



The Early Literacy Educator of the Year Award

Description of the Award

The Early Literacy Educator of the Year Award recognizes one master teacher or teacher educator in the area of early childhood focusing on language and literacy development. Through an appointed award committee, the Early Childhood Education Assembly selects an award recipient from the materials submitted during the year. The award is presented during the NCTE Annual Convention. The winner is recognized and given a plaque, a set of professional books, and a lifetime membership to the Early Childhood Education Assembly. In addition, an interview with the Early Literacy Educator of the Year will be featured in the Early Childhood Assembly Yearbook.

Selection Process

Submission materials are **due in June 15, 2012 (postmarked)**. Following the review of the materials the award committee will select a winner. The winner will be notified by the ECEA Chair no later than September 30th.

Submission Process for Teachers

Teachers applying to the award should submit the following (due by the deadline in June 15, 2012). Only complete applications will be considered.:

General Documents

- 2,000-word essay addressing the applicant's overall philosophy, beliefs, and views on early childhood education and more specifically in relation to early literacy and language education. In addition, the essay should explain the relationship between theories, philosophy, and general everyday practices.
- Resume.

Portfolio

- Sample photos of classrooms and if possible, students working in the classroom (focusing on language and literacy in a wide range of contexts and experiences).
- Samples of student-produced work and reflective analysis of the work (focus on 3 students). We encourage the submission of work from students of diverse cultural and linguistic backgrounds, of work that demonstrates strong connections between schools, community and family literacy, and of work which demonstrates wide range of dis/abilities. All students' names should be removed and clearly labeled as students A, B, and C.
- Analysis of students' work (250 words per student). This analysis should be reflective of how the teacher makes sense of specific children's language and literacy development.

Submission Process for Teacher Educators

Teacher educators must be nominated. No self-nominations are accepted. Only complete nominations will be considered. A complete nomination includes:

General Documents

- Letter of Nomination outlining this teacher educator's contributions to the field of early literacy in terms of research and teaching.
- Curriculum Vitae.

Portfolio with Supporting Materials

- Sample of publications, which exemplify a range of time (over the years) and audience (e.g., researchers, practitioners, policy makers).
- A description of significant initiatives or projects (classroom, community or other kind of projects) that highlights the power of the work of this teacher educator, particularly outlining how this teacher educator's work has contributed to the education students of diverse cultural and linguistic backgrounds.
- A statement of how this teacher educator's work is embedded in making strong connections between schools, community and family literacy in addition to a wide range of abilities, referring to specific examples included in the sample of publications.
- Additional supporting materials may be included—e.g., course syllabi, letters from students (pre- and/or in-service teachers), letters of support.

**Submit 3 copies of all materials to:
Dr. Carmen L. Medina/ECEA Award
LCLE
W.W. Wright Education Building
201 N. Rose Ave., Room #3044
Bloomington, IN 47405-1006**

Criteria for Review

Only complete nominations received by the deadline will be considered. Nominees must be current members of NCTE and of the Early Childhood Education Assembly (ECEA).

The ECEA Assembly seeks to recognize work that lays out a strong philosophy for early childhood education and literacy and its relationship to the everyday practices of diverse children. Below are some of the questions to be considered by the committee when evaluating nominations.

- What are the foundations of the nominee's work as an early childhood educator? Are these clearly translated into practices and/or research? How?
- How do this nominee's views and approaches to early childhood education support students' (children and/or pre-service teachers) growth from a holistic, culturally relevant, and inclusive view of literacy?
- Do the supporting materials show evidence of a wide range of theoretical and/or practical perspectives on early literacy practices?
- Do the nominee's research and/or classroom practices and philosophy include and engage families and communities?
- Is the impact of this nominee's work in early literacy clearly visible in the materials?
- How do the materials submitted represent engagement, growth, and an honoring of young children's voices, culture and literacy practices?
- In the case of teachers—does the analysis of materials represent an in-depth, reflective analysis and not merely description? In the case of teacher educators—does the nomination letter and portfolio present a sustained and significant contribution to the field of early literacy that is inclusive and pluralistic? How?

For questions or inquiries contact: Dr. Carmen L. Medina cmedina@indiana.edu

Note: If the Committee feels that no significant portfolios or essays have been submitted, the award may be postponed until the next year.

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