy Short, Christopher Roper, Roy Smith, and Scott Sherer, our Headquarters staff at Technical Enterprises (TEI). They make us look much better than our group of volunteers could otherwise look. Special thanks and a good-bye, of sorts, go to Nancy Short, who has been promoted to TEI Vice President. Christopher Roper, who many of you have grown to appreciate as much as I do, is our new Executive Director. We are so lucky to be working with this group, and I know they will continue to serve us well.

You may have noticed that I continued to call us NRC in my preceding remarks. As my latest e-blast indicated, it will take us some time to incorporate under our new name, Literacy Research Association. An Ad Hoc Name Change Implementation Committee is presently brainstorming ideas for the transition. You will be hearing more about this effort in the coming months, and for the time being, we remain NRC. One of my main goals as President is to move us through this process as smoothly as possible. I am also committed to seeing through

needed changes in our Policies and Procedures, in a project Norm began last year.

At our Town Meeting in December, the need to increase attention to attracting a more diverse membership was discussed extensively. Our Ethnicity, Race, and Multilingualism Committee brought a delightful proposal to the Saturday Board meeting in light of this discussion that was fully supported by a Board of Directors vote. Look for an announcement regarding the details of our new scholars of color mentoring institute in March.

Finally, at your Board of Directors' recommendation, I forwarded a cover letter to outline the type of Secretary of Education we thought would have been most effective, along with our four white papers, published on the NRC website, to President Obama's Transition Team in December. I can also tell you that it was received, and we were thanked for the insights. We move onward in our efforts to publicize our work.

If you are going to buy any stocks, consider the manufacturers of long underwear, sweaters, skis, and snowmobiles to service those of us who are not in a position for additional escape from the northern snows. We have to do something with the miles of snowpack I see as I gaze outside my window.

Yet spring is coming, even here. Do join me in enjoying our longer days, and in organizing our ongoing research efforts for our sessions at next year's conference.

## President-Elect's Report

### David Reinking Clemson University

My main role as President-Elect is to serve as this year's conference chair. Planning for this year's conference in Albuquerque is well underway. Here are a few items to note:

- 📖 Deadline for conference proposals: 11:59pm EST March 1.
- 📖 Conference dates: December 2-5, 2009
- 📖 Location: Albuquerque, NM
- 📖 Conference theme: Literacy Research Past, Present, and Future: Multiple Paths to a Better World. As indicated in an earlier e-mail, the evaluation of a conference proposal will be enhanced if it indicates some connection to the conference theme, although such a connection is not required. See the call for proposals for an explanation of the theme and for more details.
- 📖 The NRC Executive Committee meets in Albuquerque on February 26th and 27th, 2009, which is an opportunity for me and other members of the committee to become acquainted with the conference site.
- 📖 For the first time, we will be meeting in a convention center, and there will be two conference hotels. One hotel is connected to the center and one hotel is just across the street. More information about hotel reservations and registration will be made available in July.

- 📖 We have commitments from two outstanding invited plenary speakers:
  - Gloria Ladson-Billings, University of Wisconsin-Madison, and former AERA president. See: [www.education.wisc.edu/eps/faculty/ladson-billings.asp](http://www.education.wisc.edu/eps/faculty/ladson-billings.asp)
  - Charles M. Payne, University of Chicago School of Social Service Administration, author of *So Much Change: So Little Reform*, a highly regarded book analyzing the failure of efforts to reform urban schools. See [www.ssa.uchicago.edu/faculty/cmpayne.shtml](http://www.ssa.uchicago.edu/faculty/cmpayne.shtml)
- 📖 In addition to the annual lunch for newcomers, the Ethnicity, Race, and Multilingualism Committee and a group of doctoral students respectively will be hosting a brown-bag lunch for minority scholars and doctoral students.
- 📖 George Hruby, Utah State University, will serve as conference "social chairman." In future communications he will be offering suggestions for "extra-curricular activities" in Albuquerque and explaining some special events and activities during the conference.
- 📖 There are at least three reasons why you will want to stay through the end of the conference at noon on Saturday, December 5th: (a) many excellent sessions are scheduled for Saturday morning; (b) on Friday night Albuquerque's convention bureau is providing free transportation to the River of Lights Festival in Old Town; and (c) we are planning an innovative format that will allow the audience to participate in the annual integrative literature review, which is the final plenary session (more details will be revealed later).
- 📖 Based on feedback from the membership, we are considering replacing the town meeting with an open period for comment and discussion at the annual business meeting.
- 📖 Patty Anders, Vice-President of NRC, will be conference chair for the 2010 conference in Fort Worth, Texas. NRC will be celebrating its 60th anniversary as an organization in Ft. Worth, which is fitting because Ft. Worth (Texas Christian University) was the venue of the first NRC conference.

## Past President's Report

### Norm A. Stahl Northern Illinois University

#### *Not Quite Out to Pasture Yet*

It's time for the Past President's report. Yes, I am now the Past President. One day you are top of the heap, king of the hill, and the next day you are one step from an old presidents' home in Patterson, New Jersey. I'm actually hoping to find a room in the George Spache wing, because it is just down the hall from the Nila Banton Smith Coffee House with its free WiFi and Apple 2E computers maintained by the New Literacies Club from the local community college.

It is true that transitions in life are always interesting. As the Past President I now have the opportunity and the obligation to look to the good

## Congratulations 2008 Award Winners

### Albert J. Kingston Award

P. David Pearson  
*University of California, Berkeley*

### Early Career Achievement Award

Nancy Frey  
*San Diego State University*

### Edward B. Fry Book Award

Lawrence R. Sipe  
*University of Pennsylvania*

### Oscar S. Causey Award

Taffy E. Raphael  
*University of Illinois at Chicago*

### Student Outstanding Research Award

Margarita Zisselsberger  
*Boston College*

Gary Paul Moser  
*Alpine School District*

### Distinguished Scholar Lifetime Achievement Award

Brian V. Street  
*King's College, London*

### J. Michael Parker Award

Tisha Y. Lewis  
*University at Albany, SUNY*

Amy Trawick  
*University of Tennessee at Knoxville*

works being undertaken by other individuals who are moving out of a presidency to private life (so to speak).

So who comes to mind? What individual would be an appropriate role model? What individual is stepping down from the halls of power with an efficient, if not a doting, executive staff to a small office with a work-study student named Biff who is majoring in the critical pedagogy of Animal House and minoring in the historical study of Jim Beam?

There is somebody who fits that description. I know there is ... just left the presidency?? The name is right on the tip of my tongue. Still, as my doctor said to me recently, "Norm, your mind is subject to age-appropriate atrophy" so such a condition is to be expected.

Wait a minute! It's coming to me ... Yes, Yes; it's somebody in Texas. Hold on, hold on ... I'll get it ... by golly, it is W himself.

Wow, I finally have something in common with George Bush. We are both ex-presidents. (Not that you will ever have to call me Mr. President at all the NRC functions for the rest of my life.) I always thought that W and I might have some shared experiences. The closest I got was that W married a librarian, and I once checked a book out of a library. He kept the librarian, and I kept the book.

That one shared moment in history does suggest exactly what I'll do. I, too, will start a presidential library. I'll pull all my professional materials together and donate them to Harvard University. Won't they be speechless! What do you think?

The reality is Fast Eddie, our Thursday morning environmental recycling specialist, would probably leave my professional contributions/collections curbside, as even our local landfills have some standards. (Well, there is the Mafia-controlled unlicensed dumpsite down the road in Creston that will bury just about anything or anyone including toxic waste and slightly soiled DIBELS manuals.)

Still, this situation does create a problem. Each Past President is charged with taking on a project that will serve as one part contribution to our NRC and as one part legacy. My interest for the upcoming year is in creating a mechanism by which you, the wonderful membership of our treasured organization, can be part of and give to a legacy for future generations of literacy researchers and scholars.

I'm looking in two directions here. The first is not unlike a library. I would like to assist Dixie Massey, our wonderfully talented new historian, in working on our NRC Archives. Right now the archives sit in my office. You would know that such is not the best idea if you ever saw my office. In fact, Tony Two Fingers from the Creston landfill has been asking if my office might be considered an annex. Since I work for the state of Illinois, for the right enumeration I would accept the toxic waste, but as for those DIBELS manuals, even I have some standards. (Heck, Blago, our former governor, would not even have crossed the DIBELS line.)

Folks, we do need the proper home for our archives, and we need to undertake a concerted effort to build our collection. We need to continue the work of the NRC Ad Hoc Committee on Accessing Literacy Scholarship Online, the Technology Committee, the Publications Committee, and our diligent headquarters team as they strive to have our history and contributions open to literacy providers across the world through electronic venues. This should be done. This can be done.

Secondly, our organization has come of age, and although many of us do not want to admit it, we have come of age (or is it become aged?). A number of our senior scholars have given generously to NRC. We have so many reasons to be ever grateful to P. David Pearson, Michael L. Kamil, Edward B. Fry, and M. Trika Smith-Burke, and we should always hold in our hearts Rebecca Barr and Peter B. Mosenthal for their giving to NRC.

The problem is that as an organization we can do a much better job as stewards of their contributions. We must ensure that when colleagues give to our organization, the legacy is honored and managed in the

same way we would want for ourselves. This means that we need a formal plan if not a National Literacy Foundation to promote the endeavors advocated by our friends who have trusted us to carry out a particular mission for the good of our profession. This should be done. This can be done.

So I do think I have something to keep me busy as Past President. I'll need your help, but then you've always been there for NRC. I also know I now join a group of individuals who have served our organization so well over the many years. Just read the list of past presidents. If you cannot find a hero on that list, you don't believe in heroes.

## Albert J. Kingston Award Committee

**Diane Nielson, Chair**  
University of Kansas

### Call for Nominations

Please nominate your hard-working NRC colleagues for the Albert J. Kingston Award. The purpose of the award is to honor an NRC member for distinguished contributions of service to the National Reading Conference. Those nominating an individual for the Kingston Award are asked to submit: (a) a copy of the nominee's current curriculum vitae, and (b) a letter nominating the individual that briefly describes the service contributions made to the National Reading Conference. Nominees must have belonged to NRC for at least five years. Any NRC member may nominate deserving candidates for recognition of their work. **Please send nominations or inquiries about the award to the Kingston Award Committee Chair, Diane Nielsen at [dnielsen@ku.edu](mailto:dnielsen@ku.edu). Further details on the award are available on the [NRC Website](#).**

### History of the Award

The Albert J. Kingston Service Award is given to honor an NRC member for distinguished contributions of service to the National Reading Conference. The Albert J. Kingston Award has been presented annually since 1985. Information on Albert J. Kingston, including his role in the founding of NRC, is available on the [NRC Website](#).

### Review Process

Hard copy or electronic copies of each nominee's curriculum vitae and nomination letter are sent to members of the Award Committee. Committee members rank each nominee in order from highest to lowest according to the stated criteria of substantial and significant contributions of service to NRC and the breadth, depth, and length of contributions to NRC. The chair averages these rankings, and the recipient is selected according to the person receiving the highest average ranking. The recipient of the Albert J. Kingston Award will be announced at the annual conference, receive a plaque and a lifetime membership in NRC.

Past award winners: Harry Singer (1985), Irene Athey (1986), Frank Greene (1987), Thomas H. Estes (1988), Michael L. Kamil (1989), Trika Smith-Burke (1990), Edward B. Fry (1991), Patricia L. Anders (1992), Jerome C. Harste (1993), Jerome A. Niles (1994), John E. Readence (1995), Richard Robinson (1996), Donna E. Alvermann

(1997), Ronald P. Carver (1998), Lea McGee (1999), Lee Gunderson (2000), Linda Gambrell (2001), Jim Hoffman (2002), Martha Ruddell (2003), Peter Mosenthal (2004), Colin Harrison (2005), Douglas Hartman (2006), Michael McKenna (2006), John McEneaney (2007), and P. David Pearson (2008).

## Early Career Achievement Award Committee

**Mark Dressman, Chair**  
University of Illinois – Urbana-Champaign

### Early Career Achievement Award

The Early Career Achievement Award was established in 1999 to recognize the work of one member each year in the early part of her or his career. To be eligible for consideration for the Award, an individual must have:

- ☞ been a member of NRC for at least three (but not necessarily consecutive) years; and
- ☞ graduated with a doctoral degree no more than seven years from the date of nomination (no earlier than Spring, 2002).

The deadline for nominations for 2009 is **April 24<sup>th</sup>**. Eligible members may either self-nominate or be nominated by another NRC member. Nominations are in the form of a letter describing the nominee's qualifications for the Award, with priority given to the nominee's achievements in: 1) research, 2) publication and impact of contributions to the field, 3) service, and 4) teaching. Letters may be sent either by mail to: **316 Education Building, MC 708**

**University of Illinois**  
**1310 S. Sixth St.**  
**Champaign, IL 61821**

or electronically to the committee chair at [mdressma@uiuc.edu](mailto:mdressma@uiuc.edu) or to any committee member.

All nominated members who meet the eligibility requirement will be contacted by the committee chair in early May and asked to submit:

- ☞ A letter of support from their home institutions;
- ☞ A current curriculum vitae, including all publications, degrees, honors and awards, and service on editorial boards of research journals;
- ☞ A written statement by the nominee that describes her/his professional growth and research agenda; and
- ☞ One publication representative of their work, preferably a peer-reviewed journal article.

Submitted materials for each nominee will be reviewed and voted upon by all committee members. Nominees are notified of their status in September 2009, and the Award is presented publicly at the annual meeting of NRC. Awardees receive \$500 and an engraved plaque.

Past recipients of the Early Career Achievement Award are: Cindy Brock (1999), Joyce Many (1999), Elizabeth Birr Moje (2000), Law-

Submit  
Nominations by  
**August 15, 2009**

Submit  
Nominations by  
**April 24, 2009**

rence R. Sipe (2001), George Kamberelis (2002), Nell Duke (2003), Rebecca Rogers (2004), Melanie Kuhn (2005), Beth Maloch (2006), Sharon Walpole (2007), and Nancy Frey (2008).

## Ethics Innovative Community Group (ICG)

**Karen Feathers, Co-chair**  
Wayne State University

**Cynthia B. Leung, Co-chair**  
University of South Florida St. Petersburg

The Ethics ICG held its business meeting at NRC 2008 on December 3rd in the Largo Room of the Wyndham Orlando. Karen Feathers and Cynthia Leung will continue as Co-Chairs of the ICG. Marjorie Siegel will be the new NRC Board Liaison from 2008-2010.

Members of the Ethics ICG are preparing a proposal for an alternative session on ethics and literacy research for NRC 2009. Cynthia Leung, Co-Chair, will be organizing the proposal and chairing the session. The title of the session will be *Ethical Issues in Conducting Research in School and Out-of-School Settings*. The purpose of this alternative session will be to provide a venue for participants to discuss ethical issues related to conducting literacy research with teachers and students in school settings, with children and adolescents in home and community settings, and with young children in child development centers. A panel of literacy researchers will start the discussion by identifying issues and then lead small group discussions on the different topics. If you would like to participate in planning the alternative session, please contact Cynthia Leung at [leung@stpt.usf.edu](mailto:leung@stpt.usf.edu).

**If you would like to be a member of the Ethics ICG and join the ICG Listserv, or if you are currently a member and would like to update your e-mail address, please e-mail Christopher Roper, the administrator at NRC Headquarters, at [c.roper@nrconline.org](mailto:c.roper@nrconline.org). The address of the discussion list is [NRC\\_Ethics\\_ICG@nrconline.org](mailto:NRC_Ethics_ICG@nrconline.org).**

Everyone is welcome to join the Ethics ICG and to share ideas with other ICG members through the Listserv.

## Ethnicity, Race and Multilingualism Committee

**Jennifer Danridge Turner, Chair**  
University of Maryland at College Park

I am pleased to announce the Scholarship Award recipients for 2008. I would also like to thank the ERM Scholarship Sub-committee for all its hard work and tireless effort during the selection process. The members of the ERM Scholarship Sub-committee are: Diane Lapp, Rebecca Mercado, and Grace Enriquez.

The Recipients of the 2008 ERM Scholarship are as follows:

1. Ana Taboada (George Mason University)
2. Xiaoning Chen (SUNY Fredonia)
3. Tisha Y. Lewis (University at Albany, State University of New York)

4. Yewande Lewis (The University of Iowa)
5. Christina Dobbs (Harvard University)
6. Seemi Raina (University of Arizona)
7. Alejandra Velasco (University of Southern California)
8. Chinwe Ikpeze (St. John Fisher College)
9. Margarita Zisselsberger (Boston College)
10. Detra Price-Dennis (The Ohio State University)
11. Su-Hua Huang (Midwestern State University)
12. Camille Lawrence (University of Virginia)

In addition, thanks to everyone who attended the 2008 ERM Annual Committee meeting in Orlando. We discussed ideas/projects related to scholars of color at NRC/LRA that could be addressed in various ways by the ERM Committee. The discussion was rich, and included longstanding ERM Committee members as well as new voices.

Based on our meeting, we have devised the ERM Strategic Plan, which will help us to create a cadre of scholars of color who will continue the strong tradition of leadership, research, and service within our organization, and who will dedicate themselves to addressing issues of racial, ethnic, and linguistic diversity within our organization and within the literacy field. As our mentoring initiative gets underway, we will post more information on the Listserv. **If you have any questions about the ERM Committee, please feel free to contact me at [jturner@umd.edu](mailto:jturner@umd.edu).** Thank you and have a wonderful Spring semester!

## Oscar S. Causey Award Committee

**Deborah R. Dillon, Chair**  
University of Minnesota

Submit  
Nominations by

**August 15, 2009**

The Oscar S. Causey Award is given each year for outstanding contributions to reading research.

Last year's recipient, Scott Paris, presented the 2008 Oscar S. Causey Address at the 2008 conference in Orlando, FL. The new recipient of the Oscar S. Causey Award, announced at the 2008 conference, is Taffy Raphael from the University of Illinois, Chicago. She will present her address at the 2009 NRC conference.

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

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

If you wish to nominate a candidate for the 2009 award, please e-mail a letter of nomination and a current and complete/full version of the candidate's vitae. The letter of nomination should be detailed and

address the candidate's qualifications using the criteria listed above. The vitae should not be an abbreviated version or a compilation of newer activities. A full version of the vitae is necessary because the award is based on the nominee's scholarship – in its entirety – over the career span.

The deadline for nominations is **August 15, 2009**, but the committee urges you to prepare the materials before summer when faculty members may not be on campus to secure the materials you need for the nomination. The recipient will be announced at our annual conference in 2009 and will present at our 2010 conference. **Please e-mail all materials to: Deborah R. Dillon at [dillon@umn.edu](mailto:dillon@umn.edu).**

## Publications Committee

**Shelley Hong Xu, Chair**  
California State University, Long Beach

### *JLR Update*

At the 2008 NRC meeting in Orlando Florida, *JLR* hosted a “thank you” breakfast for the *JLR* editorial review board and co-hosted—with the *NRC Yearbook*—a lunch-hour session on “Writing for NRC Publications.” The annual open call for new reviewers was made after the December conference; the journal now has 226 NRC members serving on the editorial review board. NRC members who are interested in serving as a reviewer should send an inquiry message to [JLR@msu.edu](mailto:JLR@msu.edu). As the first quarter of 2009 begins, seven new manuscripts were submitted to *JLR* during the first two weeks of January (a number similar to previous years). Volume 41, Number 1 is being prepared for publication by Taylor & Francis. This first issue of 2009 will include abstracts translated into Japanese, Arabic, and German (in addition to the Chinese, French, and Spanish abstracts that have already been appearing).

### *NRC Yearbook Update*

*NRC Yearbook* manuscripts were submitted to the editors by February 11, 2009. Approximately 100 NRC members have agreed to serve on the review board and received manuscripts for review the last week in February. This review board represents about a 20% change in membership from the previous year. Because of the Publication Committee's decision to delete the conference program from the back of the *Yearbook*, the Committee should be able to publish at least two additional papers in the *Yearbook*. We are looking forward to receiving and reviewing manuscripts!!

## 2009 Board of Directors Election Information

The 2009 NRC election will occur online again this March. The candidates who have been nominated for Vice President and the Board of Directors are (in alphabetical order):

### **Vice President:**

Robert T. Jiménez  
William H. Teale

### **Board of Directors:**

Eurydice Bouchereau Bauer  
Douglas Fisher  
Beth Maloch  
Michael C. McKenna  
Jennifer D. Turner  
Sharon Walpole

Each candidate's position statement appears below and will be available on the NRC Website [www.nrconline.org](http://www.nrconline.org).

## CANDIDATE STATEMENTS

### Vice President-Elect

**Robert T. Jiménez**  
Vanderbilt University

#### **Candidate's Statement**

Nineteen years ago I presented my very first paper at the National Reading Conference because NRC was the best place to present research on the reading strategies used by high-performing bilingual readers. NRC/LRA is still the premiere forum for literacy research, and as vice president, I would like to work to keep it that way. I began my career in the fields of bilingual and migrant education as a teacher's aide, recruiter, teacher, and administrator. Some of my students made progress, but others fell behind and I wanted to learn more about this phenomenon. I completed my Ph.D. in 1992 at the University of Illinois and the Center for the Study of Reading. I then taught at the University of Oregon for four years and then the University of Illinois for ten years, before I accepted a position at Vanderbilt University. These appointments have allowed me to examine how Latino students comprehend text in two languages. I am also interested in the preparation of teachers of English learners and in how to make literacy available to students learning English.

These research interests have pushed me to keep up with theory, method, and published research. Especially rewarding have been the opportunities to work with excellent colleagues and doctoral students who care deeply about literacy and its role in academic achievement. I have published work on the reading strategies of bilingual students, on how to teach these strategies, on how excellent teachers work with bilingual students, on the literacy instruction found in Mexico and also on historical influences on Mexican literacies. My work can be found in journals such as *Reading Research Quarterly*, the *Journal of Literacy Research*, *The Reading Teacher*, *Bilingual Research Journal*, *Language Arts*, and the *American Educational Research Journal*. In

addition, I have co-edited two books and am now co-editing a special issue of *Theory into Practice*.

My research has been supported by the Office of Bilingual Education and Minority Languages Affairs, the Office of Special Education Programs, The Council for the International Exchange of Scholars, the University of Illinois and Vanderbilt University. I have also received several research awards, including the Albert J. Harris Award from IRA, a dissertation award from the National Association of Bilingual Education, and two Fulbright fellowships. I am an active reviewer of manuscripts for *Reading Research Quarterly*, *The Bilingual Research Journal*, *Educational Researcher*, *Research in the Teaching of English*, and *Language Arts*.

My work for the National Reading Conference includes having served as a member of the Board of Directors (2002-2004), and currently as an editor of the *National Reading Conference Yearbook*. I have also served for three years (1996-1998) as a program area chair for the Language and Literacy Diversity section, and of course, as a proposal reviewer.

#### **Position Statement**

I look forward to the possibility of serving as vice president of our organization, perhaps in part because of life's current volatility and the opportunities for change this makes possible. As we respond to the growing linguistic and cultural diversity of students, the shortage of linguistically aware teachers, and the never-ending need for a highly literate and informed citizenry, I want to see our organization represented at the table where key decisions are made. We gain leverage when we act in concert with our natural allies such as IRA, NCTE and others.

We can accomplish some of the above by continuing the vital work of inducting graduate students into NRC/LRA. Past presidents and boards of directors have done excellent work along these lines by establishing a luncheon, a graduate student research award, and by inviting graduate students to review proposals. Our current economic crisis, changes in Washington, and also within the academe are constraining and eliminating opportunities that many of us took for granted as young scholars. Changes to our professional landscape are both a challenge and an opportunity that I plan to address. In addition, we have to reach out to our colleagues doing work outside of North America. Literacy research that crosses international boundaries isn't just a good idea; it is required for better and more rigorous thinking. I am convinced that by establishing lines of communication with scholars around the world, we can develop more effective instructional approaches and literacy policy than is currently the case.

Too, our organization can only continue to benefit from diverse perspectives and ideas. This diversity allows us to combine excellent thinking with evidence to support our collective visions concerning literacy. Our membership represents multiple approaches to literacy research and instruction and is uniquely situated to make a positive impact at local, national, and international levels. I want to, again, continue the excellent work of our past and current leadership by fostering and maintaining dialogue with policy makers. One way to foster this dialogue is to recognize where our interests converge such

as in the realm of teaching students from culturally and linguistically diverse backgrounds, and also, on the topic of digital literacies. NRC/LRA researchers are working on and have published some of the most influential thinking on these topics, and we can use our group's stature to publicize and communicate this work. Specifically, we should gather a group of our members to create multimedia presentations that convincingly communicate the issues, relevant research, and how these issues play out in schools, homes, and in the workplace.

Finally, I think we should continue to consider new technologies and how these might best be employed to advance the goals of NRC/LRA. Web design and all of its associated tools are becoming indispensable for conducting business and for dissemination purposes. Our membership includes internationally recognized experts in this field and we need their input to take full advantage of these possibilities. In addition, the methodology sessions at our annual meeting have been well received, and bringing in experts from outside the world of literacy research has proved popular. I look forward to continuing these sessions and the chance to serve NRC/LRA as vice president. I hope to see you this coming year in Albuquerque.

**William H. Teale**

**University of Illinois at Chicago**

#### **Candidate's Statement**

I am Professor of Education in Literacy, Language, and Culture at the University of Illinois at Chicago, where I teach courses in early literacy, literacy leadership, children's and young adult literature, and preservice literacy methods. Previously I was on the Education faculties of the University of Texas at San Antonio and LaTrobe University (Melbourne, Australia); a Research Specialist at the University of California, San Diego; and a classroom language arts teacher in Ohio. I completed my doctorate in Reading Education and English Education at the University of Virginia.

My current research focuses on early literacy and children's literature. Representative projects that I and collaborating M.Ed/Ph.D students and colleagues at UIC and other universities are conducting include two Early Reading First projects (one in Chicago Public Schools charter schools and one in Archdiocese of Chicago schools); studies of engagement and comprehension in the context of preschool teachers' read-aloud practices; literary and socio-political comparative analysis of various English language translations of children's picture books; and a study of the use of handheld devices to teach foundational literacy skills in Chicago Public Schools' first-grade classrooms. I am also involved in inquiries related to online collaborative literacy projects in which students at both the elementary and middle school levels examine engaging topics of social and scientific relevance; student-adult pen pal online correspondence about children's books; and the use of graphic novels in elementary and secondary school classrooms. My work has appeared in outlets such as the *Journal of Reading Behavior*/*Journal of Literacy Research*, the *NRC Yearbook*, *Research in the Teaching of English*, *The Elementary School Journal*, *Language Arts*, *The Reading Teacher*, and the *Handbook of Reading Research*. I have served on the editorial boards of the *Journal of Reading Behavior*/*Journal of Literacy Research*, *Reading Research Quarterly*, *Applied Psycholinguistics*, and *The Reading Teacher*. I was editor of *Lan-*

guage Arts for seven years and co-editor of *Illinois Reading Council Journal*.

NRC/LRA has been the most significant research organization for me since I first became a member in 1977. I have chaired both the Student Outstanding Research Award and Distinguished Scholar Lifetime Achievement Award committees, reviewed conference proposals and *Yearbook* submissions over a number of years, and most recently served for three years on the Board of Directors.

### Position Statement

NRC ushered me into the professional world of literacy research. Now that NRC is LRA, we are potentially on the cusp of a new era. Interestingly, as a country, the United States is also on the cusp of a new era, given the recent presidential inauguration and the federal education and social policies that his administration will implement. LRA is poised to both interpret and influence the questions, methods, and implications related to literacy research and literacy education that these new eras engender.

This work will require looking inside and looking outside. Inside, NRC/LRA will continue to educate ourselves about methodologies, analyses, and interpretive frames that enable us to conduct the highest quality research. We will also enhance our ways of mentoring new scholars and new voices into our field, a characteristic that has been central to the energy and strength of our organization. It is equally important that we look outside and enhance our efforts at educating others, including state and federal policy makers, researchers in Education and other fields, and practitioners at all levels of schooling.

At this time I see the following as especially critical and timely issues on which we can profitably focus the intellect and resources of NRC/LRA:

Redefining scientifically based research in ways that extend recent federal and state policies relating to what can and should be funded as educational research that will best serve the needs of students, educators, and families in today's and tomorrow's society.

Supporting the Obama administration's focus on early childhood education but extending that focus to stress needed research and development related to literacy learning and literacy education across all ages.

Enhancing research focused on English language learners, a rapidly growing segment of the school population whom too many teachers feel under-prepared to teach to read and write.

Helping the field understand technology and literacy better so that the digital literacies gap that exists between those with and without access—a gap that grows wider with each successive technological innovation—is addressed in ways that provide to all children and youth not only true connectivity but also the more important feature of the instructional support needed to become proficient in digital literacies.

Leveraging ever-decreasing research resources so that the quantity of high-quality literacy research is not curtailed. This means exploring

creative, networked collaborations and techniques for gathering and analyzing research data to enable established and emerging scholars to address important questions in cost-effective ways.

I have no doubt that our highly capable NRC/LRA Board of Directors will have excellent ideas that augment, recast, and add to such issues. They will give good counsel to whoever is elected Vice President in 2009; and if that were me, I would work closely with them in making decisions and constructing policies that support the membership.

NRC/LRA has played and continues to play a critical role in the professional development of established literacy scholars and the mentoring of new scholars into the field. A primary function of the president of the organization should be to continue and to enhance that role. I believe that our conference, publications, and online resources are key to making that happen and would prioritize the enhancement of these assets.

Finally, it has been a pleasure to think about the issues confronting NRC/LRA at this important juncture that will profoundly affect the future of education and teacher education, and to attempt to consider what can be done about them. I am honored to have been selected to run for the position of Vice President and look forward to future opportunities to serve the Literacy Research Association/National Reading Conference.

## Board of Directors

**Eurydice Bouchereau Bauer**  
University of Illinois at Urbana-Champaign

### Candidate's Statement

I have taught at two universities for a total of 14 years since completing my doctorate. I taught literacy courses to a variety of students in my first position in the Reading Department at the University of Georgia. As the first African-American in my department, I created a graduate course that addressed ways in which literacy is culturally situated in elementary classrooms. Currently at the University of Illinois, I continue to teach courses that address literacy from a socio-cultural perspective.

My research focuses on the literacy needs of culturally and linguistically diverse students, and on teacher education. My work with colleagues at UGA (Fecho, Commeryas) and the UI (Stahl, Garcia, Harris, DeNicolo) focused on improving undergraduate teaching of literacy and literacy instruction of culturally and linguistically diverse students in varied school contexts. Each colleague holds specific views about literacy that has simultaneously influenced, shaped, challenged, affirmed, and complicated my understanding of literacy. My work has appeared in a variety of outlets such as the *Yearbook of the National Reading Conference*, *Research in the Teaching of English*, *Journal of Literacy Research*, *Reading Research Quarterly*, and *The Reading Teacher*.

I first attended NRC in 1992 and, since then, I have attended every year but one. NRC serves as my research home, and I feel fortunate to be a member of the NRC community. NRC has always functioned as

the place where I meet and plan collaborations with colleagues. During my years at NRC, I have served the organization in a variety of ways. I reviewed manuscripts for the *NRC Yearbook* and the *Journal of Literacy Research*; I served as a member of the Multicultural & Diversity Issues Committee (currently known as the Ethnicity, Race and Multilingualism Committee); I was a conference area chair for Literacy and Language Diversity (formerly Area 11, now 7 & 8) from 2001-2003; and I organized a special panel on cultural and linguistic diversity in 2001. Currently I am in my third year serving as the parliamentarian to the Board of Directors.

### Position Statement

NRC for me has been a stimulating organization that sets high standards for research and presentation. Members of NRC come with a variety of orientations toward literacy, and that variety contributes to the vibrancy of our research community. Many of our members are leaders in their communities, local school districts, and at the national and international level. I could not ask for a research home more conducive to acquiring and sharing knowledge, collaborating with colleagues, and exploring multiple research paradigms. NRC over the years has made progress in being more politically active nationally, and in addressing issues related to ethnicity, race, and multilingualism. This inclusive climate has resulted in the Ethnicity, Race, and Multilingualism Committee moving from an ICG to a standing committee. I believe NRC has become an organization where different individuals can come together with varied views to discuss and sometimes disagree without being disagreeable. However, we can and should challenge ourselves to engage in more and different actions in order to ameliorate some of the entrenched educational inequalities that exist. We must enter into different relationships with teachers, administrators, parents, and policy makers in order to see, as stated often by President Obama, “the change we want to see.” Kris Gutierrez’s effort on the Obama transition team is a starting point, and NRC members should support her efforts while seeking additional points of influence.

Although we have made gains in the organization, there are areas where I believe we can continue to grow. We need to continue our efforts to increase and maintain ethnically, culturally, and linguistically diverse faculty members in the organization. Often these individuals bring a perspective on the education of diverse students that is unique and grounded in personal and scholarly experience. As a Haitian-American who grew up in the U.S., attended schools where bilingualism was not supported, and deliberately sought to maintain my multilingual status, I bring a unique perspective to our discussions on race, ethnicity, language, and literacy. These organic experiences serve as the catalyst for my teaching, research, and service. Although I have felt welcomed by NRC, it is important for NRC to pursue more explicitly the goal of increasing and maintaining the involvement of faculty of color. If this is to occur, NRC needs a plan for reaching this goal. Currently, we do not know what percentage of our organization represents ethnically, culturally, and linguistically diverse faculty and students. Although the organization needs to maintain the discussion about how to increase and retain faculty of color, it is imperative that we find ways to document our efforts and to evaluate our effectiveness. As a member of the board, I would actively work to find ways to better accomplish this goal.

Over the years, I have seen NRC members, with real concern, address the issue of how to best meet the needs of struggling students, many of whom are ethnically, culturally, and linguistically diverse. However, we need to do more. A cohesive effort with clear intentions could move us forward. The parameters of such an effort are worthy of discussion among the membership, but with leadership from NRC’s Board. Being a member of the Board would provide me the opportunity to initiate and to further a deeper conversation. With each new administration in Washington D.C., there is always the hope that educators and educational researchers will be invited to the table to carve out a plan for helping students in need and teachers seeking guidance, and for creating learning environments that excite learners and achieve learning. It is important that NRC continues to raise its collective voice for the sake of all who are counting on us. In this way, we will not only be a great organization today, but an organization that is poised to meet the literacy needs of future students and teachers.

**Douglas Fisher**  
**San Diego State University**

### Candidate’s Statement

As an educator, I have the privilege to work with both university and school-aged students because of my roles as Professor of Language and Literacy Education in the Department of Teacher Education at San Diego State University and as a teacher and administrator at Health Sciences High & Middle College, a small public learning community school in San Diego that I co-founded with Ian Pumpian, Nancy Frey and Diane Lapp. At San Diego State University, I teach in the preservice credential program, the MA program, and the joint doctoral program. As a certificated early intervention and language development specialist as well as an English teacher, I have as a primary focus in these courses how to study and provide quality instruction to all students, but especially English language learners. My work has been acknowledged as a recipient of an International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, the Christa McAuliffe award for excellence in teacher education, and I have been inducted into the California Reading Hall of Fame.

My research interests focus on school-wide efforts to improve literacy, especially with adolescents. I have published in the *Journal of Adolescent & Adult Literacy*, *English Journal*, *Educational Leadership*, *The Reading Teacher*, *Literacy Research and Instruction*, *The National Reading Conference Yearbook*, *Teaching and Teacher Education*, *Phi Delta Kappan*, *Urban Education*, *Principal Leadership*, *Reading Psychology*, *Voices from the Middle*, *Journal of Education for Students Placed At Risk*, and the *Middle School Journal*.

In addition, I have co-authored a number of books, including *Creating Literacy-Rich Schools for Adolescents* (with Gay Ivey), *Checking for Understanding: Formative Assessments for Your Classroom* (with Nancy Frey), *Better Learning Through Structured Teaching* (with Nancy Frey), *Teaching English Language Learners: A Differentiated Approach* (with Carol Rothenberg), *Teaching Reading to Every Child* (with Diane Lapp, James Flood, and Cynthia Brock) and *In a Reading State of Mind: Brain Research, and Comprehension Instruction* (with Nancy Frey and Diane Lapp).

During my doctoral program, Jim Flood and Diane Lapp invited me to attend my first NRC conference and present a paper with them about intermediality. I have attended and presented at NRC every year since. As many others have noted, NRC offers an academic home to literacy researchers. In addition, NRC provides me a time and place to reflect through the eyes of my colleagues about my commitment and contributions to literacy education, to be challenged in my thinking, and to renew friendships with amazing scholars from around the world.

To date, I have served NRC in a number of capacities including as a member of the field council, as a reviewer of conference proposals, and as a *Journal of Literacy Research* reviewer for many years. Additionally, I have served on the student research award committee and as an area co-chair for teacher education for the conference. Also, I have served as a board member for Literacy Coaching Clearinghouse, Chairperson for the Adolescent Literacy Committee of the International Reading Association, as a member of the Outstanding Children's Book Award Committee of the International Reading Association, and member of the Outstanding Dissertation Award Committee of the International Reading Association.

#### Position Statement

Serving as an NRC/LRA board member is an honor and a tremendous responsibility. Providing leadership to an organization that has offered me endless possibilities is not something I take lightly. The organization is facing challenges such as public relations with the name change. In addition, the economy is likely to have an impact on membership and conference attendance. As a board and organization, we have to consider these challenges in making decisions. Given my experience with non-profit organizations, both as a staff and board member, I believe I can bring experience and expertise with these issues to the table.

My experience on the field council taught me that we can recruit and retain members through personal contacts. As a board member, I would like to continue to work with the field council on membership and library subscriptions to the journal. Keeping people connected with this organization is a priority of mine.

We also have to consider the openness of the organization. For several years, during the town hall meeting, people have raised the issue of transparency. This year was no different, as the board was asked about committee membership and volunteer opportunities. As a board member, I will work on the transparency of the organization and hope to ensure that many more people feel they can find an academic home in NRC/LRA.

I feel privileged to have been nominated to serve on the board. I know that I stand on the shoulders of giants who have paved the way for me to contribute to the literacy community in general, and NRC/LRA in particular.

**Beth Maloch**  
**University of Texas at Austin**

#### Candidate's Statement

I am an associate professor of Language and Literacy Studies at the University of Texas at Austin, where I teach undergraduate and graduate courses in literacy and research methods and serve as graduate advisor for masters and doctoral students. I began my education life as a fourth grade teacher, and early in my career, found myself ill-equipped to face the challenges of my classroom and the varying needs of my students. I returned to graduate school to pursue these inquiries and spent a number of years at Peabody College at Vanderbilt—a time that was instructive, challenging, and inspiring. Following graduation, I sought a research position and found myself in Texas, where I have been for the last eight years.

My research interests have focused broadly on two areas. First, my work considers how teachers and students construct understandings over time and the ways in which teachers engage in moment-to-moment scaffolding of student discourse and learning. My early work focused on literature discussion groups and teachers' roles within them. Since that time, my interests have broadened to consider how teachers and students interact around texts of different kinds and within different formats. Most recently, I have explored nonfiction texts within a second grade classroom—research honored in 2008 with NCTE's Alan C. Purves Award, an award recognizing the article in *Research in the Teaching of English* most likely to impact practice. In addition, I have been involved in work with literacy teacher preparation, most notably through my work on the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction.

I have published my work in a variety of venues, including the *Journal of Literacy Research*, the *National Reading Conference Yearbook*, *Reading Research Quarterly*, *Research in the Teaching of English*, *The Elementary School Journal*, *Language Arts*, *The Reading Teacher*, and *Reading Research and Instruction*, and the upcoming volume of the *Handbook of Reading Research*. I currently serve on the editorial review boards of NRC/LRA's two major publications, *Journal of Literacy Research* and *National Reading Conference Yearbook*, as well as *Research in the Teaching of English*, and *Reading Research Quarterly*.

The National Reading Conference—now known as the Literacy Research Association—has been my primary intellectual home in the literacy community since my first NRC in 1998 in Austin, TX—the city I now call home. I remember vividly my first “vital issues” during which my advisor, Chuck Kinzer, introduced me to researchers whose work I had read in my graduate courses and whose presentations I had attended during the conference. Then, he (as I remember it) abandoned me in the middle of a conversation about my dissertation work with a researcher whom I much respected and quite honestly, feared. In hindsight, I realize that Chuck left me to do the work of an academic, to engage in challenging and thoughtful dialogue with others who thought about similar issues. I remember leaving that first NRC invigorated, informed, and better connected to do the work I most often did in isolation.

I have come to see NRC as a time and a place that affords this kind of dialogue about issues of educational and theoretical importance. Each year, NRC seems to offer me a “breather” of sorts—an intentionally arranged time and space to have those kinds of extended conversations that seem to escape us in the midst of our daily lives as professors. It is within this environment that I have grown as both a scholar and a teacher. For this reason, it was truly an honor to receive the Early Career Achievement Award in 2006.

I am grateful for the opportunity to run for the NRC/LRA board and welcome the opportunity to serve the organization in this way. Over the last several years, I have had the opportunity to serve NRC/LRA in several ways. From 2000-2006, I served as co-editor of the *National Reading Conference Yearbook* with my UT colleagues. This editorship gave me insight into the work of the researchers who attend our annual conference. I have also served as a co-chair for Area 3 (Literacy Instruction and Literacy Learning) and on the Edward B. Fry Book Award committee.

### Position Statement

Such service opportunities have left me with a tremendous respect for the history of our organization as well as the range and quality of research represented by NRC/LRA. At the same time, I look forward and consider how we might continue this legacy and strengthen our work—both as individuals and as a collective. For example, I would advocate for the more regular inclusion of discussants in our conference paper sessions. Discussants provoke and extend dialogue around individual papers and the ideas that connect them. And, the presence of a discussant pushes us in our own thinking as we prepare for another scholar’s careful consideration of it.

I would also advocate for more active mentorship of graduate students and young scholars. I have enjoyed excellent mentorship in my academic career, both in graduate school with Chuck Kinzer, and more recently with Colleen Fairbanks, now at UNC Greensboro. I know colleagues within our NRC community who have not been as fortunate. I hope that NRC/LRA will continue to grow in the ways we provide opportunities for and support to the newest scholars among us.

Finally, as a board member, I hope to engage my colleagues in conversations about reaching audiences beyond academia. As scholars, we regularly engage in and consider the work of our colleagues. We are less skilled, however, at framing our work for other audiences. Two audiences come to mind that seem particularly important. First, policy makers would benefit from a careful articulation of our work both as individuals and as a collective. Second, we must think more carefully about how our work reaches into the lives of teachers. How do we create intersections between our research life and organization, and the lives and practices of teachers? This is a question that we, as an organization, must take up with skill and intention.

**Michael C. McKenna**  
University of Virginia

### Candidate’s Statement

I joined NRC in 1976 while a doctoral student at the University of Missouri, and I have remained a member during my 12 years at Wichita State University and 16 years at Georgia Southern. For the past four years I have held the Jewell Chair at the University of Virginia. My work has been broadly based, and my research interests include reading attitudes, content literacy, technology applications, assessment, literacy coaching, and beginning reading. Arguably, this range is too broad, but I believe it has helped me develop a wide-angle lens on the field and an appreciation for the work of many of our members. My 15 books include four with my research partner and fellow board candidate, Sharon Walpole (e.g., *The Literacy Coach’s Handbook* and *Differentiated Reading Instruction*), two with Richard Robinson (*Teaching Through Text and Issues and Trends in Literacy Education*), and one with Steve and Kay Stahl (*Assessment for Reading Instruction*). My research has been sponsored by the National Reading Research Center (NRRC) and by the Center for the Improvement of Early Reading Achievement (CIERA). I was a co-winner of the Edward B. Fry Book Award and ALA’s Award for Outstanding Academic Books for Volume One of the *International Handbook of Literacy and Technology*. My articles have appeared in *Reading Research Quarterly*, the *Journal of Educational Psychology*, *Educational Researcher*, *The Reading Teacher*, the *Journal of Adolescent and Adult Literacy*, and others.

My work with NRC has been a vital part of my academic life. As a beginning assistant professor, I could scarcely have envisioned a more beneficial professional family. My roles have varied considerably over the years. I was conference coordinator from 1977-82, a function we long ago outgrew. I have served on the Field Council, and I have reviewed for, and published in, both the yearbook and journal of NRC a number of times. I conducted an analysis (with Dick Robinson) of publication trends during the first 25 years of *JLR* (then the *Journal of Reading Behavior*). I have presented at nearly every annual meeting since 1977. I chaired the Technology Committee and worked with the transition of the Website to headquarters. I was honored two years ago to receive the Albert J. Kingston Award for my lifetime service. I was also honored to collaborate with Sharon Walpole in delivering the annual research address in Orlando last month.

### Position Statement

When the slate of Board candidates was announced, it struck me how remarkably well their diversity of age, gender, and ethnicity reflects the ideals of our evolving organization, one that has grown with the profession and with the complexity of the social contexts its members examine. It was not always so. When I joined NRC in 1976, the annual program was printed on a small tri-fold, and the presenters were far less diverse. In the past third of a century, I have witnessed a remarkable growth and believe that I’ve grown with it. During that time, the membership has endured two contentious splits and a number of paradigmatic shifts. It has grown from a size small enough that a single member (me, for five years) could coordinate all aspects of the annual

meeting, to a burgeoning organization that requires a management service and multiple hotels.

It is tempting to think that our evolution has come to an end, that our growing pains are over at last, and that our association will experience few real changes in the foreseeable future. I hope not. If we are to serve the wonderful cause of promoting literacy through inquiry, we must be prepared to embrace the ongoing transformations in our society by continuing to transform ourselves. The change I envision will require a proactive effort along several lines. These include our membership, our Web presence, and our annual meeting.

Our membership has grown diverse in many respects, but it remains largely American. NRC/LRA should continue to expand its membership in countries other than the United States. In a “flat” world, it makes sense to achieve a synergy with literacy researchers in other nations. We have taken gradual steps in this direction, but more can be done. Second, we should seek associations with sister organizations representing other literacies. Jointly sponsored sessions and co-memberships would complement an international outreach and break down the silo mentality that has characterized our domain for too long.

Our Website, which has developed into a beautiful resource for members and nonmembers alike, could be substantially expanded to include archived publications, webcasts, links to member sites, and other resources. Again, we are taking steps in this direction, but it is an expanding frontier. I also support the development of policy briefs that reflect consensus positions on key issues. These could be housed on the Website and made available to anyone. If we wish to influence policy, such statements can be instrumental.

I believe that our annual meeting could be significantly enhanced through webcasting so that members unable to attend could benefit from key presentations. It could also be improved by continuing to provide updates on research methodologies and by seeking ways to be more considerate of the needs of graduate students and to make them feel more welcome.

In closing, I can only say how reassured I am by the qualifications of the other board candidates. I would be delighted to serve and am prepared to devote the time and energy required by the office, but I am also confident that NRC/LRA would be well served by any of these candidates.

**Jennifer D. Turner**  
University of Maryland

**Candidate’s Statement**  
**“Moving from Disadvantage to Destiny”**

Urban. At-risk. Disadvantaged. As a young African American girl growing up in an impoverished neighborhood in Philadelphia, these descriptors could have negatively impacted my literacy achievement and shortchanged my educational destiny. Yet I developed the resilience to read, not only from my mother and father who were wonderful literate role models, but from several caring public school teachers who recognized my potential and nurtured it.

After completing my undergraduate degree at the University of Pennsylvania, and a master’s in counselor education at Temple University, I worked as a college counselor at the high school in my neighborhood. Although the seniors in my program wanted to attend college, few had the reading or writing skills to be successful at an institution of higher learning. I soon realized that while many students had suffered terrible tragedies resulting from life on the street, the cruelest injustice of all was that they were so poorly educated by our school system. Determined to learn more about the nature of effective literacy teachers and teaching, I completed a doctorate in educational psychology at Michigan State University. My research produces rich descriptive and interpretive accounts of literacy teaching that is responsive, relevant, and rigorous for urban children. I have published this scholarship in journals such as *Literacy Teaching and Learning*, *The Reading Teacher*, and *Journal of Adolescent and Adult Literacy*. As a faculty member at University of Maryland, I have expanded my research agenda to explore pedagogical strategies, which improve literacy teacher preparation, and have published the results of several action research projects in the *NRC Yearbook* and *Action in Teacher Education*.

NRC/LRA is my professional home, and over the years I have come to cherish our strong commitment to mentoring. I attended my first NRC/LRA conference in 1998 as a graduate student, when David Pearson invited my colleague and I to present with him. After participating for several years in the CIERA “family” and presenting at numerous symposia and poster sessions, I decided to become an active member of NRC/LRA. With Pat Edwards’ encouragement, I began reviewing conference proposals on culturally and linguistically diverse literacy practices (Area 8), and Vicky Purcell-Gates later appointed me to serve as an Area Chair (2004-2007). Inspired by scholars like Kathy Au, Pat Edwards, Patricia Schmidt, Shelley Hong Xu, Doris Walker-Dalhouse, and Gwen McMillon, I joined the Ethnicity, Race, and Multilingualism Committee, and helped to organize symposia in 2004 and 2005 which highlighted the tenure experiences of distinguished women and/or scholars of color, and the experiences of prominent women scholars who successfully balanced their families and careers. Currently, I am serving a three-year term as ERM Committee Chair, and it has provided me with numerous opportunities to continue this legacy of mentoring. In addition to the travel scholarships that the ERM Committee has traditionally awarded to doctoral students and junior faculty who are conducting research on issues of cultural, ethnic, and linguistic diversity, this year the Committee has proposed a mentoring initiative that includes informal networking events (e.g., brown bag lunch sessions and conference sessions) as well as a formalized mentoring program. With the enthusiastic support of the current Board, the ERM Committee is working to launch this mentoring program as a vehicle for creating a cadre of scholars of color who will enhance the strong tradition of leadership, research, and service within our organization. While these activities at NRC/LRA have been the focus of my professional service, I also “give back” to the broader literacy field by serving on the IRA’s Urban Diversity Initiative Commission and the Language Diversity Commission, and by serving on the editorial boards of *The Reading Teacher*, *Journal of Literacy Research*, and the *NRC Yearbook*.

### Position Statement “Called to Serve”

I am honored to be nominated and look forward to the possibility of serving on the NRC/LRA Board of Directors. As the premier literacy research organization, NRC/LRA has provided a unique forum for members to meet old friends, make new ones, share and critique research, suggest new ideas and directions for the profession, argue over theory and philosophies, gain a richer understanding of literacy processes, and just ‘catch up’ with the ongoing pulse of literacy research, policy, and issues.

In light of these organizational strengths, my vision for NRC/LRA embodies two ideals. First, we must build on NRC/LRA’s core values of collegiality and community in order to attract and sustain a diverse membership. NRC/LRA has a strong commitment to diversity, as evidenced by the growing number of sessions on diversity at the conference, and the support of the NRC/LRA leadership in changing the ERM Committee from an ICG to a Standing Committee. However, there is more that we can do. We need to continue bringing in new scholars who represent a wide range of epistemological and methodological perspectives, and who can share their “insider” knowledge of culture, ethnicity, and language with other NRC/LRA colleagues. Mentoring programs represent one critical component, but there are other informal and formal initiatives that we can implement to support a diverse membership, “grow” a diverse leadership, and further advance literacy scholarship in diverse classrooms, families, and communities.

Second, we must continue to embrace the “spirit of inquiry” that has sustained our organization for decades. NRC/LRA members have always engaged in groundbreaking research on literacy processes and practices. However, instantiating the spirit of inquiry means not only conceptualizing the *what* and the *how* but also seriously considering the *why* of literacy research. As literacy researchers, the capacity to communicate new ideas with NRC/LRA colleagues and other scholars in the educational community is crucial. Yet we must also be committed to conducting research that has real practical implications, and to making our research more accessible to parents, teachers, policymakers, and lay citizens. As a member of the NRC/LRA Board, I will work to create new spaces for conversations about what it means to do “significant research” and provide opportunities for NRC/LRA members to dialogue about how to translate research into meaningful policies and pedagogies, especially for children from diverse backgrounds.

**Sharon Walpole**  
**University of Delaware**

### Candidate’s Statement

Namaste!

I write this position statement from Mysore, a mid-sized city in south India. I am teaching a winter-term course on diversity, culture and schooling for 14 University of Delaware undergraduates—a far cry from my usual teaching assignments. We are living in a hostel that develops the capacity for NGOs to serve rural populations. We have class in the morning and then a visit to a local school in the afternoon.

The struggle for meaningful literacy for all is evident everywhere in India; it gives me fresh eyes to think about challenges at home and elsewhere.

I began my eight-year teaching career in high school history, but found a niche in reading that led me back to graduate school at the University of Virginia (UVA). Although I had planned to study adolescent literacy, when UVA joined the initial CIERA group, my focus was shifted to beginning reading and to those school structures that make it possible for teachers to differentiate their instruction. Since I had no full-time experience in elementary teaching, in 1999, as I wrote my dissertation, I took a job as Instructional Coordinator (a combination assistant principal and literacy coach) in one of the schools that I had studied with CIERA colleagues. After two years, I moved to a neighboring school to administer a Reading Excellence Act grant as coach. In 2002, I joined the faculty at University of Delaware; I was promoted and tenured in 2007. I have taught large undergraduate sections in our elementary teacher education program, various courses in an IRA-approved M.Ed. for Reading Specialists, and doctoral seminars in literacy and in educational leadership. I am an active member of IRA and serve on the board of the Literacy Coaching Clearinghouse.

I am involved in two ongoing professional development projects. I work with Michael C. McKenna to design professional support for Reading First schools in Georgia. We model book studies and make presentations to state staff, to district staff, to principals, and to coaches. The work is intense and ongoing; it is almost a formative experiment. We also try to understand why our efforts are highly effective in some districts and schools and ineffective in others.

I do similar work in the state of Delaware. Their Reading First funding will end sooner, but the state has leveraged the professional development and differentiated instruction framework from Delaware Reading First to form the foundation of the state’s Response to Intervention (RTI) plan. In Delaware, the state is funding monthly training with me for school-based teams in each county. In Delaware, RTI will bring small-group differentiated instruction to all elementary classrooms this year and introduce it in upper elementary and middle school next year. The instruction will be provided for all students rather than only struggling students.

The academic work of the NRC members who serve on the Board can never represent the breadth of the work of its membership, but I still think it important that members consider the focus of a candidate’s work as they choose among a slate of qualified Board candidates. Compared to the contributions that are needed and to the contributions made by many of my peers and mentors, my contributions to the field of literacy are small. Almost all of the work that I have done (and will yet do) is collaborative. My ongoing personal contribution and emphasis in these studies is this: I work to develop, describe, and disseminate viable models for teachers to use data and reflection to inform their teaching. This work surely had its genesis in the CIERA study of beat-the-odds schools and teachers, but it has also yielded a study of literacy development in kindergarten, a kindergarten vocabulary intervention, and an analysis of the Early Childhood Literacy Study—Kindergarten class (ECLS-K) data. Currently, I am running

a quasi-experiment for first grade small-group instruction. I place my work with literacy coaches last in this narrative, because I do that work not as an end in itself, but as a vehicle for developing the capacity of teachers to meet the differentiation challenges they face. The best representation of my focus is Walpole and McKenna (2007) *Differentiated Reading Instruction: Strategies for the Primary Grades*.

NRC has been my extended academic family during graduate school at the University of Virginia and early in my career at University of Delaware, and NRC/LRA will continue to be my home. I have had the great fortune to be mentored at the NRC annual conference and by NRC members throughout the year. I have presented at NRC every year since 1996. I served twice as Area Co-Chair for Area 4: Literacy Assessment, Evaluation, and Public Policy. In 2007, I received the NRC Early Career Achievement Award. In 2008, I co-presented the conference's invited research address on literacy coaching. More than any of those formal things, though, I participate in all the yearly conference has to offer and interact with NRC/LRA members every day all year.

#### **Position Statement**

I view NRC/LRA as an inclusive organization with two roles—to facilitate connections among the range of practicing literacy researchers and to facilitate connections between literacy researchers and others collectively involved in education. This is a big job. It demands that we resist the urge to adopt positions that favor only parts of our membership and that we work aggressively to identify and promote associations between specific members and constituents who need their specialized expertise. It demands that we foster targeted academic debate that challenges our thinking and helps each of us to act in teacher education, in professional development, and in basic research. NRC/LRA must continue its efforts in mentoring; we need our graduate students and our youngest scholars to be able to enter the field ready and able to contribute immediately.

Finally, we might promote new supports and associations among mid-career and senior scholars, such that they combine their efforts to address issues in teacher education and public policy.

It is an honor to be among the candidates for the Board this year.