

SATURDAY, NOVEMBER 19

7:00–9:15 A.M.

ALAN Breakfast

BALLROOM D

ALAN President: Dani King-Watkins

ALAN Award Winner: Rudine Sims Bishop, professor emerita, The Ohio State University

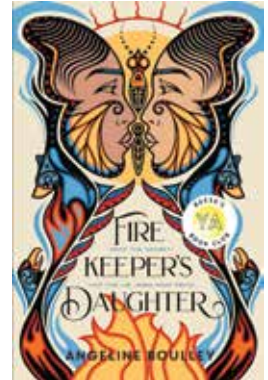
Hipple Award Winner: Suzanne Metcalfe

Speaker: Angeline Boulley

ANGELINE BOULLEY, an enrolled member of the Sault Ste. Marie Tribe of Chippewa Indians, is a storyteller who writes about her Ojibwe community in Michigan's Upper Peninsula. She is a former Director of the Office of Indian Education at the US Department of Education. Her debut YA novel, *Firekeeper's Daughter*, is the winner of the 2022 Printz Award, Morris Award, Walter Award, and Edgar Award, and was selected as an American Indian Youth Literature Award Young Adult Honor Book. It was an instant #1 *New York Times* bestseller, a *Time* magazine Best YA Book of All Time selection, and a Reese Witherspoon x Hello Sunshine Book Club YA pick. *Firekeeper's Daughter* is being adapted for Netflix by the Obamas' production company, Higher Ground. Angeline's second novel, *Warrior Girl Unearthed*, will be available on May 2, 2023.



ANGELINE BOULLEY



NCTE Awards and Committees Celebration

BALLROOM E

Join the 2022 NCTE award recipients and members of NCTE's committees for coffee and breakfast. Service and volunteerism are the lifeblood of NCTE. This is an opportunity to recognize our member-leaders and learn more about service opportunities.

All attendees are welcome to join this free event (no additional purchase or ticket is required).

Chair: Valerie Kinloch, NCTE President, University of Pittsburgh

DISTINGUISHED SERVICE AWARD

FRANKI SIBBERSON, SproutFive, Columbus, OH

EARLY CAREER EDUCATOR OF COLOR LEADERSHIP AWARDS

2022–2023 Recipients:

ADEDOYIN OGUNFEYIMI, University of Pittsburgh at Bradford

N'KENGÉ ROBERTSON, Detroit International Academy, MI

HIAWATHA SMITH, University of Wisconsin-River Falls

KIM TATE, International Prep Academy, Champaign, IL

KAREN TELLEZ-TRUJILLO, California State Polytechnic University, Pomona

CURTIS WU, Boston Latin School, MA

2021–2022 Recipients:

GABRIELLE JULIA BACHOO, Governor William Pitkin School, East Hartford, CT

BRIANA MORALES, Gordon Bush Alternative Center, East St. Louis, IL

RUBÉN GONZÁLEZ, Stanford University, Palo Alto, CA

LYDIA HAFF, Wai'anae High School, HI

DORIAN HARRISON, The Ohio State University at Newark

DIANA LIU, New York City Department of Education, NY

ALETHEA MALDONADO, Lockhart Junior High School, TX

DILLIN RANDOLPH, Skokie, IL

DARIUS B. WIMBY, DeKalb County School District, GA

SHULING YANG, East Tennessee State University, Johnson City

ZÖE ZANDER, Monroe, NC

SHAY KALEO'OLUHO'ILOLIOKAWAIPĀHE ZYKOVA, Independent Scholar, Wai'anae, HI

DAVID H. RUSSELL AWARD FOR DISTINGUISHED RESEARCH IN THE TEACHING OF ENGLISH RECIPIENTS:

Advancing Racial Literacies in Teacher Education: Activism for Equity in Digital Spaces, by **DETRA PRICE-DENNIS**, The Ohio State University, Columbus, and **YOLANDA SEALEY-RUIZ**, Teachers College, Columbia University, New York, NY

ADVANCEMENT OF PEOPLE OF COLOR LEADERSHIP AWARD

SANDRA LUCIA OSORIO, Erikson Institute Chicago, IL

LEADERSHIP AWARD FOR PEOPLE WITH DISABILITIES

ADA HUBRIG, Sam Houston State University, Huntsville, TX

LGBTQIA+ ADVOCACY AND LEADERSHIP AWARD

HENRY "CODY" MILLER, SUNY Brockport

JAMES R. SQUIRE AWARD

CAROL JAGO, University of California, Los Angeles

GEORGE ORWELL AWARD FOR DISTINGUISHED CONTRIBUTION TO HONESTY AND CLARITY IN PUBLIC LANGUAGE

Public Policy Writing That Matters, Second Edition, by **DAVID CHRISINGER**

NATIONAL INTELLECTUAL FREEDOM AWARD

JULIA SCHLECK, University of Nebraska, Lincoln

Honorable Mention:

OHIOANA LIBRARY, Columbus, OH

PROMISING RESEARCHER AWARD

MONICA KLEEKAMP, Maryville University, St. Louis, MO

COMMITTEES

Award Committees

Student Awards Committees

Awards for Children's Literature & Poetry Committees

NCTE & Section Nominating Committees

Section Steering Committees

Build Your Stack Committee

Committee against Racism and Bias in the Teaching of English

Lesbian, Gay, Bisexual, Transgender, and Queer Advisory Committee

Public Language Awards Committee

Research Foundation Board of Trustees

Resolutions Committee

Standing Committee against Censorship

Standing Committee on Affiliates (SCOA)

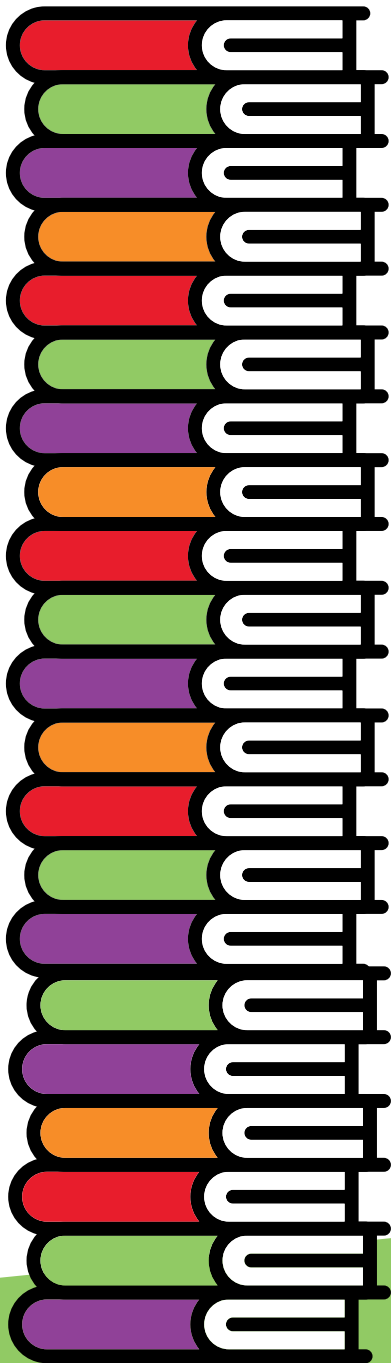
Standing Committee on Diversity and Inclusivity

Standing Committee on Global Citizenship

Standing Committee on Literacy Assessment

Standing Committee on Research

BUILD YOUR STACK[®]



BUILD YOUR STACK[®]
LOCATED IN EXHIBIT HALL B

11:00 A.M.

YA Mirrors for Muslim Students
Zainab Jabak

11:30 A.M.

How The Light Gets In: Illuminating Mental Health Matters with Picture Books
Aliza Werner

12:00 P.M.

Using Children's Picture Books to Examine Deeper Concepts in the Secondary English Language Arts Classroom
Vivett Dukes, Stony Brook University

12:30 P.M.

Publishers Spotlight Sponsored Session

1:30 P.M.

Latinx Stories for All Grade Levels
Megan Jensen
Ismée Williams
Alexandra Villasante

2:30 P.M.

Books That Celebrate "Black Beauty"
Laura Haney, Meadowfield Elementary School, Richland One, Columbia, SC

3:00 P.M.

Finding Hope
Greg Micek, Maercker School
District 60/Holmes Primary School

3:30 P.M.

Art, Design, and Story: How Endpapers Give Readers Clues about Picture Books
April Larremore, Dallas Independent School District
Jill Culmo, Dallas Independent School District

4:00 P.M.

Possibilities of Poetry
Clare Landrigan, Heinemann
Aeriale Johnson, Teachers College Reading and Writing Project

4:30 P.M.

Honoring the Lived Experiences of Transnational Students
Stella Villalba, Dublin City Schools

5:00 P.M.

Doodling as Deep Thinking: Texts to Explore Sketchnoting with Students
Jen Vincent, Carl Sandburg Middle School

THE SCREENING ROOM: FILMS AT NCTE

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Now Screening at NCTE 2022

204-B

Now Screening at NCTE screens recent feature films. We also include some student-made films, offering teachers creative ways to have their own students create films. All films featured at the screenings can become springboards for classroom study.

Cochairs: Christina Anker, Adlai E. Stevenson High School, Lincolnshire, IL
David Handelman, Adlai E. Stevenson High School, Lincolnshire, IL

Consultants: Frank Baker, Media Literacy Clearinghouse, Inc., Columbia, SC
Mary Christel, Adlai E. Stevenson H.S. (retired), Wheeling, IL
Jane Nickerson, Gallaudet University, Olney, MD

Annotations for the films were compiled using information found on the webpage for each film.

SATURDAY

10:30 A.M.–12:30 P.M.

Imogen in the Wild

Directed by Katie Brokaw and Paul Prescott

“Shakespeare in Yosemite’s spectacular film *Imogen in the Wild* opens with Debra Ann Byrd, founder of the Harlem Shakespeare Festival, singing a haunting version of the traditional Black spiritual song, ‘Sometimes I feel like a motherless child,’ against a bleak rockface. The lyrics of painful isolation and redemptive yearning announce one of the film’s major themes: disconnection from, and regeneration through, wild nature as a source of personal and environmental well-being. Overall, the eco-cinematic message of *Imogen in the Wild* is of hopeful collaboration for a sustainable future by ‘deal[ing] with others better’ and activating the prophetic spirit of the play’s Jailer: ‘I would we were all of one mind, and of one mind good.’ Those ‘others’ include Mother-Earth entities like trees, rivers, animals, and mountains as well as colonized or marginalized people.”

<https://www.cymbeline-anthropocene.com>

If you are interested in teaching the film, this page has educational resources on the film, *Cymbeline*, and environmental justice, as well as California State Standards information (high school):

<https://sites.google.com/aspirepublicschools.org/yosemiteshakes-ed-imogen/home>



THE SCREENING ROOM: FILMS AT NCTE

12:30–2:00 P.M.

Trust Me

Directed by Roko Belic

Synopsis: *Trust Me* explores how a lack of media literacy is causing physical, emotional, and political problems. Using personal stories and expert input, *Trust Me* answers the question: “Is the world doomed?” “The concept for our film arose from seeing the gap between how people perceive our world and what the actual data shows in terms of positive evolution in human behavior. New media technologies have exacerbated this misperception,” said Joe Phelps, GBF’s founder and originator of the film. “And since, freedom of expression limits legislation, the obvious cure for media ill-literacy is education. We’re hoping that *Trust Me* helps accelerate that learning.” Because of media information literacy’s (MIL) role in modern warfare, NATO categorizes it as a priority. Aligned with this priority, the US State Department featured *Trust Me* at its global conference on media literacy in September. US middle and high schools received the film alongside a link to a media literacy study guide with a link to stream the film that they can play in their classrooms through News Literacy Project, an organization that works with educators and journalists to give students the skills they need to discern fact from fiction and to know what to trust. “The internet has opened a world of information to billions of people. But, at the same time, it has spawned an insidious counterforce: the mass dissemination of accidental misinformation and intentional disinformation,” said Roko Belic, *Trust Me*’s director and Oscar nominated director of *Happy*.



<https://www.trustmedocumentary.com>

2:00–4:15 P.M.

Much Ado About Nothing

Directed by Kenny Leon

“For the first time in over four decades, THIRTEEN’s *Great Performances* series presents a Public Theater production recorded live at Free Shakespeare in the Park. After a highly successful, critically acclaimed run at the outdoor Delacorte Theater in New York City’s Central Park, *Much Ado About Nothing* joins the third annual *Great Performances* ‘Broadway’s Best’ lineup.



This bold interpretation of Shakespeare’s comedic masterpiece features an all black cast: Danielle Brooks (*Orange is the New Black*, Broadway’s *The Color Purple*) and Grantham Coleman (*Buzzer*, *The Americans*) as the sparring lovers Beatrice and Benedick. Tony Award winner Kenny Leon (*American Son*, *A Raisin in the Sun*) directs with choreography by Tony Award nominee Camille A. Brown (*Choir Boy*).”

<https://www.folger.edu/shakespeare-unlimited/kenny-leon-much-ado>

4:15–5:45 P.M.

A Few Nagging Questions

Directed by Paul Sapin

A Few Nagging Questions is a feature-length documentary film about a unique cross-generational memory project involving Glenville High School students and community elders. Together, they are searching for answers about a gun battle that took place in their community nearly 50 years ago when seven people were killed, three of them police officers. Described as the first example of “urban warfare” in the United States, the shoot-out set in motion a cycle of poverty and neglect that still persists in Glenville. The documentary will investigate what happened that night, the subsequent murder trial, and how the Glenville students’ journey might offer solutions for their community.

<https://www.globalfairness.org/our-work/our-programs/afewnaggingquestions>



SATURDAY

SATURDAY FEATURED SESSIONS

12:30–1:45 P.M.

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L-FS.01 Identity, Agency, and Belonging: Reconceptualizing Social Emotional Learning for Migratory Students

ROOM 252-B

This session considers the unique social-emotional needs of migratory students and how educators can develop student agency, identity, and sense of belonging. Participants will consider how social-emotional practices mitigate barriers to achievement, and how a classroom centered on equity can create a sense of community, acceptance, and affirmation.

Presenters: Deb Benitez, WestEd
Liz Jameyson, WestEd

Sponsored by WestEd

4:15–5:30 P.M.

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N-FS.01 Why, Now More Than Ever, Talk Is Key in the Development of Language and Literacy

ROOM 252-B

English and multilingual learners must have instructional opportunities that engage them in quality interactions. Well-structured learning that engages students in rigorous tasks, analytical thinking, and generative discussions are essential for learning that promotes social well-being, disciplinary knowledge, and language development. This session will explore how schools can promote quality interactions.

Presenter: Mary Schmida, WestEd

Sponsored by WestEd

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N-FS.02 CATE: California's Statewide NCTE Affiliate and Its Nine Local Councils

ROOM 256-B

Sponsored by the California Association of Teachers of English

In this presentation, board members from the California Association of Teacher of English (CATE) will share the history of CATE and its work over the last 60+ years to keep English language arts teachers involved in the issues and concerns they face in the classroom. From the relationship of local-area councils to the implementation of an annual statewide convention, board members will share what they do in California for CATE members. A Q&A session will include sharing advice with other state affiliates.

Presenters: Annie Gervais, Mills Middle School, Rancho Cordova, CA
Carole LeCren, Retired, La Jolla High School, San Diego, CA
Frank Mata, Eleanor Roosevelt High School, Eastvale, CA
Jennifer Silver, Vistamar High School, El Segundo, CA
Gina Vattuone, Bonita High School, Bonita, CA
Bill Younglove, Emeritus, California State University, Long Beach

J.01 A Pool of Light: Writing Effective Book Rationales to Support Teachers and Kids



ROOM 258-B

Sponsored by the NCTE Standing Committee Against Censorship

While there are no sure or easy solutions to censorship of books, one individual step is for teachers to have high-quality rationales for the books in their classrooms. This session will walk teachers through the process of writing rationales in a way that includes hands-on practice.

Presenters: Katharine Covino-Poutasse, Fitchburg State University, “Writing Rationales for Now”
Ann David, University of the Incarnate Word, “Writing Rationales for Now”

Respondents: Drew Hall, Quitman County School District
Lindsey Jones, Hernando Middle School
Sydney McGaha, Oxford Middle School

J.02 Agents of Change: Raising Student Voice for Advocating for Marginalized or Oppressed Groups



ROOM 205-A

This session features initiatives and projects used to amplify student voices and increase civic engagement. Areas of focus include addressing the opioid epidemic, project-based learning, and public sphere pedagogy.

Presenters: Storey Mecoli, University of Cincinnati, “‘Oh, my ideas can be heard and used somewhere’: High School Students Claiming Their Voice in the Silence and Shining Their Light in the Darkness”
Melissa S. Meola Shanahan, Lafayette International Community High School, “Agents of Change: The Art of Public Sphere Pedagogy”
Ted Turley, Franklin Police and Fire High School, “Advocating for Marginalized or Oppressed Groups—Using Your Voice—A Student Project-Based Learning Unit”
Susan Watts-Taffe, University of Cincinnati, “‘Oh, my ideas can be heard and used somewhere’: High School Students Claiming Their Voice in the Silence and Shining Their Light in the Darkness”

J.03 Alternative Literacies in the Spotlight: Digital and Graphic Middle Grades Practices



ROOM 209-B

Attend this exciting session to learn about classroom practices—including video games, graphic novels, and more—that leverage digital and multimedia literacies to engage student learning.

Presenters: Claudia Alvarado, Dailey Middle School, “Exploring Digital Funds of Knowledge: A Critical Reading Curriculum for Diverse Middle School Classrooms”
Katherine Batchelor, Miami University, “Digital Writing as Multiple Paths: Seventh Graders Compose ‘Choose Your Own Adventure Stories’ Alongside Preservice Teachers”
Jennifer Ervin, University of Georgia, “Analyzing Identity through the Lens of Graphic Novels”
Miles Harvey, University of New Mexico/Albuquerque Public Schools, “Incorporating Video Games into ELA Classrooms as a Culturally Relevant Pedagogy”
Megan Beth Hedgecock, Manor New Technology High School, “Exploring Digital Funds of Knowledge: A Critical Reading Curriculum for Diverse Middle School Classrooms”
Trent Kennedy, Wayside Schools, “Exploring Digital Funds of Knowledge: A Critical Reading Curriculum for Diverse Middle School Classrooms”
Brady Nash, Miami University, “Exploring Digital Funds of Knowledge: A Critical Reading Curriculum for Diverse Middle School Classrooms”/“Incorporating Video Games into ELA Classrooms as a Culturally Relevant Pedagogy”
Mario Reyes IV, Denver Public Schools, “Exploring Digital Funds of Knowledge: A Critical Reading Curriculum for Diverse Middle School Classrooms”
Carolyn Stuftt, Berry College, “Incorporating Video Games into ELA Classrooms as a Culturally Relevant Pedagogy”
Kennedy Thompson, Fort Wayne Community Schools, “Digital Writing as Multiple Paths: Seventh Graders Compose ‘Choose Your Own Adventure Stories’ Alongside Preservice Teachers”
Sam von Gillern, University of Missouri, “Incorporating Video Games into ELA Classrooms as a Culturally Relevant Pedagogy”
Michelle Williamson, The University of North Texas, “Exploring Digital Funds of Knowledge: A Critical Reading Curriculum for Diverse Middle School Classrooms”

J.04 Amplifying the Light of Strength-Based Pedagogy: Deepening Our Funds of Knowledge Work in a Teacher Education Literacy Course

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ROOM 251-A

This panel reveals a teacher educator team reimagining of a preservice secondary teacher education literacy course. Shifting from a skills-based to an asset-based pedagogies approach allows educators to better illuminate their students' linguistic funds of knowledge, organic critical literacies, and digital literacy practices, providing a richer experience grounded in humanizing practices.

Presenters: Noah Golden, California State University, Long Beach
Kim Hall, California State University, Long Beach
Betina Hsieh
Shawne Hume, California State University, Long Beach
Heather Macias, California State University, Long Beach

J.05 Books as Beacons on Friendships: Shining Light on Toxic and Healthy Relationships in Middle Grade Fiction

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ROOM 264-BC

Four acclaimed middle grade authors discuss their novels as beacons to encourage readers to examine toxic friendships and shine light on the difference between healthy and unhealthy relationships. How can reading and discussing middle grade fiction help students to see more clearly as they navigate friends, enemies, frenemies, and allies in their own lives and become a light for one another?

Presenter: Elizabeth Blye, Anne M. Dorner Middle School
Tradebook Authors/Illustrators: Christopher Baron, Feiwel and Friends/Macmillan
Barbara Dee, Aladdin/Simon & Schuster
Torrey Maldonado, Penguin/Nancy Paulsen
Laurie Morrison, Amulet/Abrams

J.06 Bringing Public Language to the Light: Critical Explorations of the Language of Our Lives

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ROOM 201-D

Sponsored by the NCTE Public Language Awards Committee

In this session, the members of NCTE's Public Language Awards Committee will share classroom-tested ideas to help students

critically read, discuss, and create public language. From literary analysis to grammar instruction, participants will learn how to integrate specific frameworks and lenses to existing curricula so students can engage with public language in ways that matter.

Presenters: Allison Berryhill, Atlantic High School, Atlantic, IA
Michelle Devereaux, Kennesaw State University
Missy Springsteen-Haupt, Ames Middle School/Iowa State University

J.07 Capturing the Spark of Inquiry: Nonfiction Illuminating the World for Young People

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ROOM 213-CD

Nonfiction suffers from an image problem. We are in a golden age of nonfiction literature for young people, yet nonfiction literary texts and biographies for children are often underrepresented in classrooms and curricula. Come join a group of educators and award-winning book creators and engage in conversations about cutting-edge nonfiction books and their many classroom possibilities.

Session Chair: Mary Ann Cappiello, Lesley University
Presenters: Mary Ann Cappiello, Lesley University
Amina Chaudhri, Northeastern Illinois University
Jared Crossley, The Ohio State University
Evelyn Freeman, Professor Emerita, The Ohio State University
Cyndi Giorgis, Arizona State University
Jennifer Graff, University of Georgia
Xenia Hadjioannou, Pennsylvania State University, Harrisburg
Ruth Lowery, University of North Texas
Scott Riley, Singapore American School
Julie Waugh, Smith Junior High/Mesa Public Schools
Terrell Young, BYU
Tradebook Authors/Illustrators: Chris Barton, Simon & Schuster
Matthew Burgess, Brooklyn College
Jason Chin
Lesa Cline-Ransome, Penguin/Random House
Candace Fleming, Scholastic
Deborah Hopkinson, Scholastic
Marie Lejeune, Western Oregon University
Kelly Starling Lyons, Penguin Young Readers
Julia Menendez, Macmillan Children's Publishing Group
Barb Rosenstock, Random House
Christina Soontornvat, Candlewick Press
Traci Sorell, Penguin, Charlesbridge, Lerner
Donald Tate, Abrams

J.08 Celebrating the Legacy of Ken Goodman

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ROOM 210-CD

Sponsored by the NCTE Elementary Section and Literacies and Languages for All (LLA)

Ken Goodman had a tremendous impact on literacy education for decades. His influences include understanding reading as a sociolinguistic process, miscue analysis research and application, and whole language. He advocated in the defense of good teaching and was an ally for teachers as professionals. His professional connections include ILA, NCTE, CELT, WLU, Wayne State University, and the University of Arizona.

Presenters: Catherine Compton-Lilly, University of South Carolina
Tracey Flores, The University of Texas at Austin
Carol Gilles, University of Missouri (emerita)
Koomi Kim, Salisbury University

J.09 Coalition Building, Antiracism, and Truth-Telling to Build Suburban Literacies

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ROOM 213-A

This panel presentation will explore the pressing issue of truth-telling in education, particularly in the early childhood, intermediate, and middle school English language arts classrooms. English language arts gives unique and critical opportunities to find and facilitate spaces in which students share and shed their own light, even in the midst of attacks on their truths and histories.

Presenters: Caitlin O'Connor, Hommocks Middle School
Bilal Polson, Northern Parkway School
Lyschel Shipp, Gwinnett County Public Schools

J.10 Cultivating New Voices Roundtable Session: Discussion about How Your Research Is Shining Light on What Matters

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Rainbow

ROOM 253-BC

Cultivating New Voices among Scholars of Color (CNV) roundtables will focus on different aspects of antiracist research. Each mentor and mentee pair will discuss different topics.

Presenter: Tonya Perry, University of Alabama at Birmingham, "CNV Research as a Guiding Light"
Roundtable Leaders: Patricia Enciso, The Ohio State University, "Youth Identity Constructions through Popular Media"
Carmen Kynard, Texas Christian University, "NCTE Pathways for Leadership"
Hui-Ling Malone, Michigan State University, "Literacies beyond Classroom Spaces"
Danny Martinez, University of California, Davis, "Exploring Language, Culture, and Literacy Understandings and Practices in Uncertain Times"
Alexis McGee, "NCTE Pathways for Leadership"
Gholdy Muhammed, Georgia State University, "What's Joy Got to Do with It? A Critical Exploration of the Role of Joy in Cultivating the Genius of Black Students"
Giselle Martinez Negrette, University of Illinois at Urbana-Champaign, "Exploring Language, Culture, and Literacy Understandings and Practices in Uncertain Times"
Lakeya Omogun, "Youth Identity Constructions through Popular Media"
Shamari Reid, University of Oklahoma, "What's Joy Got to Do with It? A Critical Exploration of the Role of Joy in Cultivating the Genius of Black Students"
Timothy San Pedro, The Ohio State University, "Literacies beyond Classroom Spaces"
Allison Skerrett, The University of Texas at Austin, "Racially and Linguistically Minoritized Students across the Borders"
Ebony Elizabeth Thomas, University of Michigan, "She Dreams of Afrofutures! Black Girls, Women, and Femmes Dreaming of Tomorrow in Literacy and Literature Research"
Stephanie Toliver, University of Colorado, Boulder, "She Dreams of Afrofutures! Black Girls, Women, and Femmes Dreaming of Tomorrow in Literacy and Literature Research"
Qianqian Zhang-Wu, Northeastern University, "Racially and Linguistically Minoritized Students across the Borders"

J.11 **Daring to Dig Out of Darkness: Choosing to Collectively Pursue Antiracist and Equitable Teaching in a High School ELA Department**

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ROOM 203-A

Moving an entire ELA department towards diversity, equity, and inclusion in all practices is an arduous task, fraught with tensions. But if we are to truly teach with a united front, that unity has to be genuine and come from the core of the group. This session is a panel discussion with full attendee participation, as we unpack the protocols that worked for us as we worked to move towards DEI.

Presenters: Anthony Andrus, Okemos High School
 Pat Brennan, Okemos High School
 Emily Feehery, Okemos High School
 Shelby Fletcher, Okemos High School
 Rachel Freeman-Baldwin, Okemos High School
 Amy Huntley, Okemos High School
 Sharon Murchie, Okemos High School/CRWP
 Mindy Patnoudé, Okemos High School
 Erik Potere, Okemos High School
 Dawn Reed, Okemos High School
 Benjamin K. Woodcock, Okemos High School

J.12 **Destination Unexpected: How Stories and Information Prepare Us for Change, Exploration, and Finding Community**

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ROOM 202-B

Books are not the destination, they are the vehicles to the destination unknown. Four books, unlimited destinations. These books share the light and information that may lead readers to places unexpected. The authors will engage in a discussion about process, the connection between reading and writing, and how their books may be used to explore identity, relationships, understanding, and community.

Presenter: Susannah Richards, Eastern Connecticut State University
Tradebook Authors/Illustrators: Robin Benway, HarperCollins Children’s Books
 Tiffany Jewell
 Emily X. R. Pan, Algonquin Young Readers
 Liz Garton Scanlon, Chronicle Books

J.13 **Dragon Ladies, Model Minorities, and Quiet Girls: Asian American Girlhood Representation and Resistance in Children’s and Young Adult Fiction**

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ROOM 212-B

In this panel, five Asian American children’s and young adult authors discuss Asian American girlhood: what it means to be and write about Asian American girls today. After author insights, participants will engage in a Q & A facilitated by the educators, followed by a discussion of teaching ideas and a sharing of resources.

Presenters: Jung Kim, Lewis University
 Rosa Nam, Clark University
Tradebook Authors/Illustrators: Sayantani DasGupta, Scholastic/Columbia University
 Debbi Michiko Florence, Scholastic
 I. W. Gregorio, Little, Brown Books for Young Readers
 Misa Sugiura, HarperTeen/Labyrinth Road
 Andrea Wang, Kokila Books

J.14 **El Pasado Como Faro para el Futuro: Puerto Rican Scholars Using *Vicki and a Summer of Change!* for Community-Building and Restoring**

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ROOM 210-A

Puerto Rican scholars discuss how texts act as faros guiding community-building and restoring. By engaging with *Vicki and a Summer of Change!* we explore our pasts in relation to the text and our work as Puerto Rican scholars and activists. Panelists and participants will discuss how literacy and text engagement can address issues of the personal, collective, criticality, and the past.

Presenters: Carmen Liliana Medina, Indiana University
 Raquel Ortiz, Center for Puerto Rican Studies, Hunter College
 Astrid Sambolin, University of Pennsylvania
 Francisco Torres, Kent State University

J.15 Engage and Empower: Expanding the Curriculum for Justice and Activism

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ROOM 203-B

The teacher-researchers in this session are “pursuing the light” by responding to modern-day injustices by creating curriculum units for the grades 4–12 ELA classrooms that also connect to US history. They share engaging units to promote social justice and activism while building critical literacies students need in the 21st century to challenge inequities and empower students to take action.

Presenters: Phylcia Anderson, Texas Woman’s University
Victor Lozada, Texas Woman’s University
Christina Salazar, Mesquite Independent School District
Mandy Stewart, Texas Woman’s University
Christina Thomas, Texas Woman’s University

J.16 Examining Diversity and Inclusion in Multimodal Children’s Picture Books

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ROOM 213-B

Paper one explores the impact of diverse picture book read-aloud assignments on students’ access to diverse literature in rural K–6 classrooms. Paper two examines critical multicultural children’s literature picture books portraying women in political roles to nuance (gendered) political representation and challenge historical renderings of gender and race. Paper three investigates what happens when parents and children of a Burmese family with a refugee background read books multimodally.

Presenters: Cassie Brownell, University of Toronto, “Problematizing Portraits of Women in Politics: A Critical Analysis of Women in Contemporary Picture Books”
Aijuan Cun, University of New Mexico, “Exploring a Burmese Family’s Interactive Digital Book Reading”
Maria Fernanda de Almeida, University of Toronto, “Problematizing Portraits of Women in Politics: A Critical Analysis of Women in Contemporary Picture Books”
Ibnat Islam, University of Toronto, “Problematizing Portraits of Women in Politics: A Critical Analysis of Women in Contemporary Picture Books”
Kathrina O’Connell, Bemidji State University, “Diverse and Inclusive Picture Book Read-Aloud Requirement: Impact on Preservice and Classroom Teachers”
Olivia Sun, University of Toronto, “Problematizing Portraits of Women in Politics: A Critical Analysis of Women in Contemporary Picture Books”

J.17 Finding the Light in Ourselves with Truth-Telling Fiction

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ROOM 208-A

Problems exist, and sometimes they seem bigger than mountains. But solutions exist too. And our stories speak to that truth. When stories honor the hard realities of life—while also highlighting how those who feel powerless can find ways to make change—they remind readers of the light within each of us that can help us overcome our challenges.

Session Chair: Jennifer LaGarde, Rutgers University

Presenters: Varsha Bajaj, Author
Ann Braden, Penguin/Nancy Paulsen Books
Aisha Saeed, Penguin
Padma Venkatraman

J.18 From Black Boxes on the Screen to Writers in Conversation: Hospitality, Sanctuary Spaces, and the Promise of Virtual Face-to-Face Assessment

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ROOM 201-B

Virtual face-to-face assessment, where teachers have conscious conversations with students about their writing, humanizes our teaching and helps students celebrate and reflect on their progress. Participants examine their own teaching practices and consider how VF2FA can support equitable, student-centered, and hospitable learning environments, especially during a pandemic.

Presenters: Jeffrey Austin, Skyline High School, Ann Arbor Public Schools
Ann Burke, Michigan State University
Gretchen Rumohr, Aquinas College

J.19 Meet the NCTE Editors

G ROOM 256-A

Participants will have the opportunity to meet journal and book editors, explore the publishing possibilities available with NCTE and with other publications, and discuss specific project ideas with the editors. Submission guidelines will be available.

Session Chair: Colin Murcay, NCTE

Editors:

The ALAN Review

Arianna Banack, University of Tennessee, Knoxville
Susan Groenke, University of Tennessee, Knoxville
Caitlin Metheny, University of Tennessee, Knoxville

College English

Lori Ostergaard, Oakland University

English Education

Melanie Shoffner, James Madison University

English Journal

Amy Burke, Texas Woman's University
Toby Emert, Agnes Scott College

Aimee Hendrix Soto, Texas Woman's University
Mary Amanda Stewart, Texas Woman's University

English Leadership Quarterly

Henry Cody Miller, SUNY Brockport

FORUM: Issues about Part-Time and Contingent Faculty

Trace Daniels-Lerberg, University of Utah

The Journal of Children's Literature

Jill Hermann-Wilmarth, Western Michigan University
Laura Jiménez, Boston University
Caitlin Ryan, University of North Carolina, Wilmington
Craig Young, Bloomsburg University of Pennsylvania

Language Arts

Rick Coppola, Chicago Public Schools/University of Illinois at Chicago

Sandra L. Osorio, Erikson Institute Chicago
Rebecca Woodard, University of Illinois at Chicago

ReadWriteThink.org

Lisa Storm Fink, NCTE

Research in the Teaching of English

Mollie Blackburn, The Ohio State University
David Bloome, The Ohio State University
Dorian Harrison, The Ohio State University at Newark
Michiko Hikida, The Ohio State University
Laurie Katz, The Ohio State University
Stephanie Power-Carter, The Ohio State University

Talking Points

Pat Paugh, University of Massachusetts, Boston
Sherry Sanden, Goldendale School District, WA

Teaching English in the Two-Year College

Darin Jensen, Salt Lake Community College

Voices from the Middle

Shanetia Clark, Salisbury University
Robyn Seglem, Illinois State University
Matt Skillen, Elizabethtown College

J.20 Mentor Texts in Spanish: How to Find Culturally Sustaining Texts That Pair with Writing Units

E ROOM 207-C

As we strive to make each of our students shine their own light by making our teaching more culturally relevant and accessible to multilingual learners, it's critical that teachers know how to identify mentor texts in other languages. In this session, we'll share how to search for, select, and implement the use of texts in other languages within the writing instruction.

Presenters: Viridiana Fimbres, Teachers College
Ursula Tua, Teachers College

J.21 Pain and Possibility: A Balance of Grief and Joy through Poetry

M
S ROOM 261-A

Four teachers will discuss how they unlearned what they thought they knew about grief and joy and learned to challenge students to make space for pain and possibility through the process of creating poetry in secondary ELA classrooms. Writing poetry in particular can help us and our students to address our grief and reorganize ourselves through reflecting, remembering, and reimagining.

Presenters: Morgan King, Gwinnett County Public Schools
Kinsey Rubio, Gwinnett County Public Schools
Julie York, Worthington High School, OH
Lisa York, Gwinnett County Public Schools

J.22 Poetry in Pursuit of Light—Presenting the NCTE 2022 Notable Poetry Books and Verse Novels

E
M
TE ROOM 211-B

Sponsored by the NCTE Children's Poetry Awards

This session will highlight a guest poet from the 2022 Notables list, who will share the potential of poetry by modeling classroom activities. Next, members of the Notable Poetry Books and Verse Novels Committee will present the 2022 Notables lists, share selected poems, and suggest ways these books can bring light to classroom communities.

Presenters: Ryan Colwell, Fairfield University, Connecticut
 Deanna Day, Washington State University
 Rebecca Dotlich, Boyds Mills Kane
 Gabrielle Halko, West Chester University, PA
 Georgia Heard, Roaring Brook/Stenhouse/Heinemann
 Ted Kesler, Queens College, CUNY
 Heidi Mordhorst, Montgomery County Public Schools, MD
 Mary-Kate Sableski, University of Dayton

J.23 Pursuing Light in Dark Places: Teaching toward Freedom Inside a State Prison



ROOM 251-C

What does it mean to bring the light of compassion and understanding into spaces that actively work to diminish the light of our humanity? As the call suggests, “each person, place, and space of light reaches beyond itself” and moves into the world. This panel examines the paradox of teaching toward freedom inside a state prison where educators and students learn across profound social boundaries.

Session Chair: Todd DeStigter, University of Illinois at Chicago

Presenters: Reggie Bullock, Justice Education Initiative
 Brian Charest, University of Redlands
 Barbara Junisbai, Pitzer College

J.24 Pursuing the Light with Funds of Knowledge and Funds of Identity



ROOM 207-A

Rainbow

The three qualitative studies presented in this panel show how teachers encounter their identity and implement funds of identity in their pedagogy. The first study examines future teachers developing funds of identity through affinity groups. The second study focuses on teachers’ authoring texts and reflecting on the use of their linguistic repertoires. The third study examines mentor texts with male protagonists to expand funds of identity in elementary school classrooms and teacher education programs.

Session Chair: María E. Fránquiz, The University of Texas at Austin

Presenters: Gilberto Lara, The University of Texas at San Antonio, “Building Funds of Identity: Male Protagonists in Bilingual Children’s Literature”

Maria Leija, The University of Texas at San Antonio, “Authoring Teachers’ Funds of Identity: Sustaining Dreams”
 Adeli Ynostroza Ochoa, The University of Texas at Austin, “Building Funds of Identity: Male Protagonists in Bilingual Children’s Literature”
 Monica Pineda, The University of Texas at Austin, “Aspirantes: Future Teachers Authoring Their Funds of Identity through Affinity Groups in Teacher Education”
 Irán Tovar, The University of Texas at Austin, “Authoring Teachers’ Funds of Identity: Sustaining Dreams”

J.25 Reading Aloud and Proud: Embedding the High School English Classroom with Justice-Oriented Education



ROOM 202-A

When students are resistant to antiracist teaching, how can teachers circumvent possible pushback in the classroom and use the prior knowledge students may be bringing from home to stoke the fires of justice? This presentation seeks to show how read-aloud as a reading strategy can be the light to help teachers embed a culture of inclusivity, collaboration, and criticality into the ELA classroom.

Presenter: Caroline Bedingfield, Georgia State University

J.26 Recovering Means Reconsidering the Possibilities: Teachers Reflect on Light, Literacy, and the COVID-19 Pandemic



ROOM 212-A



This session will offer a facilitated discussion to bring to light the ways that literacy classrooms have shifted during the pandemic. We will finish with the co-creation of a shared resource list to allow all participants to share knowledge and ideas that we can each take back to our classrooms. Our goal is to collectively navigate these new realities while spotlighting stories of participants.

Session Chair: Sarah Woodard, University of Colorado, Denver

Presenters: Erin Aguirre, Millard Public Schools
 Hillary Anson, Elkhorn Public Schools
 Stephanie Gillespie, Bennington Public Schools
 Jennifer Lemke, University of Nebraska, Omaha
 Lauren Rutledge, Papillion LaVista Public Schools
 Kristina Stamatis, University of Nebraska, Omaha

J.27 **Sharing Our Sueños: The Intersection of Community Cultural Wealth and Family Engagement in Early Childhood Settings**



ROOM 206-B

Strategies for sharing sueños between families and educators will be explored through Yosso's (2005) theory of community cultural wealth (CCW). Presenters will share observations of CCW in their work and research, suggestions for family engagement through CCW, and lists of resources (including children's literature and digital resources) that align with CCW in early childhood settings.

Presenters: Mary Jade Haney, Horrell Hill Elementary School

Julia Lopez-Robertson, University of South Carolina

Melissa Wells, University of Mary Washington

J.28 **Shining a Light on Children and Youth through Digital Storytelling and Digital Inquiry**



ROOM 206-A

Presenters share classroom research using digital storytelling and digital inquiry to shine a light on justice and strengths in children's and youth's literacies. Presenters discuss how personal digital inquiry can be used as an instructional scaffold and critical literacy tool to right social wrong and recast assessment in a way that brings to light the voices of students who have been labeled as struggling through the use of digital storytelling.

Presenters: Stephanie Schmier, CUNY College of Staten Island, "Digital Storytelling as Assessment: Recasting Literacy for 'Struggling Readers'"

Jon Wargo, Boston College, "Shining a Light on Justice through Personal Digital Inquiry: Young Children Writing Across the Disciplines to Right Social Wrongs"

J.29 **#TeachLivingPoets: NEW! Hands-On Activities and Collaborative Strategies That Nurture Student Engagement with Poetry**



Rainbow

ROOM 204-C

The #TeachLivingPoets panel will offer classroom-tested strategies which build environments that foster student questioning, discovery, and insight. We are excited to share new, engaging ideas for students to collaborate in their exploration of poetry, and to get hands-on and up and moving with kinesthetic activities. Panelists will introduce new poems from our favorite living poets.

Presenters: Susan Barber, Henry W. Grady High School, Atlanta, GA

Matt Brisbin, McMinnville High School

Cynthia Hamilton, Lake Norman Charter High School, Huntersville, NC

Jessyca Mathews, Carman-Ainsworth High School

Valerie Person, Currituck County High School

Melissa Smith, Lake Norman Charter High School, Huntersville, NC

Grover Cleveland Winfield III, Rappahannock High School

J.30 **Teacher Research: A Lighthouse in a Storm**



ROOM 209-A

Like a lighthouse, teacher-researchers cut through the fog, staying focused on their chosen inquiry. In this interactive session, the experienced presenters will show how the teacher research structure systematically illuminates the best ways to support students and dismantle oppressive structures. Participants will leave empowered, armed with a teacher research padlet of resources.

Presenters: Sally Donnelly, DHMS, Arlington Public School, VA

Kate Flowers, San Jose Area Writing Project

Ellin Keene, Mosaic Literacy LLC

Anna Gotangco Osborn, Educator, Reading Specialist

Tiana Silvas, New York City Department of Education

J.31 The Path to Writing Proficiency: Shedding Light on the Academic Writing Development of English Learners



ROOM 262-A

This research presentation sheds light on academic writing development of English learners. By systematically examining students' writing, we uncover the challenges English learners must address when writing an argument of literary analysis. We also explore how the comprehensive cognitive strategies approach provided by Pathway Project helped English learners gain parity with their non-EL peers.

Session Chair: Carol Booth Olson, University of California, Irvine

Presenters: Huy Quoc Chung, University of California, Irvine, "A Review of Writing and Revision Strategies: What Helps English Learners Achieve Parity with Their Non-EL Peers in Growth Overtime?"

Undarmaa Maamuujav, University of California, Irvine, "Shedding Light on the Demands of Academic Essay Writing: What Are the Challenges English Learners Must Address?"

Jacob Steiss, University of California, Irvine, "Bringing Light to Equitable Teaching: What Elements of Academic Essay Writing Can English Learners Improve with Instruction?"

J.32 Using Critical Literacy Book Clubs to Empower Diverse Elementary Student Voices



ROOM 207-B

This presentation discusses action research conducted with preservice teachers in collaboration with elementary educators to lead critical literacy book clubs that foreground all students' voices. Through interactive discussion, we aim to provide elementary educators with a model for encouraging all members of the elementary classroom to become beacons of the light.

Presenters: Rebekah Degener, Minnesota State University

Lisa Vasquez, Minnesota State University, Mankato

J.33 Using Young Adult Literature to Engage Today's Youth with Causes and Consequences of the Holocaust: A Cross-Disciplinary Approach to Teach Preservice Teachers



ROOM 251-B

Accurate, empathetic understanding of teaching the Holocaust is essential, as anti-Semitism is on the rise. This session will share lessons of a multiyear cross-disciplinary collaboration between teacher educators in English and history, students, and experts. Approaches to inquiry-based teaching to preservice teachers will be explained and hands-on activities done during the session.

Session Chair: Marcy Merrill, California State University, Sacramento

Presenters: Jody Cooperman, Sutter Middle School
Mimi Coughlin, California State University, Sacramento
Marcy Merrill, California State University, Sacramento

J.34 Young Adult Titles for Transformative Teaching



ROOM 205-B

The presentation explores student-selected titles for young adult readers with a particular emphasis on *Patron Saints of Nothing* and elevating Asian voices.

Presenters: Lauren Amorós, Busan Foreign School, “Raising Asian Voices and Identities with *Patron Saints of Nothing* by Randy Ribay”
 Wendy Glenn, University of Colorado, Boulder, “Through a Lens of Critical Love, Hope, and Heart: Exploring Teens’ Top Ten Young Adult Titles for Transformative Teaching”
 Chelsea Kent, University of Colorado, Boulder, “Through a Lens of Critical Love, Hope, and Heart: Exploring Teens’ Top Ten Young Adult Titles for Transformative Teaching”
 Jillian Kneeland, University of Colorado Boulder, “Through a Lens of Critical Love, Hope, and Heart: Exploring Teens’ Top Ten Young Adult Titles for Transformative Teaching”

J.35 Youth Voices: Pursuing the Light of Our Students’ Lived Experiences in the English Classroom



ROOM 201-A

Valuing students’ experiences is not enough. We must develop inquiry-based classrooms that engage and amplify their voices. This presentation features the collaborative work of three teachers and two teacher educators as their students create powerful inquiry-based projects and present them in their classrooms and at a regional youth conference at a local college campus.

Presenters: Deborah Bertlesman, Olmsted at Kensington
 Kristen Pastore Capuana, Buffalo State College
 James Cercone, Buffalo State College
 Alyssa O’Connor, West Seneca East Middle School
 Kristina Rovison, Buffalo State College

9:30–10:45 A.M.

GENERAL SESSION

ARENA



SEEMA YASMIN

SEEMA YASMIN is an Emmy Award-winning journalist, medical doctor, professor, and poet. She is the author of five books, including a poetry collection, *If God Is a Virus*, which was voted one of the Best Books of 2021 by The New York Public Library, and *Viral BS: Medical Myths and Why We Fall for Them*, which tells her own history of growing up a conspiracy theorist before becoming a debunker of myths. In *Muslim Women Are Everything: Stereotype-Shattering Stories of Courage, Inspiration, and Adventure* (Harper Design), published in April 2020, Yasmin reframes how the world sees Muslim women, to reveal everything they CAN do and the incredible, stereotype-shattering ways they are doing it. She is also the author of *What the Fact: Finding the Truth in All the Noise*, a timely book about the importance of media literacy.

Yasmin is director of the Stanford Health Communication Initiative, clinical assistant professor in Stanford University's Department of Medicine, and visiting assistant professor at the Anderson School of Management at UCLA where she teaches crisis management and crisis communications. She was a finalist for the Pulitzer Prize in breaking news in 2017 with a team from *The Dallas Morning News* for coverage of a mass shooting. After training in medicine at the University of Cambridge, Yasmin served as an officer in the Epidemic Intelligence Service at the US Centers for Disease Control and Prevention, where she investigated outbreaks in prisons, hospitals, reservations, and other settings. She trained in journalism at the University of Toronto and worked as a staff writer at *The Dallas Morning News* covering Ebola's arrival in Texas.

A book signing will follow the session.



SATURDAY

K.01 A Beacon of Light in the Dark: Using Stories to Kindle Hope



ROOM 206-A

Stories can help us find hope in difficult times. This panel of award-winning authors and educators shares ways to find the light hidden in hard topics and to put hope to work in the real world. Creative exploration of difficult topics through reading, research, and storytelling can kindle sparks of hope in our classrooms and in the wider communities in which those classrooms are embedded.

Presenters: Kevan Atteberry, Neal Porter Books/
Holiday House
Heather Bouwman
Anne Nesbet, University of California, Berkeley/
Candlewick Press
Nadia Salomon, Philomel Books
Lori R. Snyder, HarperCollins

K.02 American Indian Caucus Open Forum



ROOM 251-C

Sponsored by the NCTE American Indian Caucus

This is an open forum for all interested in the NCTE American Indian Caucus.

Presenters: Lisa King, University of Tennessee,
Knoxville
Andrea Riley Mukavetz, Grand Valley State
University
Kimberly Wieser, University of Oklahoma

K.03 Asian/Asian American Caucus Open Forum



ROOM 252-A

Sponsored by the NCTE Asian/Asian American Caucus

This is an open forum for all those interested in the NCTE Asian/Asian American Caucus.

Presenters: Betina Hsieh, California State University,
Long Beach
Jung Kim, Lewis University

K.04 Authentic Literacy Practices in the Spotlight: Connecting Literacies to Community Worlds



ROOM 210-B

This strategy- and resource-rich session features speakers whose work grounds student literacy learning in the real texts, issues, and moments of everyday community and social life to engage and challenge students in their learning.

Presenters: Liz Breves, New York City Department of Education, “Igniting Authentic Writing and Revision: Sparking Optimism and Risk-Taking with Our Student Writers”

Rebecca Harper, Augusta University, “Play by Play: Using Sports to Teach Writing”

Victoria Lowe, New York City Department of Education, JHS 131, “Shining the Light on Social Issues through Authentic Writing Tasks”

Geraldine Plair, New York City Department of Education, “Shining the Light on Social Issues through Authentic Writing Tasks”

Tiana Silvas, New York City Department of Education, “Igniting Authentic Writing and Revision: Sparking Optimism and Risk-Taking with Our Student Writers”

K.05 Black Caucus Business Meeting



ROOM 252-B

Sponsored by the NCTE Black Caucus

The Black Caucus Business Meeting is open to all interested in the NCTE Black Caucus.

Presenter: Jamal Cooks

K.06 Bright Practices in Teaching Critical Digital Literacy



Rainbow

ROOM 251-A

Participants will dive into Learning for Justice’s digital literacy resources, which focus on helping students recognize and combat anti-democratic viewpoints and online disinformation. Educators will learn how to incorporate tools that teach students how to recognize disinformation, evaluate online content, engage safely in online communities, and use digital literacy for equity and justice.

Presenters: Sarah-SoonLing Blackburn, Southern Poverty Law Center

Jaci Jones, Southern Poverty Law Center/Learning for Justice

Jonathan Tobin, Southern Poverty Law Center/Learning for Justice

Courtney Wai, Southern Poverty Law Center/Learning for Justice

K.07 Classroom Culture as a Source of Light: Literacies that Build Community

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ROOM 209-A

This session explores examples of literacy and classroom practices that nurture creativity and community in the classroom, inspiring students to explore and supporting educators to thrive.

Presenters: Nicholas Miller, Sayre School, “‘Until You Can Love It Again’: Poetry and the Cultivation of a New American Sueño”

Julie Scullen, Anoka-Hennepin ISD11, “Bringing Light through Dialogic Conversation: Pushing Students from ‘Turn and Talk’ to ‘Turn and Think Together’”

K.08 Critical Issues in English Education: Research by ELATE Research Grant and Award Winners

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ROOM 253-BC

Sponsored by English Language Arts Teacher Educators (ELATE)

In this roundtable session, the recipients of the annual Research Initiative Grant, Graduate Student Research Award, Janet Emig Award, Richard Meade Award, and James Moffett Memorial Award, sponsored by English Language Arts Teacher Educators (ELATE), present their award-winning works on current issues in the fields of literacy and English teacher education.

Session Chair: Latrise Johnson, University of Alabama

Presenters: Nadia Behizadeh, Georgia State University, Atlanta, “Complexity and Tensions in Supporting New Teachers to Enact Critical Pedagogy”

Latrise Johnson, University of Alabama

Elizabeth Kahn, Northern Illinois University, “Methods of Teaching High-Leverage Practices in English Methods: Authentic Discussion”

Catherine Lammert, Texas Tech University, “The Readability, Structure, and Knowledge Demands of Racially Diverse Children’s Literature: Exploring the (Text) Complexity of Justice”

Thomas McCann, Northern Illinois University, “Methods of Teaching High-Leverage Practices in English Methods: Authentic Discussion”

PJ Miller, Georgia State University, Atlanta, “Complexity and Tensions in Supporting New Teachers to Enact Critical Pedagogy”

Amy Piotrowski, Utah State University, Logan,

“Getting to Know an Interconnected Framework for Assessment of Digital Multimodal Composition”
Kisha Porcher, University of Delaware, “Black Lives Matter in Action: Centering Blackness in English Education”

Cheryll Thompson-Smith, Georgia State University, Atlanta, “Complexity and Tensions in Supporting New Teachers to Enact Critical Pedagogy”

Kristen Hawley Turner, Drew University, NJ, “Getting to Know an Interconnected Framework for Assessment of Digital Multimodal Composition”

Shelley Yu, Falls Church High School, VA, “Social-Emotional Learning: Reader’s Theater”

Jon Wargo, Boston College, “Annotating Approximations to Adjust Practice: Rethinking the Role of Rehearsal in Advancing Antiracist Teaching”

K.09 Dispelling Shadows of Uncertainty: Facilitating Professional Growth through Dialogue and Young Adult School Stories

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ROOM 251-B

How can dialogue about young adult literature support novice teachers as they wrestle with uncertainties they will inevitably face? This session explores how dialogue with respected others, young adult texts, and personal and professional identities helped novice teachers find light in moments of darkness throughout their professional becoming.

Presenters: Mercedes Allen, Diamond Fork Middle School

Dawan Coombs, Brigham Young University
Jonathan Ostenson, Brigham Young University
Nicole Sanchez, West Lake Junior High School

Respondent: Bob Fecho, Teachers College, Columbia University

K.10 #DisruptTexts Now More Than Ever**G****TE**

Rainbow

Led by the #DisruptTexts cofounders, this interactive roundtable session will feature authors, arguments for why we should be disrupting texts, and workshop-style and teacher-centered discussions for strategizing around different books. Come to learn about how to disrupt old books and come for useful strategies with new ones.

Presenters: Tricia Ebarvia, Conestoga High School
Lorena Germán, Multicultural Classroom
Kim Parker, Harvard University
Julia Torres, Denver Public Schools

Tradebook Authors/Illustrators: Aisha Saeed, Penguin
Traci Sorell, Penguin, Charlesbridge/Lerner

K.11 Educators Using Literacy for Environmental Justice—A Multigenerational Collaboration**G**

This panel of educators has been bringing students together from different grade levels and different schools to learn from one another about the climate crisis through listening, speaking, reading, and writing. We have collaborated in person before the pandemic and virtually during online learning to promote critical literacy and environmental justice.

Presenters: Emiliano Amaro, Camino Nuevo Sandra Cisneros
Tyler Kenney, Alliance Environmental Science High School
Jeff Share, Department of Education, University of California, Los Angeles

K.12 Epiphanies Everywhere: A Student-Led Publishing Project Creatively Chronicling a 7-Year College-Access Program**M****S****C****ROOM 201-C**

In this session, leaders of the Improving the Blank Page writing program will discuss the student-led publishing project “Epiphanies Everywhere” and the process that led to the final product of a published book of participant writing. Participants will become familiar with creative writing exercises that were implemented to prepare students for the roles of interviewers, writers, and editors.

Presenters: Megan Breau, GEAR UP
Toby Daspit, University of Louisiana at Lafayette
H. Michelle Kremer, University of Louisiana at Lafayette

K.13 Focusing the Light: Navigating Preservice Curricular Experience**G****TE****ELATE****R****ROOM 258-B**

This panel will examine how preservice teachers navigate experiences with advanced learners in the field and in the university using UDL, tutoring, and digital writing techniques.

Presenters: Brad Jacobson, University of Texas at El Paso, “Becoming Teachers of Digital Writing: Shining Light on Teacher Agency and Identity Development”

Lisa Paolucci, St. Francis College, “Integrating Universal Design for Learning and Disciplinary Literacy in ELA: A Case Study of Preservice Secondary English Teachers”

Darby Simpson, “Lighting the Way: Former Writing Tutors Building on their Preservice Tutoring Experiences as Early Career Teachers”

K.14 Highways, Byways, and Intersections: Using the Steps of the Writing Process as a Beacon to Study Identity, Characterization, and Intersectionality**S****ELATE****ROOM 202-A**

Attendees write through “Identity Roadmaps,” a series of exercises that start with brainstorming, drawing, and journaling and end with personal essays and literary commentaries. “Identity Roadmaps” highlight writing as the place where academic and personal meaning-making overlap leading to intentional, multilayered learning. Attendees leave with practical writing exercises for their classrooms.

Presenters: Abigail Baumgartner, Louisiana State University
Emily Peters, Louisiana State University Laboratory School

K.15 Humanizing Literacy Practices to Light Up the Middle Grades Classroom

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LGBTQIA+ ROOM 209-B



This session explores and highlights middle grades literacy practices and strategies that work to humanize the classroom through a focus on connection, agency, and socio-emotional engagement.

Presenters: Jenice Mateo-Toledo, Hastings on Hudson School District, “Creating Educational Spaces for Luceros to Shine: Identity and Media in Upper Elementary and Middle Grades”

Nanasha Nunez, Ardsley School District, “Creating Educational Spaces for Luceros to Shine: Identity and Media in Upper Elementary and Middle Grades”

Gina Paese-Margiela, University of Missouri, Kansas City, “‘Talking with...’: Humanizing Literacy Skills into Broader Light”

Emily Wilkinson, Teachers College, Columbia University, “Love in the Time of Corona: Building an Emotionally Responsive Writing Curriculum with Middle School Students”

K.16 Igniting the Light Within: Helping Students Find Their Voice through Collaboration

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ROOM 201-D

Student writing has been reduced to a series of teacher-set expectations, predetermined guidelines and rubrics, and specific assignments to complete which rarely encourages ownership throughout the writing process. This hands-on session will give teachers practical tools to move students from checking boxes in class for a grade to ownership in the creating and critiquing of their writing.

Presenters: Susan Barber, Henry W. Grady High School, Atlanta, GA
Matt Brisbin, McMinnville High School

K.17 Illuminating Dimensions of Empathy: Dreaming of a Critical Empathetic Approach to Literature Study in Antiracist ELA Classrooms

M

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ROOM 203-A

This panel centers a critical empathetic approach to teaching texts for justice and equity with secondary educators, asking all to consider: “What role does empathy play in our

dream-making, in our imagining for what is possible in ELA classrooms?” The session will offer a new framework, examine several text approaches, and facilitate a dialogue around enacting critical empathy.

Presenters: Sarah Donovan, Oklahoma State University
Michelle Falter, North Carolina State University
Mary Neville, New Mexico State University

K.18 Improving Literacy Opportunities for Indigenous Students Using EL Supports

M

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TE

ROOM 213-A



Rainbow



Unlocking literacy needs of AI students through a critical pedagogical revolution for culturally responsive, decolonized literacy education for AI students, our panel explores links between literacy, native language preservation/revitalization, and lasting impacts of forced language assimilation while reflecting on how EL pedagogy and practices support the unique literacy needs of AI students.

Presenters: Jacob Barto, Montana Office of Public Instruction
Matt Bell, Montana Office of Public Instruction
Rachel Gott, Montana Office of Public Instruction
Evelyn Paz Solis, Montana Office of Public Instruction

K.19 Into the Light: Exploring the Spectrum of the Human Experience through Shared Stories with a Schoolwide Book-of-the-Month Program

E

M



LGBTQIA+

Rainbow

ROOM 207-B

Presenters will explore how a schoolwide nursery school-grade 8 book-of-the-month program addresses teaching priorities, builds SEL skills, and enhances DEI work. Working across divisions and engaging all members of the school community, this picture book program shines a sustained light on critical social conversations. The presenters will share their adaptable framework and model lessons.

Presenters: Kit Ballenger, Help Your Shelf
Mara Rosenberg, St. Patrick’s Episcopal Day School
Erica Thompson, St. Patrick’s Episcopal Day School

K.21 Latinx Caucus Open Forum**G** **ROOM 253-A***Sponsored by the NCTE Latinx Caucus*

The Latinx Caucus Open Forum is open to all interested in the Latinx Caucus.

Presenter: Tracey Flores, The University of Texas at Austin

K.22 Lead with Hope: The Power of Uniting Rural and Urban Youth Voices in YPAR**S** **R** **ROOM 205-B**

Discover how rural and urban high school students from the Colorado State Sustainable Teaching and Learning Collaborative have used YPAR to investigate the schooling experiences of underrepresented youth throughout the pandemic, and discuss the potential for establishing greater solidarity among urban and rural teachers who are committed to liberatory education.

Presenters: Karen Buntinas, Roosevelt High School
Ted Fabiano, Berthoud High School/Kansas State University/Greater KC Writing Project
Cindy O'Donnell-Allen, Colorado State University
Breanna Young, Northglenn High School

K.23 Learning with Families and Writing Together: How a National Writing Project Fellowship Supported Elementary Teachers' Foster Family Engagement and Literacy**E** **TE** **NWP** **Rainbow****ROOM 207-C**

In school year 2020–2021, a National Writing Project fellowship supported early career elementary teachers' foster family engagement through literacy practices. The projects included family storytelling, time capsules, family history projects, letter writing, and a bookmobile. The practical and theoretical components of this work will be addressed during this session.

Presenter: Liz Murray, Bay Area Writing Project

K.24 Let Books Light the Way: Using Diverse and Inclusive Literature to Foster Empathy, Equity, and Change**E** **M** **S** **TE** **Rainbow****ROOM 264-BC**

New York Times bestselling author Nic Stone and educators Brittany Hogan and Georgia Parker will discuss the power of stories to bring the experiences of others into the light. Learn how to use diverse and inclusive books as an entry point to foster empathy, equity, and change; strategies for teaching diverse books in your classroom; and how to evaluate classroom libraries for representation.

Presenters: Brittany Hogan, Booksource
Georgia Parker, Trinity Prep
Nic Stone, Author

K.25 Let's Walk and Talk! Using Our Community and Environment around Us to Support Literacy Development and Promote Student Voice



ROOM 213-B

Our communities are a part of us and give us our authentic voices. In this presentation you will see how kindergarten and first-grade students use their communities as ways to foster their literacy development and inquire about the world we live in, thus, taking every opportunity of their daily routines as a teachable moment.

Presenters: Maria Acevedo-Aquino, Texas A&M University-San Antonio, "Perspectives of Latinx Families around School Choice"
 Stephanie Buelow, University of Hawaii at Manoa, "Using Teachable Moments to Foster Inquiry"
 Anna Morrison, Central Park School, "Walking Curriculum and Literacy Development: Leveraging the Affordances of Being Outside"
 Scott Morrison, Elon University, "Walking Curriculum and Literacy Development: Leveraging the Affordances of Being Outside"
 Nayatzin Solis, Edgewood Independent School District, "Perspectives of Latinx Families Around School Choice"
 Diane Sugahara, Hokulani Elementary School, "Using Teachable Moments to Foster Inquiry"

K.26 Letters to COVID



ROOM 258-A

The session will discuss the impact of letter writing on helping students cope with grief brought on by the COVID-19 pandemic. Presenters will unveil the Letters to COVID project and share ideas for how to implement the prompt at schools and universities.

Presenters: Justin Cook, High Point University
 Skye Roberson, University of South Carolina, Aiken

K.27 Light: Be It, Bring It, Share It—Spotlight on Building-Wide Literacy Initiatives



ROOM 208-A

How do you go from being an active reader to an active citizen? Join us to discover a school where students have 50 minutes every other day to be in a Literacy Workshop. As dedicated educators, we will share specific details, challenges, strategies, and a yearlong curriculum that brings light to our students' reading lives and invites them to use their literacy to be active citizens.

Presenters: Brian Campbell, Wellesley Middle School
 Ehrin Johnson, Wellesley Middle School
 Laura Mullen, Wellesley Middle School
 Lynda O'Brien, An Unlikely Story bookstore

K.28 Lit Mags Light the Way



ROOM 211-A

Sponsored by the NCTE Recognizing Excellence in Art and Literary Magazines (REALM) Committee

As products of student voice, magazines help people find light in darkness, so we encourage magazines (and other publications) that foster a culture of writing, shining a creative light for others. REALM committee members show how to expand student engagement, advocate for students' freedom of speech, and celebrate the many identities within school communities through the power of publication.

Presenters: Alexa Garvoille, North Carolina School of Science and Mathematics
 Laura Gellin, Park Tudor School
 David A. Ragsdale, Clarke Central High School
 Gillian Schneider, Neuqua Valley High School
 Amy Williams-Eddy, Saint Mary's Hall

K.29 Makerspace Poetry



ROOM 261-B



Come join us in experimenting with ways to take poetry off the page and into the classroom with makerspace activities and coffeehouse-style reading. We will explore poetry collaging, blackout poetry, magnetic poetry, and more, along with sharing how to create a safe space for reading poetry aloud and low-stakes options for reflection and participation. All are welcome!

Presenters: Sylvia Vardell, Texas Woman's University
 Janet Wong, Pomelo Books

K.30 Multimodal Composition: Illuminating Our Humanity and Influencing Change

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ROOM 211-B

In this interactive session, Angela Stockman and Trevor Aleo will invite participants into a multimodal writing workshop infused with color, sound, gesture, texture, and vibration. Attendees will define the varied modes of expression, examine them at work inside dynamic mentor texts, and acquire strategies that will enable them to serve writers who know that composition is far bigger than print.

Presenters: Trevor Aleo, Middlebrook School/Learning That Transfers
Angela Stockman, Daemen College

K.31 Out of the Darkness: Transformative Teaching and Healing in Transformative Times

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ROOM 261-A

Sponsored by the NCTE Standing Committee on Research

This session shares insights from teachers and researchers who, rather than seeking a return to traditional structures of schooling, have pushed through the darkness to develop transformative and healing practices to combat the multiple pandemics that have challenged our social, educational, economic, and physical worlds since 2020.

Presenters: Sakeena Everett, University of Connecticut
Lauren Kelly, Rutgers University Graduate School of Education

Sarabeth Leitch, McDaniel High School
Reshma Ramkellawan-Arteaga, Teaching Matters

Respondent: Nicole Mirra, Rutgers University

K.32 Pursuing the Light of African American Poets: Teaching a Reader-Response Strategy to Understand Theme and Create a Cento Poem

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ROOM 203-B

Rainbow

The purpose of this session is to educate, celebrate, and inform middle and high school teachers about African American poetry through the Furious Flower digital archive (www.furiousflower.org). This session will preview the digital archive along with accompanying lesson plans and resource materials.

Presenters: Mary Beth Cancienne, James Madison University

Bria Coleman, Broad Run High School, Loudoun County
Kailyn Gilliam, Jack Jouett Middle School, Albemarle County

Ryland Jones, Culpeper High School

K.33 Searching for the Stars in Online Teaching: Lessons Learned during the Darkness of a Global Pandemic

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ROOM 262-A

Sponsored by the ELATE Digital Literacies in Teacher Education (D-LITE) Commission

Members of Digital Literacies in Teacher Education (D-LITE) provide a deep dive into the experiences and research discussed in a special edition of *English Education*. Nine panelists highlight the extraordinary efforts that teacher educators, preservice teachers, and inservice teachers undertook during the early days of the COVID pandemic and their instant pivot to online instruction.

Presenters: Donna Alvermann, University of Georgia, Athens

Stefani Boutelier, Aquinas College

Merideth Garcia, University of Wisconsin-La Crosse

Ewa McGrail, Georgia State University

Clarice Moran, Appalachian State University

Amy Piotrowski, Utah State University

Kristen Turner, Drew University

Carl Young, North Carolina State University

K.34 Sharing My Dreams and Shaping Our Sueños: A Community Literature-Based Pen Pal Project

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ROOM 207-D

In this session, a school district curriculum coordinator and a teacher educator will share powerful community literacy practice stories (e.g., pen pal project) between two classes—a class that has many fifth graders who crossed the national border(s) and are continuing their journey in their new home, and the other class that has students who have limited experiences with refugee families.

Presenters: Junko Sakoi, Tucson Unified School District
Yoo Kyung Sung, University of New Mexico

K.35 Sports Culture as a Site for Research and Inquiry in the ELA Classroom

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ROOM 201-A

Recognizing that sports provide light for so many students, whether they compete in interscholastic athletics, take up sports recreationally, or engage in sports fandom, the presenters in this session will help attendees envision ways to honor students' knowledge of and experiences with sports culture while advancing their capacity to conduct distinct forms of research and inquiry.

Session Chair: Crystal L. Beach, Union County High School

Presenters: Colleen Caulfield, Norwich Free Academy, "Women in Sports Media: The Politics of Representation"
Justin Corazza, Cranford High School, "Sports Inquiry through Local Journalism"
Luke Rodesiler, Purdue University, Fort Wayne, "Making Room for Sports Culture in the English Language Arts Curriculum"
Jacob Whetstone, "Using Sports Rivalries as a Platform for Cultivating Research and Inquiry Skills"

Respondent: Katherin Garland, Santa Fe College

K.36 Spotighting Student Voices in Dark Times: Interdisciplinary Multimodality and the General Education Classroom

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ROOM 210-A

This session documents ways a final multimodal assignment was used to support student voice in two separate general education classes during pandemic remote learning at the university level. Students engaged with monstrosity in British literature and identity in Latine young adult literature, respectively, positioning themselves as composers alongside the authors and artists they studied.

Presenters: Katherine Judith Anderson, Western Washington University
Annmarie Sheahan

K.37 Teaching Young Adult Literature: Creating Space to Pursue Light and to Dream



ROOM 204-C

Sponsored by the ELATE Commission on the Study and Teaching of Adolescent Literature

This session will feature roundtables that address teaching young adult literature to create space to pursue light and to dream.

Session Chairs: Alice Hays, California State University, Bakersfield

Steffany Comfort Maher, Indiana University Southeast

Presenters: Patricia Lane, California State University, Bakersfield

Steffany Comfort Maher, Indiana University Southeast

Tradebook Author/Illustrator: Angeline Boulley, Macmillan Children's Publishing Group

Respondents: Jacqueline Bach, Louisiana State University

Michelle Falter, North Carolina State University

Alex Maher, Indiana University Southeast

Victor Malo-Juvera, University of North Carolina, Wilmington

Shaylyn Marks, California State University, Bakersfield

Maryanne Tice, Sycamore Junior High

Roundtable Leaders: Katherine Baker, Elon University, "Interdisciplinary Visual Literacy through *The Magic Fish*"

Arianna Banack, Purdue University, "Amplifying Asian American Voices in ELA Classrooms"

Natalie Beamer, Chadwick School, "Local Settings Shedding Light for Students with *Dry*"

Stefani Boutelier, Aquinas College, "Local Settings Shedding Light for Students with *Dry*"

Ashley Boyd, Washington State University, "Using a Graphic Novel to Shed Light on Refugee Experiences: Teaching Strategies for *When Stars Are Scattered*"

Kristina Bybee, Arizona State University, "From the Depths of a Cave to the Light of Global Cooperation: Using *All Thirteen* to Shed Light on Community and Global Interconnectedness"

Rebecca Chatham-Vazquez, Arizona State University, "Looking to the Past to Imagine New Futures"

Janine Darragh, University of Idaho, "Using a Graphic Novel to Shed Light on Refugee Experiences: Teaching Strategies for *When Stars Are Scattered*"

Tiffany Doerr, Louisiana State University, "Shining the Light on Stereotypes: How Can We Teach Ourselves and Students to Abandon Assumptions?"

Bryan Fede, Marquette University, "Interdisciplinary Visual Literacy through *The Magic Fish*"

Sarah Fleming, SUNY Oswego, "Pursuing the Light in Dark Times: Julie Berry's *Lovely War*"

Marshall George, Hunter College, CUNY, "Transcending Prejudice through *Truth, Love, and Joy: A Story of Strength and Power*"

Ricki Ginsberg, Colorado State University, "Collective Beacons of Light and *Firekeeper's Daughter*"

Meg Grizzle, University of Arkansas, "Illuminating Landscapes of Learning: Identity, Space, and Time in *New Kid*"

Alice Hays, California State University, Bakersfield, "Identity and Joy in *All Boys Aren't Blue*"

Lisa Hazlett, University of South Dakota, "Transforming Darkness into Light in the Teaching of YAL about Immigration Narratives"

John Istel, New Design High School NY, "Breaking Stereotypes across Cultures: Using the *Glass Castle* to Promote Empathy, Understanding, and Literacy"

Chelsea Kent, University of Colorado, Boulder, "Light in Unexpected Places as Inspired by Jason Reynolds's *Ain't Burned All the Bright*"

Jillian Kneeland, University of Colorado, Boulder, "Finding Fairytales: Exploring Transnational Identity in Young Adult Fiction through the Reading of *Tokyo Ever After* by Emiko Jean"

Cindi Koudelka, Aurora University/Fieldcrest CUSD 6, "Understanding Activism through *The Legend of Auntie Po*"

Patricia Lane, California State University, Bakersfield, "Identity and Joy in *All Boys Aren't Blue*"

Andrea LeMahieu Glaws, University of Colorado, "Exploring and Celebrating Transnational Identities through the Graphic Novel *The Magic Fish* by Trung Nguyen"/"Finding Fairytales: Exploring Transnational Identity in Young Adult Fiction through the Reading of *Tokyo Ever After* by Emiko Jean"

Amanda Luszeck, Utah Valley University, "From the Depths of a Cave to the Light of Global Cooperation: Using *All Thirteen* to Shed Light on Community and Global Interconnectedness"

Steffany Comfort Maher, Indiana University Southeast, "*The Poet X*: Xiomara's Hopes and Dreams Become a Beacon of Light"

Becki Maldonado, University of Oklahoma, "Cooking and Identity in the Classroom"

Melinda McBee Orzulak, Bradley University, "Huda F Are We? Playing with Language in YA Literature to Explore Multiple Perspectives"

Rosa Nam, Colorado State University, "Amplifying Asian American Voices in ELA Classrooms"

- Elsie Lindy Olan, University of Central Florida, “Translanguaging in *The Poet X: Considerations of Cultural Expectations and Sueños*”
- Summer Pennell, University of Vermont, “Interdisciplinary Visual Literacy through *The Magic Fish*”
- Leilya Pitre, Southeastern Louisiana University, “When Life Seems to Be an Impossible Choice, the Light Rolls in from Hidden Places”
- Kia Jane Richmond, Northern Michigan University, “Translanguaging in *The Poet X: Considerations of Cultural Expectations and Sueños*”
- Holly Riesco, University of Arkansas, Fayetteville, “Illuminating Landscapes of Learning: Identity, Space, and Time in *New Kid*”
- Dani Rimbach-Jones, “The Black Flamingo”
- Sandra Saco, Arizona State University, “Looking to the Past to Imagine New Futures”
- Shelly Shaffer, Eastern Washington University, “*The Poet X: Xiomara’s Hopes and Dreams Become a Beacon of Light*”
- Melanie Shoffner, James Madison University, “Transcending Prejudice through Truth, Love, and Joy: A Story of Strength and Power”
- Katie Sluiter, Wyoming Public Schools/Western Michigan University, “Shining a Light on Truth and Tragedy by Bearing Witness”
- Ann Marie Smith, North American University, “Transforming Darkness into Light in the Teaching of YAL about Immigration Narratives”
- Jeff Spanke, Ball State University, “What Sound Waves Wash Ashore: Finding Your Rock Amidst the Rubbles of War”
- Elisabeth Spinner, Western Michigan University, “A Wish in the Dark: Using YA Literature to Inspire Youth to Shine Their Light”
- T. Hunter Strickland, Anderson University, “Shining the Light through Student Writing of YAL”
- Terri Suico, Saint Mary’s College, “Illuminating the Past and the Present Using Kekla Magoon’s *Revolution in Our Time*”
- William Williams, Concord University, “Breaking Stereotypes across Cultures: Using the *Glass Castle* to Promote Empathy, Understanding, and Literacy”

K.38 #TeachLivingPoets: “Keep the Fire. See by It” Featuring Poet Tim Seibles
ROOM 213-CD



Tim Seibles, former Poet Laureate of Virginia, discusses the importance of mentoring educators and writers, gives a reading from his new book, and shares insight into his creative process. In a unique bridging together of the author and educator, the writing experience and classroom best practices, this #TeachLivingPoets session provides innovative strategies for teaching poetry.

Presenters: Tim Seibles, Poet
 Melissa Smith, Lake Norman Charter High School, Huntersville, NC
 Grover Cleveland Winfield III, Rappahannock High School

K.39 The CARE Framework: Antiracist Education from Theory to Practice
ROOM 256-B



Many educators aspire to be antiracist in their practice but find little clarity about how to do it. The CARE Framework, designed for all educators, provides a roadmap for an antiracist educator’s journey. In this session, participants will deepen their understanding the CARE Framework and learn how to implement it in their school, district, or preservice education programs.

Presenters: Val Brown, Center for Antiracist Education
 Brittany Brazzel, Center for Antiracist Education
 Katrice Quitter, Hamilton County ESC

K.40 The Future of Literacy Education: Digital Discourse for What?
ROOM 262-B



This panel convenes teachers and researchers from an ongoing, cross-national, five-year practitioner research study about how ELA teachers learn to facilitate digital discussions about literature. Working with teacher-researchers affiliated with the National Writing Project, we have engaged in inquiry sessions that focus on the tools and strategies.

Presenters: Bonnee Breese, National Writing Project
 Angie Crawford, National Writing Project
 Christina Puntel, Carver Middle School
 Barrett Rosser, Graduate School of Education, University Pennsylvania

K.41 The Social Justice Potential of Comics in Language Arts Contexts



ROOM 256-A

This panel is organized around the use of comics and graphic novels for social justice. We share data and stories to explore how comics' unique semiotic, rhetorical, and storytelling possibilities support students' social justice literacies. NCTE attendees will benefit from this session by considering how teachers and librarians can incorporate graphica across contexts in pursuit of justice.

Session Chair: Nicole Amato, University of Iowa

Presenters: Nicole Amato, University of Iowa
David Low, California State University, Fresno
Francisco Torres, Kent State University

K.42 Transformational Eco-Narratives: Using Picture Books and MG and YA Lit to Cultivate Imagination and Hope in Youth for Solving Environmental and Social Problems



ROOM 208-B

Sponsored by ELATE c3ec

This session will focus on picture books, middle grade, and young adult literature eco-narratives and cli-fi that can be paired with classroom activities to help students make connections to real world environmental and social issues, develop their critical reading, research, and problem-solving skills, and ultimately develop a sense of agency through real world rhetorical activities.

Presenters: Ysaaca Axelrod, University of Massachusetts, Amherst
Jennifer Brownson, University of Wisconsin, Milwaukee
Candance Doerr-Stevens, University of Wisconsin, Milwaukee
Denise Ives, University of Massachusetts, Amherst

K.43 Using Readers and Writers Workshop to Promote SEL



ROOM 202-B

In this interactive session, explore the benefits of cultivating workshop units that will promote students' social and emotional learning. Come away with practical strategies and resources to aid your implementation, including curated

lessons and project ideas aimed at fostering a classroom environment that supports students academically, socially, and emotionally.

Presenters: Arlene Fannell, Diana C. Lobosco STEM Academy

Brittany Gaccione, Diana C. Lobosco STEM Academy
Ellen Gianakis, Passaic County Technical Vocational Schools

K.44 We Begin Here: Exploring Literacies and Land in Early Elementary Classrooms



ROOM 206-B

Early-career teachers begin to shine a light on what is possible when teachers begin to engage land-centered literacies with young children. Presenters will share resources and strategies with attendees about how they engaged in inquiries to create curriculum with young children that begins the path of centering sovereign pedagogies.

Presenters: Maria Andrews, Western Washington University

Amy Seely Flint, University of Louisville
Tasha Laman, Western Washington University
Gabriele Outlaw-Spencer, Western Washington University
Reanne Rossi, Western Washington University

K.45 Weathering the Storm: Student Voices for Context, Challenge, and Change



ROOM 212-A

Students want relevant projects with the freedom to explore, inquire, and create. Topics including mental health, feminism, and LGBTQIA+, Black, Latinx, Indigenous, and Asian voices require an intellectual investment and are, in short, real. Meeting remote learning needs and involving digital texts, we've found this project meets the needs of everyone "weathering the storm" in a post-pandemic age.

Presenters: Michael Guevara, Perfection Learning
Carrie Mattern, Carman-Ainsworth High School
Andy Schoenborn, Clare Pioneer High School, Clare, MI

K.46 #Why Middle Matters—Illuminating the Middle: Censorship, Sustainability, and Finding Light in a Climate of Fear

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ROOM 210-CD

Sponsored by the NCTE Middle Level Section

We are teaching through an incredibly challenging moment, with our pedagogy under attack and censorship of curriculum—particularly on issues of race, culture, and identity—on the rise. This #whymiddlematters session supports educators to understand this difficult context and explore sustainable ways to defend the integrity of their pedagogy and curriculum.

Presenters: Sarah Bonner, Heyworth Junior High School
Michael Domínguez, San Diego State University
Carla España, Rye Country Day School
Sara Kajder, University of Georgia
Robyn Seglem, Illinois State University
Haley Shaffer, Poland Local School District, OH

Respondent: Shelbie Witte, Oklahoma State University

K.47 Writing Our Sueños: Cultivating the Light within Ourselves

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ROOM 201-B

Rainbow

This presentation highlights ways educators can draw students of color’s funds of knowledge to bring light to their writer identities. Participants will leave with ways to mindfully integrate, deepen their use of, and center student knowledge and a greater awareness of the cultural capital students bring into our classroom communities.

Presenters: Jean Kim
Alethea Maldonado, Lockhart Junior High
Briana Morales, Gordon Bush Alternative Center
Dillin Randolph

K.48 Poster Sessions

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Poster 1—Grappling with the Unprecedented: A First-Year Teacher’s Chronicle of Enacting Antiracist Pedagogy during Tragic and Traumatic Times

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My autoethnographic study critically examines my experiences as a new educator navigating teaching during a pandemic in a grieving community following tragedy and uprising for

racial justice. I chronicle how I use literature as an accessible tool for antiracist pedagogy and creating equitable learning spaces for humanizing, honoring, healing, protecting hope, and cultivating light.

Presenter: Samantha Cronin, University of Minnesota

Poster 2—Rising from the Ashes: Two Teachers’ Work to Reignite Joy in the Classroom

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NATIONAL WRITING PROJECT

From digital writer’s notebooks to building a curriculum oriented around student choice, we hope to share our experiences and our go-to resources for revamping a classroom to fit the 21st century! Topics will include but won’t be limited to independent reading and book clubs, digital writer’s notebooks and workshop, standards-based grading, and student choice driven units and assessments.

Presenters: Hannah Rust, Ohio Writing Project, National Writing Project, Olentangy Local Schools
Angela Tremmel, Olentangy Liberty High School

Poster 3—The Dyslexia Disparity: An Examination of Inequities in the Identification of and Intervention with Black Early Learners

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Would you like to support students of color experiencing dyslexia in your classroom? Do you know how dyslexia is identified and understood in young learners, especially students in urban schools dealing with disparities? This session will provide insights into the experiences, process, and protocols utilized by urban- area school professionals who serve students of color experiencing dyslexia.

Presenter: Fredeisha Darrington, University of Alabama at Birmingham

Poster 4—Turn Up the Brightness: Inviting Transformative Social Media Content into Work with Preservice Teachers

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Will Instagram and TikTok change teaching toward good for good? Join us as we illuminate the “bright practices” of preservice teachers as they bridge identity, experience, and transformative literacies through social media. We explore the curricular moves from our courses in the context of the digital, shifting, multimodal texts that preservice teachers encounter daily across platforms.

Presenters: Claire Collins, The University of Texas at Austin
Kelsie Corrison, The University of Texas at Austin

Children’s Book Awards Luncheon

BALLROOM C

The winners of the 2022 Charlotte Huck Award for Outstanding Fiction for Children and the Orbis Pictus Award for Outstanding Nonfiction for Children will speak at this luncheon. The 2023 award winners will also be announced!

Presiding: Tracey Flores, The University of Texas at Austin
Sanjuana Rodriguez, Kennesaw State University, Kennesaw, GA
Donna Bulatowicz, Montana State University, Billings

Speakers: Traci N. Todd and Kaela Rivera

When Chicago native **TRACI N. TODD** was born, her father decided her initials should stand for dynamite, just like his. He raised her on Ray Charles and Nina Simone, and her mother read her every good book. Traci grew up to become a children’s book editor and currently lives in Jackson Heights, Queens, where she writes, edits, and listens to Ray Charles and Nina Simone, while her partner draws comic books. Traci is the author of *Nina: A Story of Nina Simone*.

KAELA RIVERA grew up believing in will-o’-the-wisps and el chupacabra, but even ghost stories couldn’t stop her from reading in the isolated treetops, caves, and creeks of Tennessee’s Appalachian forests. She still believes in the folktales of her Mexican American and British parents, but now she writes about them from the adventure-filled mountains of the Wild West. When she’s not crafting stories, she’s using her English degree from BYU-Idaho as an editor for a marketing company (or secretly doodling her characters in the margins of her notebook). Her award-winning debut novel, *Cece Rios and the Desert of Souls*, came out in April 2021, and its sequel, *Cece Rios and the King of Fears*, was published in September.

Her biggest hope is to highlight and explore the beauty of cultural differences—and how sharing those differences can bring us all closer.

2022 AWARD RECOGNITION

ORBIS PICTUS AWARD FOR OUTSTANDING NONFICTION FOR CHILDREN

Presenter: Sanjuana Rodriguez, Kennesaw State University, Kennesaw, GA

Recipient: *Nina: A Story of Nina Simone* by Traci N. Todd, Illustrated by Christian Robinson (G. P. Putnam’s Sons Books for Young Readers)

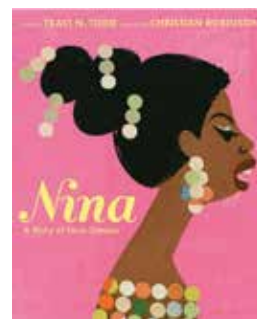
CHARLOTTE HUCK AWARD FOR OUTSTANDING FICTION FOR CHILDREN

Presenter: Donna Bulatowicz, Montana State University, Billings

Recipient: *Cece Rios and the Desert of Souls* by Kaela Rivera (HarperCollins)



TRACI N. TODD



KAELA RIVERA

Secondary Section Luncheon

BALLROOM D

Presiding: Lisa Scherff, Secondary Section Steering Committee Chair, Community School of Naples, FL

Speaker: Anna-Marie McLemore

Anna-Marie McLemore was born in the foothills of the San Gabriel Mountains and taught by their family to hear la llorona in the Santa Ana winds. They are the author of *The Weight of Feathers*, *Wild Beauty*, *Blanca & Roja*, *Dark and Deepest Red*, *The Mirror Season*, *Lake-lore*, and *Self-Made Boys: A Great Gatsby Remix*, which was also just longlisted for the 2022 National Book Award in Young Adult Literature. Their books include two previous titles longlisted for the National Book Award and recognition from both the William C. Morris Debut Award and Stonewall Book Award.

Secondary Section Steering Committee Members:

Layla Aldousany, North Carolina School of Science and Mathematics, Durham

Susan Barber, Grady High School, Atlanta, GA

Angela Moore, Richmond, VA

Josh Thompson, Blacksburg, VA

AWARD RECOGNITION

HIGH SCHOOL TEACHERS OF EXCELLENCE AWARD

Wanda Anderson, Huguenot High School; Therese Arvizu, North High School; Tommy Lee Bender, Southeast High School; Amber Dumbuya, Kendrick High School; Janice L. Rowley, Renaissance High School and Detroit Public Schools; Jay Schroder, Central Medford High School; Donja J. Thomas, Gahanna Lincoln High School

PAUL AND KATE FARMER ENGLISH JOURNAL WRITING AWARD

Kimberly D. Hellerich, East Windsor High School, (Re)Vitalizing Instruction via Participatory Action Research” (November 2021)

Honorable Mention: Daniel Ian Rubin, “Teaching Ghost Boys to Explore Police Brutality and Antiracist Protests” (September 2021)

ENGLISH JOURNAL EDWIN M. HOPKINS AWARD

Luz Yadira Herrera, California State University, Channel Islands, and Carla España, Rye Country Day School, “Se hace camino al andar: Translanguaging Pedagogy for Justice” (May 2022)

Honorable Mention: Yolanda Sealey-Ruiz, Teachers College, Columbia University, “An Archaeology of Self for Our Times: Another Talk to Teachers” (May 2022)



ANNA-MARIE MCLEMORE

L.01 Antiracist Pedagogies That Resist Cultural Biases**G****TE****ELATE****ELL****NWP****Rainbow****R**

This session includes a case study that traces a three-year English antiracist curriculum designed to prepare students for the AP English Language and Composition exam at an all-girls, Hispanic-majority school and a paper that explores how increased knowledge of the unique cultural challenges of Asian American students can help educators create more culturally responsive classrooms.

Presenters: Joanne Choi, Therapy Source, Inc./ Teachers College, Columbia University, “Uncovering the Model Minority Narrative: A Case Study on Asian American Students in High-Achieving Schools”
Nora Rivera, Chapman University, “Antiracist Pedagogies That Resist Cultural Biases Embedded in the AP English Language and Composition Exam”

L.02 Be a Light, Not a Dimmer: Honoring Social Justice Commitments in the ELA Classroom**M****S****C****Rainbow ROOM 201-C**

How many teachers who think they are lights in antibias, antiracist work are actually dimmers? How much harm do they still do to students? This session challenges participants to reflect on the harm they may cause and offers ways to reduce it. Specifically, it covers teaching racial literacy using books, films, and comics and reframing the teaching of argumentation using the Rogerian method.

Presenters: Carrie Mattern, Carman-Ainsworth High School
Josh Thompson, Virginia Tech

L.03 “Boys Can’t Wear Skirts”: Facilitating Critical Dialogue in the Classroom with Youth**G****TE****E****ELATE****LGBTQIA+****ELL****R****ROOM 262-B**

This panel examines approaches to discussing critical issues of identity in the classroom. Paper one is an action research study exploring gender identity with preschool children; paper two discusses queer and trans youths’ (dis) trust of LGBTQIA+-inclusive curriculum through ethnographic study; paper three highlights the interactional quality of voices of students and teachers during a language-based learning activity; and paper four examines how teachers and students address religious themes in class.

Presenters: Maria Acevedo-Aquino, Texas A&M University-San Antonio, “‘Boys Can’t Wear Skirts’: An Exploration of Gender Expression with Young Children”
Renata Love Jones, Georgia State University, “Dreaming in Dialogic: Dialogic Pedagogy in Language-Based Teaching and Learning”
Mikaela Martinez, Texas A&M University-San Antonio, “‘Boys Can’t Wear Skirts’: An Exploration of Gender Expression with Young Children”
Christopher Olshefski, Winchester Thurston School, “Functions of Religious Literacy in Literary Discussions of National Board Certified English Teachers”
Ryan Schey, University of Georgia, “Queer and Trans Youth (Dis)Trusting LGBTQIA+-Inclusive Curricula: Examples from One High School”

L.04 Children’s Literature Pursuing Sueños of Peace, Equity, Social Justice, and Global Community**E****TE****Rainbow****ROOM 213-B**

The Jane Addams Children’s Book Award (JACBA) recognizes books with “literary and aesthetic excellence that effectively engage children in thinking about peace, social justice, global community, and equity for all people.” This panel session features 2022 JACBA award and honor authors, illustrators, and members of the book award selection committee.

Presenters: Jackie Marshall Arnold, University of Dayton
Jenice Mateo-Toledo, Columbia University, Teachers College
Josie Bustos Pelayo, California State University, Fresno
Ruth Quiroa, National Louis University
Jongsun Wee, Pacific University
Tradebook Authors/Illustrators: Keith Mallett, Macmillan
Ray Anthony Shepard, Macmillan

L.05 Clarifying Misinformation: Tools to Empower Students

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Reading laterally and fact-checking are critical skills all students need! This session offers ideas to help students become discerning users of digital content.

Presenters: Pamela Brunskill, News Literacy Project, “Using News Literacy to Help Students Think Critically about Information by Writing a Fact-Check Social Media Post”

Sharon Murchie, Okemos High School/CRWP, “Illuminating Best Practices for Today’s Generation: Teaching Critical Media Literacy in 2022”

L.06 Creating Brave Spaces: Using Picture Books as a Tool for Greater Understanding and Empathy

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During this session, participants will explore how children’s books can be utilized in classrooms to provide safe spaces to discuss social and emotional stances and empower young children to be represented in their classroom.

Presenters: Joshua Hill, University of Maine, Farmington, “Using Picture Books about Transgender Children in the Early Childhood Classroom”

Darius Phelps, Teachers College, Columbia University, “What Ways Do Young Men of Color Respond to Culturally Diverse Texts That Deal with Empathy?”

L.07 Disability Studies in the English Classroom

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ROOM 203-B

About one in five people in the United States identify as having a disability. Yet, how often do we discuss disabilities in the English classroom? How many texts by disabled authors do we read? In this session, two teachers will discuss their English elective class “Disabilities in Literature” and how and why disability studies can be taught as a part of any English curriculum.

Presenters: Sarah Schulz, Roland Park Country School
Nicole Yoder, Roland Park Country School

L.08 Engaging Readers: From Comprehension to Social Justice

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Rainbow

ROOM 201-D

Teaching for and about social justice while ensuring skills are addressed and objectives are met are not mutually exclusive practices. Through strategies and practical takeaways for the classroom, participants will consider the role of identity and bias in comprehension and how to center social justice for an engaging and relevant curriculum.

Presenters: Tricia Ebarvia, Conestoga High School
Lorena Germán, Multicultural Classroom
Jennifer Serravallo, Heinemann

L.09 Expanding Critical Reading Methods: What Lies beside, beyond, and Contingent to Close Reading?

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ROOM 262-A

What lies beyond the practice of close reading? This panel presents three critical reading methods that expand how we read texts in ELA classrooms. Based on empirical research, we present distant reading, textual resonance, and affective surges as reading methods that enliven transformational reading pedagogy and expand critical reading practices in English education.

Session Chair: Josh Coleman, San Jose State University

Presenters: Josh Coleman, San Jose State University, “‘Distant Reading’ Speculative Youth Literature: A Computational, Critical Content Analysis of LGBTQIA+ Youth Literature”

Cori McKenzie, SUNY Cortland, “Intensities and Surges: Using Affect Theory to Illuminate New Paths for Transformational Reading Pedagogy”

Scott Jarvie, San Jose State University, “Reading Resonance in English Classrooms”

SATURDAY

L.10 Graphic Novels to Promote Student Storytelling and Understanding

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ROOM 206-A

This session focuses on the use of graphic novels to support student voice and storytelling and as a way to include more humanizing experiences.


Presenters: Ashley Dallacqua, The University of New Mexico, “Centering Students as Storytellers while Reading *Lowriders to the Center of the Earth*”
Heather O’Loughlin, Arizona State University, “A Multiliteracies Approach to Teaching YA Graphic Novels in a Secondary English Language Arts Classroom”
Annmarie Sheahan, “Centering Students as Storytellers while Reading *Lowriders to the Center of the Earth*”

L.11 Illuminating Critical Methods for Bilingual and Biliterate Teachers

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ROOM 251-C

 Through collective and critical methods, teacher educators engage with bilingual and biliterate educators and education in order to improve teaching and learning in ELA classrooms and beyond.

Presenters: Paty Abril-Gonzalez, The University of Texas at Austin, “Delvolviendo La Luz: Bilingual Latinx Preservice Teachers Shining Bright, Giving Back, and Becoming the Light for Others”
Joan Fingon, California State University, Los Angeles, “‘!Léelo a tu hermana pequeña!’ Storying the Literacy Experiences of Latinx Bilingual Teachers”
Holland Kowalkowski, The University of Texas at Austin, “Delvolviendo La Luz: Bilingual Latinx Preservice Teachers Shining Bright, Giving Back, and Becoming the Light for Others”
Sharon Ulanoff, California State University, Los Angeles, “‘!Léelo a tu hermana pequeña!’ Storying the Literacy Experiences of Latinx Bilingual Teachers”

L.12 In Pursuit of Light: Exploring Writing Methods for Teachers and Teacher Educators

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ROOM 258-B

This session will illuminate methods for writing teaching and writing practice that center identity, poetry, and community.

Presenters: Erika Bass, University of Northern Iowa, “Using University-School Partnerships to Support Preservice Teachers’ Writing Feedback Practices”
Sheila Benson, University of Northern Iowa, “Using University-School Partnerships to Support Preservice Teachers’ Writing Feedback Practices”
Carter Couchman, Kansas State University, “Pursuing the Light and Preserving Wonder through Place-Based Poetry Projects”
Brenna Griffin, Cedar Falls High School, “Using University-School Partnerships to Support Preservice Teachers’ Writing Feedback Practices”
Erica Holyoke, University of Colorado, Denver, “Critical Consciousness as a North Star: The Transformative Nature of Nested Writing Communities”
Douglas Kaufman, University of Connecticut, “Recentering a Language Arts Methods Course in Equity, Social Justice, and Antiracism: Possibilities for Practice and Continual Revision”
Lori Leiszler, Kansas State University, “Pursuing the Light and Preserving Wonder through Place-Based Poetry Projects”
Gina Paese-Margiela, University of Missouri, Kansas City, “Found Poetry to Inform Teacher Education Practices in the Midst of Intersecting Pandemics”
Nora Peterman, University of Missouri, Kansas City, “Found Poetry to Inform Teacher Education Practices in the Midst of Intersecting Pandemics”
Susan Tily, The University of Texas at Austin, “Critical Consciousness as a North Star: The Transformative Nature of Nested Writing Communities”

L.13 Light in Changing Times: Interdisciplinary Literacies in the Middle Grades



ROOM 209-B

This session offers exciting strategies and opportunities for participation as presenters will share unique and innovative practices for engaging in interdisciplinary ways in today's complex literacy classroom.

Presenters: Travis Crowder, East Alexander Middle School, "Critical Pedagogy in the Middle School Classroom: Social Justice amid Science of Reading Pressures"
 Mary Jo Fresch, The Ohio State University, "Leveraging Literacy Skills in Grades 4-8 Content Area Learning: Providing Equity with Student-Centered Instruction"
 William Kerns, University of Arkansas at Little Rock, "Critical Pedagogy in the Middle School Classroom: Social Justice amid Science of Reading Pressures"
 Susannah Remillard, Cape Cod Lighthouse Charter School, "Argument Mapping the Mysteries: Exploring Tools to Break Down Toxic Polarization"

L.14 Light the Way: Reflections from an Urban-Based Teacher Residency Program



ROOM 251-A

In this multimedia panel discussion, attendees will see and hear how a team of culturally and linguistically diverse (CLD), first-generation English education interns in a retention-support program act to support one another through the systemic hurdles of pursuing teacher licensure and to cultivate racially just pedagogies in the 6th- to 12th-grade schools where they serve.

Presenters: Jessica Berrios, New Jersey City University
 Chelsea Diggs, New Jersey City University
 Nicole Leibowitz, New Jersey City University
 Mary McGriff, New Jersey City University
 Orlando Rodriguez, New Jersey City University
 Michelle Rosen, New Jersey City University

L.15 Lighting the Way: Engaging Literature and Text to Think through Social Problems



ROOM 213-A

In this combined panel, the speakers will discuss using literature, texts, and practices to teach to and through social issues.

Presenters: Kailey Giordano, La Jolla Country Day School, "Love and Justice: Reading Poetry in Community"
 Antony Lyon, University of California, San Diego, "Love and Justice: Reading Poetry in Community"
 Stephanie F. Reid, University of Montana, "Teaching with *TIME* magazine: Analyzing Covers and Restorying Representations of Youth with Middle-Grade Students"
 Kimberly Rotter, "English Teachers as American Democracy Activists: Upholding Fact and Principles of Equality, Community, and Social Justice in a Post-Truth, Online World"
 Justin Scholes, Northwest Middle School, "Teaching with *TIME* magazine: Analyzing Covers and Restorying Representations of Youth with Middle-Grade Students"
 Rita Thorson, St Croix Preparatory School, "Teaching with *TIME* magazine: Analyzing Covers and Restorying Representations of Youth with Middle-Grade Students"

L.16 Lighting the Way! Exploring Contemporary Concerns in the Early Childhood Classroom Using Award-Winning Picture Books



ROOM 207-B

Learn about K-3 classroom applications using award-winning literature selected from the Notable Social Studies Trade Books for Young People lists. Focusing on contemporary concerns, the text sets shared will be connected to ELA and Social Studies standards and social emotional learning competencies. Ideas for reading, writing, discussion, and critical reflection will also be presented.

Presenters: Amanda Deliman, Utah State University
 Marla Robertson, Utah State University
 Rachel Turner, Utah State University

SATURDAY

L.17 Lighting the Way with Civic Literacies**G****TE****R****ROOM 210-A**

This exciting and timely session offers attendees multiple opportunities to learn from educators engaged in innovative civic literacy work with youth and communities, offering guidance and suggestions on centering and exploring civic and democratic education in the middle grade literacy classroom.

Presenters: Kristen Berger, Williamsport Area Middle School, “Envisioning a Brighter Future: Activism in the ELA Classroom”

Kimberley Daly, George Mason University, “Seeing the World: Engaging Students in the Local and Global”
Penelope Melville, “Of Mice and Mockingbirds: Exploring Democratic Education, Socio-Political Teaching, and Dialogue through International Collaboration in English Classrooms”

Alexa Muse, University of Oxford, “Of Mice and Mockingbirds: Exploring Democratic Education, Socio-Political Teaching, and Dialogue through International Collaboration in English Classrooms”

L.18 Lighting Up Identities and Justice in the Middle Grades**G****Rainbow****ROOM 212-B**

This interactive session will share examples of transformative, illuminating literacies of social justice and identity exploration in the middle grades. Attendees can expect timely examples of practice and lesson studies that will inform their classroom practice in powerful ways.

Presenters: Brittany Adams, SUNY College at Cortland, “Guiding Lights: Racial Realism and CRT Themes in Florida’s Sunshine State Reader Texts”

Nadia Behizadeh, Georgia State University, “Blending Social Justice with Standards: Powerful Writing Pedagogy Lesson and Unit Planning”

Jacobe Bell, Teachers College, Columbia University, “Students as Agents of Change: Using Student-Led Inquiry to Create Antiracist Learning Spaces”

Gillian Mertens, University of Florida, “Guiding Lights: Racial Realism and CRT Themes in Florida’s Sunshine State Reader Texts”

Reshma Ramkellawan-Arteaga, Teaching Matters, “Students as Agents of Change: Using Student-Led Inquiry to Create Antiracist Learning Spaces”

L.19 Linking Literacies across the Curriculum through Multimodal Text Sets**M****S****ROOM 208-A**

As proponents of reading and writing to learn across the curriculum, presenters will share approaches to integrate literacy strategies in learning complex text and content through multimodal text sets. Based on a Science-ELA-Special Education collaboration, the materials and strategies that attendees engage in can span grade levels and disciplines.

Presenters: Mellomonique Greene, Hancock Place School District

Amy Lannin, University of Missouri
Lori Pinkston, RPDC

L.20 Look Again: Inviting Students to See Familiar Civil Rights Landmarks in New Ways**M****S****C****ROOM 201-B**

Teachers and administrators from Alabama, Mississippi, and Ohio describe students’ experiences on a Virtual Civil Rights Landmarks Tour designed to help students see landmarks in their communities in a new light. Session participants collaboratively analyze middle and high school student writing and hear videotaped student reflections. Participants also experience two stops on the virtual tour.

Session Chair: Rachel Bear, National Writing Project
Presenters: Robin Atwood, South Mississippi Writing Project

Hannah Doleac, Lamar County Schools
Brooke McWilliams, Lamar County Schools
Megan Rodney, Ohio Writing Project
Jameka Thomas, UAB Red Mountain Writing Project
Catherine Williams, Marion County Schools
Dylan Williams, Oak Grove High School/South Mississippi Writing Project

L.21 Making the Ancestors Proud and Illuminating the Future: Multigenerational and Multimodal Freedom Dreaming for Educational Justice



ROOM 212-A

Inspired by Bettina Love and Robin Kelley, we explore how a diverse collective of teachers, students, and luminaries harnessed the power of writing and the arts to manifest visions of a more just educational system. Join us as we share the writing prompts and art projects that led to the creation of multimodal education freedom dreams with our students.

Session Chair: Kelly Wissman, University at Albany, SUNY

Presenters: Christina Taylor, Corinth, NY
Leah Werther, Niskayuna Central School District
Kelly Wissman, University at Albany, SUNY

L.22 Nurturing and Sustaining Critical Educators: A Mentoring and Network Session



ROOM 264-BC

Sponsored by the NCTE Latinx Caucus, Black Caucus, Asian American Caucus, American Indian Caucus, and Middle Level Section

Are you a teacher facing challenges living your social justice commitments in the classroom? Join us for a mentoring dialogue with teacher educators from the Rainbow Strand offering guidance on how to sustain your equity-focused, antiracist efforts! With mentors covering all grade levels, all interested in critical pedagogy and justice issues are welcome.

Presenters: Limarys Caraballo, Teachers College, Columbia University
Anthony Celaya, Western Washington University
Michael Domínguez, San Diego State University
Carla España, Rye Country Day School
Luz Herrera, California State University, Channel Islands
Betina Hsieh, California State University, Long Beach
Naitnaphit Limlamai, University of Michigan, Ann Arbor
Andrea Riley Mukavetz, Grand Valley State University
Joaquin Munoz, University of British Columbia
Sandra L. Osorio, Erikson Institute Chicago
Robyn Seglem, Illinois State University
Byung-In Seo, Chicago State University
Francisco Torres, Kent State University
Saba Khan Vlach, University of Iowa, Iowa City

L.23 Out of the Margins: Reimagining Narratives through Minor Character Explorations



ROOM 202-B

The presenters demonstrate how students can explore narrative through the lens of a minor character. The presenters suggest that considering the point of view of minor characters allows students to dwell in the unexplored spaces of a text, creating a rich opportunity to imagine the narrative from the point of view of the underrepresented or marginalized.

Presenters: Natalie Cole, Bentonville High School
Elizabeth Knapp, Bentonville High School
Alison Vowell

L.24 Representing Ourselves and Our Dreams: Remixing Visual Media with an Eye towards Criticality



Rainbow

ROOM 207-A

Remixing visual media (the process of cutting up, sampling, combining or rearranging existing content to make something new [Coppola, 2020]), offers students the opportunity to re-envision the world as they want it to be. We will provide tools for visual critical literacy including a critical remixing self-assessment rubric for students and student work samples from an elementary classroom.

Presenters: Alexandra (Allie) Paddock, Bank Street College of Education
Laurie Rabinowitz, Bank Street College of Education
Amy Tondreau, University of Maryland, Baltimore County

L.25 Shedding Light on a Growing Field: Identifying Trends in Scholarly Books about Young Adult Literature



ROOM 251-B

What do scholarly books about YAL tell us about the field? This interactive session will report on published books and categories identified in a critical content analysis of YAL from the last 20 years. Participants will engage in analyzing data and sharing what books they use in their teaching. Together, we will shed light on new possibilities for YAL in classrooms and in scholarly works.

Roundtable Leaders: Ashley Boyd, Washington State University
Sarah Donovan, Oklahoma State University
Crag Hill, University of Oklahoma
Terri Suico, Saint Mary's College
Shelly K. Unsicker-Durham, University of Oklahoma

L.26 Shedding Light on Book Deserts: Book Access and Equity



ROOM 210-CD

Pre-COVID, over 32 million children lacked book access in their homes, schools, and communities. This roundtable draws together an array of literacy activists and educators—including nonprofits, children's book authors, and grassroots organizers—who promote book access in innovative and engaging ways.

Presenters: Larry Abrams, Book Smile
Emily Cicchini, Book Spring
Kevin Kushman, Blue Manatee
Alicia Levi, Reading Is Fundamental
Mike McGuffee, Unite for Literacy
Greig Metzger, Little Free Library
Molly Ness, Fordham University
Miranda Paul, We Need Diverse Books
Rekha Rajan, Bring Me a Book/Penguin/Scholastic

L.27 Shedding Light on Processes in Academia: A Conversation on Navigating the Ranks of Academia in English Teacher Education



ROOM 253-BC

In this interactive session, full professors share their perspectives on the journey to academic rank promotion. We explore the difficulties in advancing in the professoriate. We listen to attendees' stories, teasing out common threads and problems. We also share advice and develop an ongoing community aimed at assisting assistant and associate professors who seek to move to full professor.

Presenters: Jennifer Dail, Kennesaw State University
Tonya Perry, University of Alabama at Birmingham
Shelbie Witte, Oklahoma State University

L.28 Shining Light on Latinidad in the Secondary ELA Classroom



ROOM 201-A

This panel brings together three Latina educators committed to shining light on Latinx voices, identities, and experiences in the ELA classroom. The discourse will encourage critical dialogue including racism, language, and colorism that challenge how we are defined and how we center the voices of Latinx students, communities, and families toward cultivating the hopes and sueños of latinidad.

Session Chair: Sandra Saco, Arizona State University
Presenters: Monica Baldonado-Ruiz, San Diego State University
Alethea Maldonado, Lockhart Junior High
Sandra Saco, Arizona State University

L.29 #SocialStrategies for Cultivating Multimodal Communications



ROOM 202-A

In this interactive session, explore the benefits of utilizing social media platforms such as TikTok, Instagram, and Snapchat to leverage students' voices and expand learning communities beyond the classroom. Come away with practical strategies and resources to aid implementation, including curated lessons and project ideas that leverage expressive forms to construct multimodal communications.

Presenters: Arlene Fannell, Diana C. Lobosco STEM Academy
Brittany Gaccione, Diana C. Lobosco STEM Academy
Ellen Gianakis, Passaic County Technical Vocational Schools

L.30 #TeachLivingPoets and US Poet Laureate Joy Harjo Present Living Nations, Living Words, and Teaching Native Nations Poets



Rainbow

ROOM 213-CD

Sponsored by the NCTE Secondary Section

Along with US Poet Laureate Joy Harjo, members of the Library of Congress's educator toolkit committee for *Living Nations, Living Words* will share their expertise and classroom experience teaching this beautiful project devoted to the work and experience of living Native poets and essential to the literature of our nation. Ample time will be allotted for open Q&A with Joy Harjo.

Presenter: Joy Harjo, Academy of American Poets

L.31 The Creativity Collaborative: Sustaining Community, Care, and Creative Reflection



ROOM 211-B

In this hands-on session, the Creativity Collaborative, a community of practice and care, will discuss using visual journaling as a sustainable care practice and as an arts-based method for learners. Participants will practice creative reflection and journaling and leave with practical suggestions for incorporating arts-based practices in personal and classroom settings.

Presenters: Tempestt Adams, Appalachian State University

Jewel Davis, Appalachian State University
 Peaches Hash, Appalachian State University
 Jennifer Luetkemeyer, Appalachian State University
 Theresa Redmond, Appalachian State University

L.32 The Role of NCTE, Literacy Educators, and the Committee on Diversity and Inclusivity in Support of Antiracist Literacy Education



ROOM 261-A

Sponsored by the NCTE Standing Committee on Diversity and Inclusivity

NCTE's Standing Committee on Diversity and Inclusivity will discuss and invite discussion regarding legislation that challenges antiracist education in Pre-K-grade 12 and university classrooms addressing historical contexts for current issues, why antiracist education continues to be important, and strategies for working within while challenging legislation to antiracist teaching.

Presenters: Susi Long, University of South Carolina
 Kamania Wynter-Hoyte, University of South Carolina

L.33 To Boldly Go: Exploring the Future and Social Justice through YA Science Fiction



ROOM 256-A

In this session, presenters will share resources and strategies for facilitating shared readings of Young Adult science fiction and fantasy literature with preservice English teachers. Such readings and analyses help future teachers to imagine a brighter future for all. Participants are invited to share their own experiences with using YA literature to boldly go forth into a more just future.

Presenters: Kristi Amatucci, Georgia Gwinnett College
 Mari Banks, Decatur City Schools
 Ruth Caillouet, Louisiana Department of Education
 Barbara Holland, Louisiana Department of Education

L.34 Using Literacy Leadership to Plant Seeds of Opportunity and Illuminate Growth in Middle School Students



ROOM 208-B

In this presentation, members of a middle level schoolwide literacy team will share insights and strategies on how they develop, foster, and execute schoolwide literacy initiatives that honor and value the diversity of their students and school community, plant seeds and illuminate student potential, and bring teachers together around common goals.

Presenters: Leah Bishop, Freedom Middle School
Priscilla Conerly, Freedom Middle School
Tequila Cornelious, Concordia University Chicago
Catherine Curtis, Freedom Middle School
Charles Farmer, Freedom Middle School
Gretchen Koerpel, Freedom Middle School

L.35 Using Young Adult Verse Novels as Mentor Texts for Student Writers



ROOM 205-B

This interactive session focuses on how ELA teachers can use young adult novels in verse as mentor texts to help students develop their writing skills, respond to and analyze texts, and create multiple genres of text. The panelists will offer strategies for and examples of student writing including poetry, short stories, essays, videos, and memoirs. Panelists will share materials, book lists, and more.

Session Chair: Melanie Hundley, Vanderbilt University
Presenters: Melanie Hundley, Vanderbilt University
Emily Pendergrass, Vanderbilt University
Rebecca Peterson, Indiana University

L.36 Utilizing Book Study and a Challenge-Based Learning Project to Enlighten First-Year College Students Regarding Race and Equity during the COVID-19 Pandemic



ROOM 210-B

How can we engage and support first-year college students who spent the last 18 months of high school in the midst of a pandemic in critical discussions related to race and equity? Participants will learn about our approach to confronting these challenges as we implemented a book study and Challenge-Based Learning Project with education majors at a predominately white suburban public university.

Presenters: John Craig, West Chester University
Rose Jagielo-Manion, West Chester University
Jessica Tobin Nagle, Temple University
Chris Penny, West Chester University

L.37 #Why Middle Matters—Illuminating the Middle: Shining a Light on Mental Health Literacy



ROOM 209-A

Sponsored by the NCTE Middle Level Section

This session features authors, educators, and mental health professionals sharing their work and knowledge for enhancing middle level students' mental health literacy through literature. Presenters will share specific titles, considerations for educators, and suggestions for utilizing literature as a starting point in normalizing mental health foci in middle level classrooms.

Presenters: Brooke Eisenbach, Lesley University
Jason Frydman, Lesley University
Susan James, University of West Florida
Haley Shaffer, Poland Local School District, OH
Laura Wood, Lesley University
Tradebook Authors/Illustrators: Barbara Dee, Aladdin/Simon & Schuster
Ella Schwartz
Jeff Zentner, Penguin Random House

L.38 You're Getting Warmer! Climate Conversations in the ELA Classroom



ROOM 211-A

In this engaging and interactive panel session, explore texts, topics, and strategies for inspiring students of all ages to learn more about climate change and environmental justice and become active participants in the fight for our planet.

Presenter: Sarah Honore, Houston Independent School District

M.01 2022 Notable Books for a Global Society: Dreams, Hope, and Possibilities in Literature



ROOM 213-A

The Notable Books for a Global Society Committee selects 25 books that demonstrate diverse genres, voices, and topics to enhance student understanding of people and cultures throughout the world. With multiple table discussions occurring concurrently, participants will be able to choose themes and books that are professionally and personally relevant.

Presenters: Jeanne Fain, Lipscomb University
Tracey Hodges, University of Alabama
Mary Oslick, Stetson University
Osha Smith, Walden University
Sandip LeeAnne Wilson, Husson University

M.02 A Whole New World: Books and Cultural Practices to Create Dreams and Ideas for a Better America



ROOM 207-B

This session highlights the dreams, goals, and ideas of immigrant and refugee students on their quest for visibility and equal rights. Through the use of books and cultural practices both in homes and in schools, students and teachers are able to see themselves as being a part of the American dream.

Presenters: Sally Brown, Georgia Southern University, “Honduran Dreams: Literacy Learning Embedded in Family Cultural Practices”
Don Vu, Scholastic/Roseville School District, “Finding the Audacity of Equality in the Stories of Immigrants and Refugees”

M.03 Being a Light for Each Other: Illuminating Fieldwork Partnerships between English Education and 6–12 ELA Contexts



ROOM 256-A

How can we be a light for each other? Presenters in this roundtable session describe collaborative projects between English Ed and 6–12 ELA, through which participants grew in community and practice together. Featured projects showcase mutually beneficial school-university partnerships, innovative and interactive fieldwork structures, and reflective practices for deepening field experience.

Presenters: Katie Alford, McKendree University
Susanna Benko, Ball State University
Rebekah Buchanan, Western Illinois University
Laura Davies, SUNY Cortland
Abigail Kindelsperger, University of Illinois at Chicago
Rachel Knecht, University of Nevada, Reno
Christopher Parsons, Keene State College
Maggie Peterson, University of Maryland, College Park
David Schaafsma, University of Illinois at Chicago
Kate Sjostrom, University of Illinois at Chicago
Roundtable Leaders: Erinn Bentley, Columbus State University
Jessica Gallo, University of Nevada, Reno
Michelle Glerum, Arizona State University
Heidi Hadley, Missouri State University
Kate Hope, California State University Stanislaus
Donald James, Benito Juarez Community Academy
Rex Ovalle, University of Illinois at Chicago
Joe Passi, Benito Juarez Community Academy
Samuel Rowe, University of Illinois at Chicago
Lydia Saravia, DePaul University
Beth Singleton, University of Maryland Writing Project
Amanda Stearns-Pfeiffer, Oakland University
Lauren Wilkie, Chicago Public Schools

SATURDAY

M.04 Beyond the Blank and Darkened Screen: Bringing Digital Literacy Practices to Light in ELA Instruction



ROOM 201-D



The shift to remote learning was less than ideal. Yet, these dark times—and blank screens—can be reinvigorated. Framed by NCTE’s *Definition of Digital Literacy* and four key questions that can be used for planning instruction, panelists will share examples of typical lessons and invite participants to engage in innovative versions of those lessons for both remote and face-to-face instruction.

Presenters: Troy Hicks, Central Michigan University
Kristen Turner, Drew University

M.05 Beyond the Book: Understanding the Complexities of Digital Literacies and Authorship



ROOM 262-B



This session highlights how students and writers navigate, challenge, or construct their social worlds through digital spaces. Paper one explores how students engage in critical participatory dialogue with authors and illustrators through digital social media; paper two examines how Chinese international students make sense of their online information-seeking experience in the U.S.; paper three discusses how storied resistances against rape culture are enacted online through YA fanfiction.

Presenters: Huan Gao, University of Florida, “Information Literacy and Transnational Mobility: Chinese International Students Making Sense of Online Information-Seeking Experience in the United States”
Gina Paese-Margiela, University of Missouri, Kansas City, “Beyond the Book: Expanding Critical Connective Literacies between Students and Authors on Social Media”
Nora Peterman, University of Missouri, Kansas City, “Beyond the Book: Expanding Critical Connective Literacies between Students and Authors on Social Media”
Connor Warner, University of Utah, “Beyond the Book: Expanding Critical Connective Literacies between Students and Authors on Social Media”

M.06 Bi/Multilingual Luminaries: Bilingual Teachers Empowering Students’ Language, Literacy, and Community Practices in the Classroom



ROOM 207-A

The four studies in this panel exemplify practices of bilingual teachers that seek to illuminate the linguistic, cultural, and community practices of their students that are often overshadowed in curricular spaces. The studies offer implications for teachers of emergent bilinguals and teacher practitioners to seek ways to incorporate the wealth of knowledge the students bring into the classroom.

Session Chair: Kenya Vargas, The University of Texas at San Antonio

Presenters: Lucila Ek, The University of Texas at San Antonio

Jimena Guerra, Texas A&M University-San Antonio

Gilberto Lara, The University of Texas at San Antonio

Maria Leija, The University of Texas at San Antonio

Alex Mejia, The University of Texas at San Antonio

Kenya Vargas, The University of Texas at San Antonio

Melinda Zepeda, The University of Texas at San Antonio

Respondent: Patricia Sanchez, The University of Texas at San Antonio

M.07 Blended and Online Spaces: Spaces for Literacy Collaboration

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ROOM 203-B



The shift to online learning during the pandemic has offered new ideas for innovative multimodal and arts-based literacy collaborations and discussions. This session features the work of ELA educators in these spaces.

- Presenters:** Adele Bruni Ashley, Teachers College, Columbia University, “Saying Something in the Dark: Responding to Jhumpa Lahiri’s *Interpreter of Maladies* through Online, Arts-Based Collaboration”
 Nathan Blom, New York City Department of Education, “Saying Something in the Dark: Responding to Jhumpa Lahiri’s *Interpreter of Maladies* through Online, Arts-Based Collaboration”
 Marcelle Mentor, Teachers College, Columbia University, “Saying Something in the Dark: Responding to Jhumpa Lahiri’s *Interpreter of Maladies* through Online, Arts-Based Collaboration”
 Janeen Pizzo, SUNY Brockport, “Supporting Thoughtful Multimodal Discussion in ELA Blended Learning Spaces”
 Natalie Svrcek, SUNY Brockport, “Supporting Thoughtful Multimodal Discussion in ELA Blended Learning Spaces”

M.08 Bottling Memories That Ignite: Harnessing the Power of Narrative Storytelling to Increase Joy in the ELA Classroom

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ROOM 201-A

Food and storytelling are huge parts of our culture. This presentation focuses on the healing power of narrative by “bottling” a memory, empowering students to tell their own stories and embrace their genius. During the presentation, participants can expect to “bottle” a memory, engage with others in the community, and receive ready-made lessons to use immediately in their class.

- Presenter:** Aimee Hardy, Pinson Valley High School

M.09 Bright Practices to Support Preservice Teachers

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ROOM 210-A

Training teachers to meet the challenges of cultivating an equitable classroom environment is one of the critical tasks for education programs today. Fostering their sense of responsibility to serve as beacons of light in their future schools requires engaging preservice teachers in multiple ways. Our efforts offer examples of ways to do this work at the course, program, and extracurricular level.

- Presenters:** Andrea Alden, Grand Canyon University
 Maria Zafonte

M.10 Bringing Social Justice Concepts and Censorship to Light

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ROOM 205-A

This session will unpack designing curriculum through pairing social justice concepts, historical and legal documents, contemporary political texts, and young adult literature to illuminate the roles socio-political forces have in shaping schools. In addition, presenters will share a “Censorship in Literature” unit.

- Presenters:** Allyson Buie, Cary Academy, “Dispersing Light: Finding the Joy in Collaboration and Sparking Student Passion”
 Kara Kalmer Caccuitto, Cary Academy, “Dispersing Light: Finding the Joy in Collaboration and Sparking Student Passion”
 Henry Cody Miller, SUNY Brockport, “Illuminating the Humanity in Historical and Legal Curriculum: Centering Young Adult Literature to Teach Education Foundations Courses”

M.11 **Creating Light through Books: The Power of Brave Spaces for Bridging Social Adversities in Virtual Book Clubs**



ROOM 253-A

Teaching online during the height of the pandemic, Sam Glansman and Alicia Vonderharr saw a need to provide an extracurricular space for students. What was created was beyond their expectations. Students from varied socioeconomic, racial, and religious backgrounds came together during Book Club and created friendships that endured beyond the book club and across school years. After two successful years with a third on the horizon, Alicia and Sam are bringing their experiences and knowledge to NCTE in the hope of helping others to see the benefits of online extracurricular environments to provide brave spaces for all students.

Presenters: Samantha Glansman, LinK12 with ISD 194, Lakeville, MN
Alicia Vonderharr, Burnsville High School and ISD 191 Virtual Academy, Burnsville MN

M.12 **Close-Reading Culturally Relevant Music**



ROOM 206-B



The use of Close Reading tactics allows students to share their prior knowledge and experiences which exudes diversity and inclusion, as each student's voice is shared in a variety of ways. Inspire students to interact and closely read music lyrics through a lens of diversity and equity to engage on significant issues surrounding culture, social justice, inclusion, and racial discourse.

Presenters: Leticia Citizen, Hawthorne School
Toutoule Ntoya, Pasadena Unified School District
Tory Wadlington, Murrieta Valley Unified School District

M.13 **Community as the North Star: Building Literacy in Collective Spaces**



ROOM 203-A

In this session, presenters share how re-imagining and restorying community/ies with their K-12 and/or teacher education students helped to build communities of resistance grounded in sustained and sustaining (1) participation in digital culture, (2) critical literacy teacher education, and (3) youth activism.

Session Chair: Jenell Igeleke Penn, The Ohio State University

Presenters: Christian Hines, The Ohio State University
Hui-Ling Malone, Michigan State University
Jenell Igeleke Penn, The Ohio State University

Respondent: Tamara Butler, College of Charleston

M.14 **Connecting through Story: The Transformative Power of Daily Picture Book Read-Alouds**



ROOM 253-BC

Our text choices can welcome students in or turn them away. Intentional selection of daily picture book read-alouds can help students feel seen and strengthen community. Learn about #ClassroomBookADay and join author/illustrator pairs as they shine the light on ways incorporating more inclusive stories can positively impact your classroom.

Session Chair: Jillian Heise, Heise Reads & Recommends

Tradebook Authors/Illustrators: Tami Charles, Scholastic

Bryan Collier, Scholastic
Joanna Ho, HarperCollins/East Palo Alto Academy
Ashlee Latimer, Abrams
Shahrazad Maydani, Abrams
Frank Morrison, Illustrator
Dow Phumiruk, Art by Dow LLC
Christina Soontornvat, Candlewick Press
Traci Sorell, Penguin/Charlesbridge/Lerner
Arigon Starr, Penguin
Carole Weatherford, Author

M.15 Constructing Writer’s Workshop to Build on Students’ Linguistic Repertoires and Funds of Knowledge



ROOM 207-C

In this presentation, you will see how kindergarten and first-grade teachers cultivated writing communities that represented wholeness by interconnecting translanguaging and cultural practices and discussions into the writing workshop. You will see how students used mentor texts and their language of love to produce complex and authentic texts.

Presenters: Viridiana Fimbres, Teachers College, Columbia University, “Reconstructing the Writing Workshop by Building on Students’ Linguistic Repertoires and Funds of Knowledge”
 Erica Holyoke, University of Colorado, Denver, “‘He Does What We Do!’ Illuminating the Work of Young Writers”
 Susan Tily, The University of Texas at Austin, “‘He Does What We Do!’: Illuminating the Work of Young Writers”
 Ursula Tua, Teachers College, Columbia University, “Reconstructing the Writing Workshop by Building on Students’ Linguistic Repertoires and Funds of Knowledge”

M.16 Creating Dialogue across Generations of Scholars: Revolutionary Scholarship for and with Latinx Students, Families, and Communities



ROOM 213-CD

Sponsored by the NCTE Latinx Caucus

This roundtable session facilitates cross-generational dialogue between graduate student/early-career researchers and mid-career/senior researchers within the Latinx caucus, as well as general NCTE members. Graduate students and early career scholars will receive mentorship on specific work. This session is open to anyone who is interested in Latinx issues in education.

Presenters: Limarys Caraballo, Teachers College, Columbia University
 Denise Davila, The University of Texas at Austin
 Sybil Durand, Arizona State University
 Patricia Enciso, The Ohio State University
 María E. Fránquiz, The University of Texas at Austin
 Antero Garcia, Stanford University
 Laura Gonzales, University of Florida

Danny Martinez, University of California, Davis
 Ramon Martinez, Stanford University
 Sandra L. Osorio, Erikson Institute Chicago
 Timothy San Pedro, The Ohio State University
 Angie Zapata, University of Missouri

M.17 Expanding Trauma-Informed Care through Literacies of Love and Embodiment



ROOM 202-B

As the numbers for child trauma continue to catapult—especially in the midst of a global pandemic—the field of literacy has begun to recognize the importance of addressing trauma in the classroom (Dutro, 2017; Everett, 2021). In this session, we extend trauma-informed frameworks to include literacies of love and embodiment as necessary components of healing.

Presenters: Stephanie Cariaga, California State University, Dominguez Hills
 Sharim Hannegan-Martinez, University of Kentucky

M.18 Finding Grace: Practical Tools for the Overworked or Overwhelmed ELA Teacher



ROOM 208-A

In this panel, two ELA teachers and one administrator share practical tools to get out of the stress cycle, lesson-plan our way into more sustainable rhythms, and push for systems that support. By recognizing the challenges in this profession and providing ample space for participants to dialogue about their own survival techniques, we will dream about tomorrow while firmly grounded in today.

Presenters: Monica Colletti, St. Andrew’s Episcopal School
 Dean Julius, St. Andrew’s Episcopal School
 Julie Rust, St. Andrew’s Episcopal School

M.19 Finding Light from Theory to Practice: BIPOC Educators Share Their Stories



ROOM 207-D

This presentation explores a fundamental question in the minds of teachers and teacher educators: what texts should I use? The presenters, BIPOC identified professors, explore the development of courses taught with texts curated for anti-oppressive education to “create a broader spectrum of light” for the benefit of families and the school community.

Presenters: Stephanie P. Jones, Grinnell College
Joaquin Muñoz, University of British Columbia
Shamari Reid, University of Oklahoma
Stephanie Toliver, University of Colorado, Boulder
Francisco Torres, Kent State University

M.20 First Gen/Gen Z: Reimagining Field Experiences through Literacy Partnerships



ROOM 251-B

When school buildings closed and online programs replaced in-person instruction, we began to redefine the purpose, goals, and possibilities of fieldwork. This panel will share how we reimagined secondary field experiences through online literacy partnerships, centering responsive, personalized literacy instruction that offered much needed human connections for all. Examples will be shared.

Presenters: Libby Adjei, Oklahoma State University
Sarah Donovan, Oklahoma State University

M.21 Illuminating Critical Pedagogy and Practice for Preservice and Early Career Teachers



ROOM 252-A

This session is focused on critical orientations of pedagogy and practice for preservice and early career teachers. Attendees will hear from presenters who reimagine and expand literacy practice in order to explore and enact equitable teaching and learning.

Presenters: Kathryn Struthers Ahmed, Hunter College, CUNY, “Leveraging Students’ Personal and Teachers’ Professional Knowledge: Supporting Preservice Teachers to Design Equity-Based Culturally Sustaining Curriculum

Lucy Arnold, The University of North Carolina at Charlotte, “CEECing the Light: How Critical English Education Professional Development Supports Early Career Educators in Critical Pedagogies”

Meghan Barnes, University of North Carolina at Charlotte, “CEECing the Light: How Critical English Education Professional Development Supports Early Career Educators in Critical Pedagogies”

Heather Coffey, “CEECing the Light: How Critical English Education Professional Development Supports Early Career Educators in Critical Pedagogies”

Anthony Celaya, Western Washington University, “Creating Opportunities for Light: Preservice Teachers Engaging with Critical Pedagogies to Design Civic Action Units”

M.22 Imagining and Creating a Better World in YA Fantasy



ROOM 208-B

This session features YA authors of stories set in alternate, magical versions of the US. These fantastical stories may be set in another world, but many of the issues and challenges their teen protagonists face are familiar.

Presenter: Sarah Ressler Wright, RB Hayes High School
Tradebook Authors/Illustrators: Rachel Griffin, Sourcebooks
Vincent Tirado, Sourcebooks

M.23 Into the Light: Organizing Against Censorship of Diverse Books

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ROOM 258-A

Sponsored by the Standing Committee Against Censorship

Participants will gain a working understanding of national current censorship issues facing schools and resources available via NCAC speaker Dr. Christine Emeran; then of SCAC members' guidance on how to marshal resources at the local level. Finally, led by SCAC members, small groups will study four NCTE position statements for support in school and district work addressing censorship.

Presenters: Ann David, University of the Incarnate Word, "Seeing the Light: Designing an Organized Response to Organized Censorship"

Christine Emeran, National Coalition Against Censorship, "Navigating Censorship and Book Challenges"

Respondents: Katharine Covino-Poutasse, Fitchburg State University

Christina Dobbs

Pamela Mason

Sharon Ryan, Acton-Boxborough Regional School District

M.24 James Moffett's Lost Language Learning Program: Interaction

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ROOM 261-A

Sponsored by the Assembly for Expanded Perspectives on Learning (AEPL)

James Moffett's revolutionary 1973 language learning program, Interaction, was protested out of use before it could be widely employed. This presentation utilizes the original activity cards from Interaction to help teachers craft, invent, and think about their own teaching practices and curriculum.

Session Chair: Paul Rogers, University of California, Santa Barbara

Presenters: Kathleen Kelly, Columbia University

Jonathan Marine, George Mason University

Shannon Potts, Special Music School

Respondent: Sheridan Blau, Teachers College, Columbia University

M.25 Looking at Our Reading and Writing Practices That Work: Igniting Engagement and Learning in the Classroom

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NWP
NATIONAL WRITING PROJECT

ROOM 251-A

This session will focus on how educators can employ enlightened teaching practices and ideas to navigate the social climate. We will focus on how to best reach students of color and students who have linguistically diverse backgrounds, and how to best support new teachers and veteran teachers in employing equitable teaching practices in literacy classrooms in 6–12.

Session Chair: Jameka Thomas, University of Alabama at Birmingham Red Mountain Writing Project

Presenters: Fredeisha Darrington, University of Alabama at Birmingham, "The Dyslexia Divide: An Examination of Inequities in Early Identification, Intervention, and Advocacy Involving Young Children of Color"

Brandon Hatcher, University of Alabama at Birmingham, "Antiracist Teaching in the Deep South: Affirming Students of Color and Valuing Diverse Populations"

Sonjanika Henderson-Green, Birmingham City Schools, "Reading, the Cornerstone to Breaking the Pipeline to Prison"

TaSharra Hilson, "Using Argumentation to Break Barriers in a Multicultural Classroom"

Shonterrius Lawson-Fountain, "All I Need is 4As and One Mic—How One Womanist Teacher Used Four As for Equity to Integrate Culturally Sustaining Anchor Texts That Create the Bridges and Pathways Student Need to Cultivate Their Agency"

Brandi McGuire, "Mustang Mane & Tail: Daily Writing in Every Class, Every Day, to Improve Writing Fluency"

Dianna Minor, Hoover City Schools, "Diverse Literature Initiative in Secondary Schools"

Tonya Perry, University of Alabama at Birmingham

Veronica Rhodes-Simmons, Birmingham City Schools, "Engaging in Socially Responsive Teaching for Gifted Students in Underrepresented Population"

Jameka Thomas, University of Alabama at Birmingham Red Mountain Writing Project, "Conduit of Empowerment and Opportunity: Providing Mentorship and Advocacy to Increase Equity in the Professional Workplace"

M. 26 Multimodal Expressions through Art and Storytelling

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ROOM 213-B

Providing students with the opportunity to produce texts in multiple modes and media not only ignites their passion, but, more importantly, helps them make deep connections to the content and their own composing choices.

Presenters: Paula Bourque, Stenhouse Publishers/
Augusta Schools, “Dream It, Draw It, Discover It: Sketchnoting to Enlighten Understanding”
Christine Gentry, New York University, “Speak, Memory: The Power of Oral Storytelling”
Sarah Jerasa, University of Houston, “BookTok101: Enlightening the ELA Classroom with TikTok Multimodal Literacies”
Stacy Vocasek, Arts at the Capitol Theater, “Centering Student Voices through Art and Storytelling”

M.27 Navigating the Affordances and Challenges of Culturally Sustaining Pedagogies

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ROOM 211-B

Paper one highlights the benefits of culturally sustaining pedagogies while acknowledging the rhetoric of “learning loss.” Paper two offers insights for navigating culturally relevant teaching and learning within blended learning contexts. Paper three explores culturally and linguistically sustaining pedagogies among emergent bilingual students. Paper four explores the culturally sustaining implications for international student teaching assistants at research-intensive Institutions.

Presenters: Fnu Dawayangzong, University of Florida, “What Successful International Teaching Assistants Do: Three Chinese ITAs’ Teaching Experiences at a US College Campus”
Kayla Hostetler, Aiken County Public Schools, SC, “The Tale of Two Pandemics: Culturally Relevant Pedagogy in a Blended Learning Environment Amidst COVID-19 and Racism Pandemics”
Daniel P. Moore, Stanford University, “Sustaining or Compensating? How Teachers Navigate the ‘Dual Responsibility’ of High-Stakes Tests and Culturally Sustaining Pedagogy”
Joanna Wong, California State University, Monterey Bay, “Affordances of Critical Asset-Focused Teacher Inquiry: Discoveries, Challenges, and Shifts toward Culturally Sustaining Writing Pedagogy”

M.28 Park Rangers and Teachers Ignite Meaningful Learning and Spark Inspiration through Nature-Based Writing and Communities of Practice

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NWP
NATIONAL WRITING PROJECT

ROOM 252-C

Three teachers and a National Park Service Ranger explain how collaborations with the National Writing Project and the National Park Service inspire them to beam rays of hope and community in their classrooms and beyond. Presenters will share work samples from students, from elementary and high school settings, that illustrate the writing that accompanies place-based outdoor teaching.

Presenters: Bryan Ripley Crandall, Fairfield University
Janine Kayser, Mount Alvernia Academy
Kristin Lessard, Weir Farm NHP—National Park Service
Kemba Metropoulos, Parkway Central High School
Rich Novack, Fairfield Warde High School

M.29 Radical Truth-Telling: Reckoning with Dr. King’s Legacy in Our Classrooms

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ROOM 212-A

We’ll explore the possibilities of radical and revolutionary truth-telling about Dr. King, race, and racism in K–12 classrooms. As Ida B. Wells reminded us, “The way to right wrongs is to shine the light of truth on them.” We will shine a light to expose canned narratives about Dr. King and demonstrate teaching that raises the critical consciousness of students and keeps hope at the center.

Presenters: Sonja Cherry-Paul, Teachers College, Columbia University
Tricia Ebarvia, Conestoga High School

M.30 School Librarians, Teachers, Booksellers, and Authors Bring “Light” to Schools and Communities



ROOM 211-A

This panel will discuss how representatives from different aspects of the education profession can bring LIGHT to schools and communities through books and reading. We believe that children, teens, and adults are better citizens when they read and share reading joy with others.

Session Chair: Jennifer Sniadecki, Reading Teacher Writes

Presenters: Kathy Burnette, Brain Lair LLC
 Jennica Liberatore, SBCSC
 Jennifer Sniadecki, Reading Teacher Writes
 Kelly Vorhis, NorthWood High School

Tradebook Authors/Illustrators: Pam Allyn, Independent

Margarita Engle, Simon & Schuster
 Matthew Kay, Stenhouse Publishers
 Jeff Zentner, Penguin Random House

M.31 Shining the Light on Palestinian Voices through Poetry



ROOM 201-C



The Palestinian narrative is one that is often intentionally erased. Narratives of Arabs are often portrayed as monoliths. This session will cultivate an appreciation for a historic tradition in Arab cultures and poetry. Presenters will provide participants with resources for instruction and ways of integrating the Palestinian narratives, histories, and culture in English classes.

Presenters: Kefah Ayesh, Al-Ghazaly High School
 Sawsan Jaber, Education Unfiltered Consulting
 Mona Mustafa, Al-Ghazaly High School
 Abeer Shinnawi, Reimagining Migration

M.32 Students and Stories: Illuminating Community with Student-Driven Storytelling



ROOM 209-A



This innovative and resource packed session will highlight multiple examples of middle grades classroom practice that leverage storytelling to connect students with their communities in powerful, multimodal, and transformative ways.

Presenters: Erin Quinn, Calgary Board of Education, “Room to Breathe: Personalizing the Language Arts through Student-Designed Projects”

Stephanie F. Reid, University of Montana, “Authoring Pandemic Personal Narratives with Middle-Grade Students”

Florence Scott, Hawaii Technology Academy, “Intergenerational Empathy Interviews: Highlighting Our Shared Humanity through Storytelling and Art”
 Rita Thorson, St. Croix Preparatory School, “Authoring Pandemic Personal Narratives with Middle-Grade Students”

Tara Vandertoorn, Calgary Board of Education, “Room to Breathe: Personalizing the Language Arts through Student-Designed Projects”

M.33 Sueña con Nosotros: Reimagining Educational Spaces as Beacons for Hope and Transformation



ROOM 252-B



Sponsored by the ELATE Social Justice Commission



The ELATE Commission for Social Justice will begin their session by featuring Cati V. de los Ríos, who will be followed by concurrent roundtable presentations focusing on critical hope and transformation within our ELA educational spaces.

Presenters: Cati V. de los Ríos, University of California, Davis

Jody Polleck, Hunter College, CUNY
 Tashema Spence, Pathways to Graduation

Roundtable Leaders: Lydia Adegbola, New Rochelle High School, “From Protocols to Possibilities: Cultivating Critical Love and Critical Literacies in Our Learning Communities”

David Beauzil, Teachers College, Columbia University, “Soñando En Silencio: Advancing Critical Literacies toward a New English Education”

M SESSIONS — 2:45–4:00 P.M.

SATURDAY, NOVEMBER 19

- Nadia Behizadeh, Georgia State University, “Who Are We in This Work? Teacher Educators Critically Reflecting on Identities, Beliefs, and Instructional Practices”
- Jordan Bell, Dutchess Community College, “From Scorched Earth to Fertile Grounds: The Challenges and Possibilities of Cultivating Abolitionist Futures in English (Teacher) Education”
- Laura Bolf-Beliveau, University of Central Oklahoma, “(Con)trolling Public Discourse: Early-Career Teachers’ Experiences with Oklahoma H.B. 1775”
- Stefani Boutelier, Aquinas College, “Stories of Critical Love and Radical Empathy: Narratives of Teachers of Refugee and Displaced Students”
- Michael Cho, Aptive Education, Inc., “Brothers of Black and Gold: Empowering Males of Color in the Field of Education”
- Todd DeStigter, University of Illinois at Chicago, “Teachers Unions and Social Justice: Diversity and Equity through Solidarity”
- Mandie Dunn, University of South Florida, “Miscarriage, Misogyny, *The Crucible*, and *Macbeth*”
- Lauren Ergen, Apollo High School, “Stories of Critical Love and Radical Empathy: Narratives of Teachers of Refugee and Displaced Students”
- Noah Golden, California State University, Long Beach, “Language Ideologies, Identity, and ELA Teaching: Engendering Sites of Transformation through Critical Language Awareness and Teacher Reflection”
- Charles Gonzalez, Austin Peay State University, “Growing toward a Culturally Relevant Future by Becoming Critically Reflective of the Past”
- Charlie Green, Cornell University, “Teaching for Reconstruction: Race, Representation, and White Privilege”
- Melanie Hundley, Vanderbilt University, “Poetry and Novels in Verse to Create Space for Voice and Representation”
- Ileana Jiménez, Teachers College, Columbia University, “Centering Black Feminism in High School English Classrooms and Teacher Education”
- Janet Johnson, Rhode Island College, “‘If You Cannot Hope Radically, Do Not Apply’: Working toward Policy Transformation”
- Tara Johnson, Purdue University, “On Divisiveness and Discomfort: Speaking Truth to Disinformation in Education Policy”
- Kelsey Jones-Greer, Pennsylvania State University, “Developing White Teacher Antiracist Stances through Critical Whiteness Pedagogies”
- Odeese Khalil, “Stories of Critical Love and Radical Empathy: Narratives of Teachers of Refugee and Displaced Students”
- Michelle Knotts, Pennsylvania State University, “Explicit and Intentional Approaches for Developing Pedagogies of Hope with English Teacher Candidates”
- Cindi Koudelka, Aurora University/Fieldcrest CUSD 6, “Partnering for Change: Learning with Community Educators in YPAR”
- Naitnaphit Limlamai, University of Michigan, Ann Arbor, “Illuminating What We Mean by ‘Justice’ in Secondary ELA Teacher Preparation as We Dream and Build the Future”
- Diana Liu, Teachers College, Columbia University, “Soñando En Silencio: Advancing Critical Literacies toward a New English Education”
- Beatrice Lopez, “From Protocols to Possibilities: Cultivating Critical Love and Critical Literacies in Our Learning Communities”
- Joanne Marciano, Michigan State University, “Partnering for Change: Learning with Community Educators in YPAR”
- Shaylyn Marks, California State University, Bakersfield, “Creating Curriculum That Matters: Centering Students’ Identities at the Core of Curriculum and Pedagogy”
- Alpha Martinez-Suarez, The University of Texas at San Antonio, “Stories of Critical Love and Radical Empathy: Narratives of Teachers of Refugee and Displaced Students”
- Dominique McDaniel, Kennesaw State University, “Reimagining Literacy through Transformative Online Spaces: Teens’ Advocacy and Agency on Social Media Platforms”
- Maureen McDermott, Independent Scholar, “Becoming the Light and Maintaining the Sunshine for 30 Years”
- Jennifer Meagher, College of St. Benedict/St. John’s University, “Stories of Critical Love and Radical Empathy: Narratives of Teachers of Refugee and Displaced Students”
- Brian Mooney, Teachers College, Columbia University, “Soñando En Silencio: Advancing Critical Literacies toward a New English Education”
- Cara Mulcahy, Central Connecticut State University, “Centering Critical Engagement, Multimodal Learning, and Compassion: A Framework for Literacy Instruction”
- Ayan Omar, Tech High School, “Stories of Critical Love and Radical Empathy: Narratives of Teachers of Refugee and Displaced Students”
- Eddie Ortiz, Teachers College, Columbia University, “Soñando En Silencio: Advancing Critical Literacies toward a New English Education”
- Rae Oviatt, Eastern Michigan University
- Alexandra Panos, University of South Florida, “Miscarriage, Misogyny, *The Crucible*, and *Macbeth*”
- Charlotte Pass, SUNY Cortland, “Teaching for Reconstruction: Race, Representation, and White Privilege”

- Darius Phelps, Teachers College, Columbia University, “Brothers of Black and Gold: Empowering Males of Color in the Field of Education”
- Mary Rice, University of New Mexico, “Supporting Teachers in Evaluating Digital Instructional Materials for Inclusivity”
- Stephanie Robillard, Stanford University, “Disrupting Narratives: A Teacher’s Collaborative Focused on Improving the Teaching of Enslavement”
- Louise Shaw, Southern Connecticut State University, “Centering Critical Engagement, Multimodal Learning, and Compassion: A Framework for Literacy Instruction”
- Stephanie Anne Shelton, University of Alabama, “We’re Working to Do Diversity, Rather than Have It: Disrupting Understandings of Social Justice Teacher Training”
- Anderson Smith, Hunter College, “Wobbling with Agency: Digital Dialogic Classrooms of Community”
- Allen Webb, Western Michigan University, “Future Teachers Finding Hope through Activism Addressing the Climate Emergency”
- Zhen Yu, University of New Mexico, “Supporting Teachers in Evaluating”
- Karen Zaino, CUNY Graduate Center, “From Scorched Earth to Fertile Grounds: The Challenges and Possibilities of Cultivating Abolitionist Futures in English (Teacher) Education”

M.34 The Emotion Atlas Project

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ROOM 201-B

Art and writing are powerful tools for making meaning of experiences. The Emotion Atlas Project merges poetry and art to give young people the space to name their feelings lyrically and visually. Participants will write a poem, rooting it in a feeling. They will describe what they discover when they travel away from that feeling, and represent their discoveries visually, creating a map.

Presenters: Layla Clark, Whole Village Art Therapy
Bahareh Mirian, Whole Village Art Therapy
Kyley Pulphus, We Scribblin’
Holly Wherry, Whole Village Art Therapy

M.35 When Disciplinary Literacy Meets Informational Texts: Shining a Light on the Close Reading Model

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ROOM 202-A

How can ELA teachers answer the call to integrate informational text without becoming de facto science and history teachers? Presenters will discuss what disciplinary literacy means in ELA, then lead a hands-on exploration of a model in which informational texts are used to enrich the analysis of a literary text by providing authentic historical and conceptual context beyond the textbook blurb.

Presenters: Barrie Olson, Carnegie Learning
Nicole Renner, Carnegie Learning

M.36 #Why Middle Matters—Middle Grade Literature As Dreams and Possibility—The Middle Level Mosaic

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ROOM 210-CD

Sponsored by the NCTE Middle Level Section

Middle level educators, don’t miss the capstone to our #whymiddlematters sessions! This year’s Mosaic features conversations with middle grade authors as they explore how middle grade literature helps students dream toward self-affirmation, inclusive communities, and more equitable worlds. Share questions, play with ideas, and discuss books at more than ten roundtables!

Session Chairs: Alex Corbitt, Boston College
Carla España, Rye Country Day School
Presenter: Sarah Bonner, Heyworth Junior High School
Roundtable Leaders: Kelly J. Baptist, Lee & Low Books
Camille Gomera-Tavarez, Levine Querido
Kekla Magoon, Bloomsbury/Candlewick
Meg Medina, Candlewick Press
Tehlor Kay Mejia, Disney Publishing Worldwide
Daniel Nayeri
Claribel Ortega, Scholastic
Mark Oshiro, Tor Teen
Emma Otheguy, Children’s Author
Julian Randall, Macmillian Publishing
Olugbemisola Rhuday-Perkovich, Crown/Random House/Macmillan/HarperCollins
Lisa Yee, Random House Books for Young Readers
Ibi Zoboi, HarperCollins/Balzer+Bray/Dutton/Penguin Books

M.37 Working toward Educational Justice: Gender-Focused Inclusive Critical Education in Action



LGBTQIA+
Rainbow

ROOM 206-A

As educators working toward justice, we have a responsibility to create conditions where all students can feel seen, heard, and honored for their authentic personhood. This panel amplifies the work of equity-seeking educators creating inclusive school spaces where all students, including our LGBTQIA+ youth, are recognized as change agents.

Presenters: Courtney Beatty, The Story Note
Kathryn Cubano, West Windsor-Plainsboro Regional School District
Justin Dolcimascolo, West Windsor-Plainsboro Regional School District
Jamaica Ross, Long Beach Unified School District
Jenny Taylor, Long Beach Unified School District

M.38 Writers Are Lighters: Writing Communities Find Their Way Out of the Dark



ROOM 209-B

When teacher-educators reach across state lines to form an online research team, they redefine what it means to be part of a research community. Through their shared stories, they reinvigorate each other and harness the power of a collective voice to provide a place of hope for each other in unprecedented times.

Presenters: Kimberly Lewinski, La Salle University
Jamie Marsh, California State University, Los Angeles
Haley Sigler, Washington and Lee University

M.39 Writing to Soñar: Latina Girls' Stories Shining Their Way to Freedom



Rainbow

ROOM 212-B

Somos Escritoras is a creative space for Latina girls (grades 6–8) that invites them to write and perform stories from their lived experiences using art, theater, and writing as tools to speak truth and amplify their voices. In this interactive session, we provide texts used to inspire writing, examination, and critique, as well as examples of girls' writing and art.

Session Chair: Sandra Saco, Arizona State University
Presenters: Tracey Flores, The University of Texas at Austin

Alethea Maldonado, Lockhart Junior High
Iris Treinies
Yaikira Vazquez, Copperas Cove School District
Gabriela Zuniga, Del Valle ISD

Respondent: Tracey Flores, The University of Texas at Austin

M.40 Poster Sessions

ACC NORTH, PRE-FUNCTION AREA, SECOND FLOOR

Poster 1—Building a Community on TikTok



Rainbow

By looking at the trending mental health topics, hashtags, and trends, an ethics of care framework (Place, 2021) helps us trace how social media mirrors the mental health epidemic affecting young adults today. Additionally, through this framework we can see how TikTok's algorithm is used to increase community engagement and build foundational knowledge on a variety of mental health topics.

Presenter: Jasmine Villa, East Stroudsburg University

Poster 2—Igniting Learning through Role Play: Facilitating a Reacting to the Past Game



Drawing on drama-based learning and Reacting to the Past pedagogy, this poster presentation focuses on students' experience in a role-playing game, shedding light on texts, igniting engagement, and deepening learning. Learn about the potential for using Reacting to the Past games in the English classroom and the resources available for incorporating role play in your own classroom.

Presenter: Ann Siegle Drege, SUNY Fredonia

Poster 4—Out of the Shadows and Into the Light: Supporting Students with Incarcerated Parents

G Through the exploration of scholarly research coupled with that of personal reflections and anecdotes, this session will bring to light the plight of children with incarcerated parents while illuminating how English teachers can, through reading, writing, and discussion, support these students' quest for self-actualization and acceptance.

Presenter: Vivett Dukes, Stony Brook University

Poster 5—Pursuing the Light: Fostering Rigorous and Culturally Responsive ELA Classrooms with Cutting-Edge Pedagogy, Young Adult Literature, and Technological Platforms!

M This poster session provides educators with an engaging infographic reflecting an extensive, culturally responsive ELA curriculum comprised of data-driven, best practices and utilizing some of the most contemporary and award-winning young adult literature. Colleagues receive extensive handouts reflecting recommended readings and internet resources as well, which can be utilized immediately.

Presenters: Jennifer Kirchoff, Le Moyne College
Wen Ma, Le Moyne College

Poster 7—The Invisible Native American English Language Learner (ELL) in the Classroom and the Potential Power of Talking Circles

G What is it like to be Native American and an English language learner? How much training do preservice teachers receive to prepare their work with the target group? What materials and methods work in the classroom? By highlighting this marginalized group, the presenter shares her acquired knowledge to facilitate interactive communication with attendees about their experiences in the classroom.

Presenter: Nadine Bravo, University of Southern Maine

Poster 8—Using Reciprocal Collaborative Curriculum Design as an Innovation in Professional Development and PreK-8 Academic Vocabulary Instruction

E Explore the process of reciprocal collaborative curriculum design with a team of teachers and a curriculum administrator who will share their innovative approach to developing district-wide, Pre-K-8 academic vocabulary curriculum.

Presenter: Kristin Bourdage, Olentangy Schools

M.41 SchoolWideRead Presents Being the Light: Words That Light the Way for Everyday Power
ROOM 251-C

Welcome to a culturally responsive, restorative approach to literacy and school community wellness. View artifacts and demonstrations that explore the power of words to “access light” from within, “share light” with others, and “shed light” on issues that impact community. Make connections and walk away with strategies to be the light and create holistic learning spaces of wellness grounded in literacy.

Presenters: Vanessa Emile, SchoolWideRead
Zena Robinson-Wouadjou, SchoolWideRead

MN.01 Supporting Teachers in Turbulent Times: Holding a Light to Critical Pedagogical Practices**C****ROOM: 264-BC***Sponsored by the NCTE College Section*

Following up on last year's workshop, this session will focus on how college-level faculty work with K-12 teachers during turbulent times—when teachers are often called to account or under scrutiny for everyday practices in classrooms. Speakers will discuss their own pedagogies that focus on holding a light to critical pedagogical practices that might yield real literacy outcomes for students.

Presenters: Dale Allender, California State University, Sacramento
Tracey Flores, The University of Texas at Austin
Co-Presenters: Angela Clark-Oates, California State University, Sacramento
Traci Gardner, Department of English, Virginia Tech
Sarah Johnson, Madison College
LaVie Leasure, Winston-Salem State University
Kelly Medina-López, California State University - Monterey Bay
Renee Moreno, California State University, Northridge
Siskanna Naynaha, California State University, Dominguez Hills
Reshma Ramkellawan-Arteaga, Teaching Matters

N.01 A New Age of Community and Connectivity

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ROOM 213-B

Teaching with digital technologies can be welcoming and engaging. Presenters share how they utilize social media and discussion boards to better facilitate robust learning communities.

Presenters: Quanisha Charles, North Central College, “Community Building Techniques in the Online Classroom”

Lorraine Radice, Long Beach Public Schools, “A New Age of Community and Connectivity: Leverage Technology and Social Media to Stay Inspired”

N.02 Amplifying Voice and Agency: Storytelling with Facing History and Ourselves and This Teenage Life Podcast

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ROOM 205-A

In this panel discussion with students and educators, we will explore classroom-ready resources, such as a text set and teen-produced podcast episodes, to showcase the ways young people can shine a light on their own identity development and explore questions of power and agency through storytelling.

Presenters: Jayden Dial, High Tech High School
Molly Josephs, This Teenage Life
Karen Scher, Facing History and Ourselves

N.03 AP English: The Curricular Beacons of Text Variety and Performance Data

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ROOM 201-A

Sponsored by College Board

This session will provide AP English teachers with insights, observations, and strategies related to how text variety and student performance data can provide clarity and guidance in everyday pedagogical decisions. Participants will examine course materials, review student data, and share their expertise.

Presenters: Susie Bonsey, College Board
Aubrey Ludwig, College Board

N.04 Being a Light for Each Other: Connecting across Schools and Communities through Professional Book Study Groups

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ELATE

ROOM 210-CD

This panel shares insights from two online book study groups designed for secondary English teachers to build a sense of professional community across schools and to learn strategies for revitalizing classroom practice. We share examples, tips, and strategies for audience members to create their own virtual book study groups as an alternative model of professional development.

Presenters: Sybil Durand, Arizona State University
Sandra Saco, Arizona State University
Lauren Spenceley, Arizona Department of Education

N.05 Bringing LGBTQIA+ Sueños into the Light

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LGBTQIA+

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ROOM 213-A

Sponsored by the Genders and Sexualities Equality Alliance (GSEA)

This roundtable session offers a variety of teaching and research approaches to queer work (meaning both LGBTQIA+ identities and work that disrupts norms) in ELA classrooms. Keynote speakers and roundtable leaders will engage attendees in conversations that bring LGBTQIA+ sueños into the light. Presentations include contexts of K-12 teaching and teacher education on inclusive LGBTQIA+ ELA topics.

Session Chair: Summer Pennell, University of Vermont
Presenters: Adam Crawley, University of Colorado, Boulder

Summer Pennell, University of Vermont

Roundtable Leaders: Darryn Diuguid, McKendree University

Roxanne Henkin, The University of Texas at San Antonio (emeritus)

Joshua Hill, University of Maine, Farmington

Abdul Qadir Islam, Teachers College, Columbia University

Ileana Jiménez, Teachers College, Columbia University

Christopher Lewis, Chapman University

Rae Oviatt, Eastern Michigan University

Russell Sanders, Author

Ryan Schey, University of Georgia

Stephanie Anne Shelton, University of Alabama

Tadayuki Suzuki, SUNY at Cortland

Jon Wargo, Boston College

N.06 Bringing the Light through Spoken Word and Protest Poetry

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Rainbow

ROOM 203-B

The three presentations in this panel offer ideas for teaching resistance, Black identity, and trauma-informed solutions.

Presenters: Nina Benegas, Alliance Marc and Eva Stern Math and Science School, “Spoken Word Spotlight: The Effects of Performance Poetry Curriculum on Students and Teachers in Post-Pandemic In-Person Schooling”

Mary Beth Cancienne, James Madison University, “Teaching Spoken Word Poetry, Black Poetry, and Hard History: The Case of Emmett Till, Susan Smith, and Raymond Byrd”

Whitney Conley, Mercer University, “Tomorrow Won’t Be Easy: Protest Poetry for the Day After”

Leah Panther, Mercer University, “Tomorrow Won’t Be Easy: Protest Poetry for the Day After”

N.07 Collaborative Superhero Storytelling: Lighting the Way for Critical Inquiry and Transmedial Design

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Rainbow

ROOM 208-B

In this presentation, we share superhero storytelling curricula that we implemented in two public middle and elementary schools. We describe how nondominant students used multiple digital and social media platforms to critique and expand on existing superhero narratives and retell them across new spaces and times. Attendees will explore why and how to implement similar projects.

Presenters: Patricia Enciso, The Ohio State University
Beth Krone, The Ohio State University
Francisco Torres, Kent State University

N.08 Countering Harmful Media Narratives with Young Adult Literature

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Rainbow

ROOM 207-B

Harmful media narratives such as those targeting Middle Easterners and Muslims in the wake of 9/11, AAPI people following COVID-19, and Black, Indigenous, and LGBTQIA+ people historically, can create internalized shame among young readers. A panel of diverse debut authors discusses how authentic representation in kid lit can act as a countervailing influence.

Presenters: Susan Azim Boyer, St. Martin’s Press/
Wednesday Books

Jen Ferguson, Heartdrum

Anna Gracia, Author

Maya Prasad, Disney-Hyperion

Vanessa L. Torres, Penguin Random House

N.09 Dreaming and Doing: Antiracist Literary Advisory Board (A-LAB)

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ROOM 262-A

NCTE calls upon us to dream and pursue the light, just as Robin D. G. Kelley reminded us of the transformative power of freedom dreaming. This panel of teacher candidates, teacher educators, and an education librarian describe how they combine dreaming and doing in their collective antiracist practice to diversify their campus children’s literature collection.

Session Chair: Suki Mozenter, University of Minnesota, Duluth

Presenters: Hailey Bownik, University of Minnesota, Duluth

Jayna Brown, University of Minnesota, Duluth

Kayleen Jones, Kathryn A. Martin Library

Suki Mozenter, University of Minnesota, Duluth

Ariri Onchwari, University of Minnesota, Duluth

Josh South, University of Minnesota, Duluth

N.10 ELATE Commission Meetings #2

TE ROOM 258-B



Sponsored by English Language Arts Teacher Educators (ELATE)

All interested ELATE and NCTE members are invited to attend the ELATE commissions of their choice.

Session Chair: Latrise Johnson, University of Alabama

Roundtable 1: Commission on Social Justice in Teacher Education Programs

Co-Chairs: Jody Polleck, Hunter College, CUNY
Tashema Spence, Pathways to Graduation

Roundtable 2: Commission on Digital Literacies and Teacher Education (D-LITE)

Chair: Clarice Moran, Appalachian State University

Roundtable 3: Commission on the Study and Teaching of Adolescent Literature

Co-Chairs: Alice Hays, California State University, Bakersfield

Steffany Comfort Maher Indiana University Southeast

Roundtable 4: Commission on the Teaching of Poetry

Roundtable 5: Commission on English Methods Teaching and Learning

Co-Chairs: Jessica Gallo, University of Nevada, Reno
Christopher Parsons, Keene State College

Roundtable 6: Commission on Writing Teacher Education

Co-Chairs: Amanda Brewer, University of Central Missouri
Amber Warrington, Boise State University

Roundtable 7: Commission on Arts and Literacies

Co-Chairs: Timothy Duggan, Northeastern Illinois University

Hung Pham, University of Arkansas

Roundtable 8: Commission on Family and Community Literacies

Co-Chairs: Tracey Flores, The University of Texas at Austin
Laura Gonzales, University of Florida

Roundtable 9: Commission on Everyday Advocacy

Chair: Cathy Fleischer, Emeritus, Central Michigan University

Roundtable 10: Commission on the History of English Education

Co-Chairs: Sheridan Blau, Teachers College, Columbia University

Ashlynn Wittchow, Teachers College, Columbia University

Roundtable 11: Commission on Climate Change and the Environment in English Education (c3e3)

Co-Chairs: Russell Mayo, Chicago Public Schools
Rich Novack, Fairfield Warde High School

N.11 Entering and Extending the Conversation: Making Room at the Table for More Voices and Visions

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ROOM 212-A

This session by two experienced teachers focuses on how to create engaging conversations through challenging texts about issues important to teens in general and African American middle and high school boys in particular. Participants will learn how to foster such conversations in their classes, while also improving students' ability to read, write, speak, and think about and through literature.

Presenters: Jim Burke, Middle College High School, "How to Create Conversations through Texts"
Kari Roan, Prosper Independent School District, "Making Room for African American Boys in the Literature Class"

N.12 Everything You Need to Know about Participating in the NCTE Book Awards and More!

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ROOM 213-CD

Sponsored by the Committees for the NCTE Charlotte Huck Book Award for Outstanding Fiction for Children, the NCTE Orbis Pictus Award for Outstanding Nonfiction for Children, and the NCTE Award for Excellence in Poetry for Children

Calling all educators and literature enthusiasts! Do you want to get involved with NCTE's awards for excellence in children's literature? Come meet the committees of the Charlotte Huck, Orbis Pictus, and Poetry/Verse awards to learn about the different ways educators, librarians, publishers, literacy advocates, and students can participate! All are welcome.

Presenters: Donna Bulatowicz, Montana State University, Billings
Sanjuana Rodriguez, Kennesaw State University
Mary-Kate Sableski, University of Dayton

SATURDAY

N.13 Finding Community Again: The Role of Literacies in Building the Bonds between School, Young People, and Families



ROOM 211-A

In this panel, authors, illustrators, and educators from various ethnic, racial, and gender identities discuss how they have reenvisioned the idea of “school community,” reshaping the role of reading and literacy activities to support the wider emotional and learning needs of students, teachers, administrators, and families.

Presenter: Cassandra Minor, The Minor Collective
Tradebook Authors/Illustrators: Phil Bildner, Farrar, Straus and Giroux-Macmillan
 Brendan Kiely, Simon & Schuster
 Meg Medina, Candlewick Press
 LeUyen Pham, Macmillan Children’s Publishing

N.14 Ideas Can Change the World



ROOM 202-B

Helping students illuminate ideas in diverse nonfiction texts is essential when you engage in critical conversation. In this session, we will examine historical and contemporary texts that allow students to translanguage cultural ideas. Participants will engage in close reading exercises of multimodal texts that begin with an illuminating idea and annotate those texts for deeper meaning.

Presenters: Elizabeth Davis, College Station High School
 John Williamson, Eastern Kentucky University
 Mary Jo Zell, Keller High School

N.15 Illuminating the Ignored and Silenced Voices: Countering the Story of Arab and Muslim Women



ROOM 202-A

Too often, the voices of Arab and Muslim women are erased or altogether ignored. This session focuses on Arab and Muslim women taking their own narratives. It will provide participants with examples from literature of Arab and Muslim women shedding the burden of a one voice-fits-all narrative and a focusing on illuminating the disembodied voices. Participate in this insightful conversation!

Presenters: Kefah Ayesh, Al-Ghazaly High School
 Zainab Jabak
 Sawsan Jaber, Education Unfiltered Consulting
 Mona Mustafa, Al-Ghazaly High School
 Abeer Shinnawi, Reimagining Migration

N.16 Into the Light: The Power of Books and Poetry to Light Our Way and Ignite Our Dreams



ROOM 209-A

Literature can start students on a journey of understanding oppression and invite them into the light of hope, empathy, and social action to create change. Middle school principal Evan Robb and literacy coach Laura Robb join award-winning authors Aida Salazar and Lester Laminack to show the power in stories to help readers step into the light of justice and hope, and live their dreams.

Session Chair: Laura Robb, RCT, Inc.
Presenters: Lester Laminack, Author, “Bringing Light to Shadows of Identity”
 Evan Robb, Johnson Williams Middle School, “Into the Light: School Leadership Matters”
 Laura Robb, RCT, Inc., “Into the Light: The Power of Story and Poetry”
Tradebook Author/Illustrator: Aida Salazar, Scholastic, “A Seed in the Sun”

N.17 Languages, Cultures, and Identities: Trends and Possibilities in Bilingual Picture Books and Transitional Chapter Books for Multilingual Readers and Writers



ROOM 207-C

In this interactive session, presenters focus on instructional possibilities of bilingual picture books and transitional chapter books for multilingual readers and writers.

Presenters: Emily Aguiló-Pérez, West Chester University of Pennsylvania, “Editoriales Cartoneras Escolares—Children Publishing Books Together across Borders”
 Caroll Castro, Ucumari Cartonero, “Editoriales Cartoneras Escolares—Children Publishing Books Together across Borders”
 Amina Chaudhri, Northeastern Illinois University, “Code-Switching Strategies in Bilingual Picture Books: Trends and Possibilities”
 Jesse Gainer, Texas State University, “Editoriales Cartoneras Escolares—Children Publishing Books Together across Borders”/“The Tomás Rivera Mexican American Children’s Book Award: Planting Seeds of Love in Dark Times”
 Laura Hudock, “Editoriales Cartoneras Escolares—Children Publishing Books Together across Borders”
 René M. Rodríguez-Astacio, California State University, Fresno, “Editoriales Cartoneras Escolares—Children Publishing Books Together across Borders”
 Nancy Valdez-Gainer, Texas State University, “The Tomás Rivera Mexican American Children’s Book Award: Planting Seeds of Love in Dark Times”

N.18 Lighting the Way: Advancing Culturally Sustaining Literacies in English Education

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Rainbow

ROOM 212-B

Four educators offer insights to advance culturally sustaining literacies through humanizing pedagogies of love, healing, and hope that light the way. We discuss practical classroom approaches that intentionally center, affirm, and champion the intersectional voices and identities of youth of color who have been silenced in traditional classrooms.

Presenters: David Beauzil, Teachers College, Columbia University

Diana Liu, Teachers College, Columbia University

Brian Mooney, Teachers College, Columbia University

Eddie Ortiz, Teachers College, Columbia University

N.19 Lighting Up Middle Grades Reading Praxis

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ROOM 209-B

This session highlights exciting practices in writing in the middle grades literacy classroom that challenge students (and teachers) to think beyond typical reading assignments and instructional approaches, and towards practices that inspire creativity and rigorous development for students.

Presenters: Shannon Bosley, Reading Ways, “The Best Partner a Teacher Can Have!”

Carolyn Foster, Carnegie Learning, “Supporting Reading Comprehension Using Complex Texts”

Lauren Liang, University of Utah, “Reading with P-OWER: Selecting Inclusive Text Sets That Shed Light on Critical Issues and Spark Social Action”

Katie Russell, Murphysboro Middle School, “Engaging ALL Readers: Using Inclusive, High-Interest Novels and Tech Tools!”

Elizabeth Thackeray Nelson, Utah Valley University, “Reading with P-OWER: Selecting Inclusive Text Sets That Shed Light on Critical Issues and Spark Social Action”

N.20 NCTE Research Foundation Grant Recipient Presentations

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ROOM 258-A

Sponsored by the NCTE Research Foundation

In this session, recipients of the 2021 NCTE Research Foundation Research Grants and Teacher Research Grants will share their grant-winning research.

Session Chair: Betina Hsieh, California State University, Long Beach

Presenters: Mariana Lima Becker, Boston College, “Roblox as Community Composition: Tracing Literacies and Digital Play among Brazilian Multilingual Youth”

Alex Corbitt, Boston College, “Roblox as Community Composition: Tracing Literacies and Digital Play among Brazilian Multilingual Youth”

Chris Hass, Richland School District 2, “Student Activism as a Vehicle for Literacy Learning in the Elementary Classroom”

Jose Picart, North Carolina State University, “Amplifying the Voices of Underserved Students in Community-Based Organization”

Scott Storm, New York University, “Literary Scholars for Justice: Youth Transforming Literary Studies”

Natalia Ward, East Tennessee State University, “Honoring *Eyes That Kiss in the Corners*: Integrating Multicultural Picture Books with Asian American Characters in Rural Elementary Classroom”

Shuling Yang, East Tennessee State University, “Honoring *Eyes That Kiss in the Corners*: Integrating Multicultural Picture Books with Asian American Characters in Rural Elementary Classrooms”

N.21 Poetry, Writing, and Oral Storytelling as Antiracist Pedagogies



ROOM 261-A

This session centers writing and oral storytelling as embodied ways of being and knowing in the world. Presenters share the ways they draw on poetry and oral storytelling to create a nurturing writing environment to heal, foster identity development, amplify voices, and develop empowered writers.

Presenters: Yara Barbosa, East Kentwood High School, “In Order to See Light, We Must First Listen”
 Sally Bergquist, Growing Writers, “Writing as an Antiracism Tool”
 Michael Cho, Aptive Education, Inc., “Using Oral Storytelling as a Vessel to Address Grief and Healing within the Classroom”
 Darius Phelps, Teachers College, Columbia University, “Using Oral Storytelling as a Vessel to Address Grief and Healing within the Classroom”

N.22 Prioritizing Sueños of Multilingual Students and Families: Reciprocity in a TESOL Family and Community Engagement Teacher Preparation Program



ROOM 207-A

In this panel, three faculty members of a TESOL and bilingual education program in a Graduate School of Education discuss their experiences participating in a federally funded family and community engagement program that served as a bridge between a university and a school district that mainly serves culturally and linguistically diverse students of color.

Presenters: Meg Burns, Lesley University
 Ana Lopez, Lesley University
 Laura Schall-Leckrone, Lesley University

N.23 Reading the World: Using Hard Topics to Create Hope and Change



ROOM 208-A

Books can be used as beacons to show students their potential and worlds beyond their own and enact social change. An exploration of texts and methods that encourage students to recapture and use their own powers will occur, as well as sharing of tools and texts to further educators’ literary practices and support of students becoming the sueños—dreams—of their lives, families, and communities.

Presenter: Pernille Ripp, Global Read Aloud/Passionate Learners
Tradebook Author/Illustrator: Torrey Maldonado, Penguin/Nancy Paulsen

N.24 Reading, Writing, and Justice: Illuminating Paths Ahead for Teachers and Teacher Educators



ROOM 261-B

Given the increasing racial and cultural diversity of students in today’s schools as well as the growing emphasis on diversity, equity, and inclusion in education, ELA teachers and teacher educators can benefit from reconsidering approaches to the central activities of reading and writing in light of the ways educators understand and enact justice.

Session Chair: Stephanie Robillard, Stanford University
Presenters: Anne Ruggles Gere, University of Michigan
 Nainaphit Limlamai, University of Michigan
 Ebony Elizabeth Thomas, University of Michigan
Respondent: Stephanie Robillard, Stanford University

N.26 Redefining Success: Exploring Comunidad, Confianza, and Complexity with Newcomer and Emergent Plurilingual Students



ROOM 201-C

In this interactive session, teachers share approaches to radically inclusive teaching with newcomer and emergent plurilingual students. Emphases include strategies for scaffolding comunidad/community, confianza/confidence, and complexity as students share their stories, stretch their linguistic repertoires, and develop a sense of identity and agency as valued members of their school communities.

Presenters: Yamila Castro, Western High School
Alison Dover, California State University, Fullerton
Joanna Peters, Dale Junior High
Roslynn Pryor, Western High School
Fernando Rodriguez-Valls, California State University, Fullerton

N.27 Shifting Perspective: Using Literature and Language to Illuminate Our Shared Humanity



ROOM 206-A

In our current climate, it has become more important than ever to find ways that illuminate our shared humanity leaving us to wonder what we, as teachers of English, can do to affect positive changes. Join us as we discuss lessons and strategies for opening minds, deepening understandings, and shifting perspectives within our classrooms and school communities.

Session Chair: Kim Yaris, The Pine School
Presenters: Kristin Ackerman
Jen McDonough, The Pine School
Kim Yaris, The Pine School

N.28 Shining a Light and Lighting a Fire: The Wonder of Poetry



ROOM 203-A

In this session, the presenters will share ideas for embedding poetry in curriculum throughout the year. Participants will be invited to experience ways to explore poetry reading and writing as a path toward social justice, ways to share poetry with students, and ways to offer spaces for students to use poetry to tell their stories and to wonder about their worlds.

Presenters: Thomas Bergen, Westlake High School
Melissa Dupre, Bainbridge High School
Valerie Taylor, The University of Texas at Austin

N.29 Shining a Light on Students' Full Linguistic Repertoire/Illuminando la Trayectoria Linguistica de Nuestros Estudiantes



ROOM 206-B

This session will engage participants in examining the high cognitive loads emergent bilinguals sustain during literacy instruction. It will also suggest how biliteracy trajectories can be used to track second-language acquisition, allowing time for students to gain mastery in the new language while also allowing for appropriate identification of students who would benefit from academic support.

Presenters: Suzanne Carroll, Mamaroneck School District
Maggie Hoddinott, Mamaroneck School District
Judith Ravina, Mamaroneck School District

N.30 Storying through Writing: Igniting a Sense of Community and Identity



ROOM 252-A

In this panel, three professors and two teachers share their experiences with storying through writing using authentic literature, role-play, Social Practice Art, curated Art, and letter-writing. We will present works that students produced, exemplifying our ways of storying to foster community and identity building. We hope to “shine the light” on storying rooted in individual positionalities.

Session Chair: Ambika Raj, California State University, Los Angeles
Presenters: Joshua Almos, Los Angeles Unified School District
Rebecca Batres, Stanley Oswald Academy
Maria-Lisa Flemington, California State University, Los Angeles
Jamie Marsh, California State University, Los Angeles
Ambika Raj, California State University, Los Angeles

N.31 Striving to Be a Light: The Case Study of a Transgender Student Teacher



ROOM 251-B

In this presentation, we share the case of one transgender student teacher as she begins to take her place in the field of teaching. Come hear about her experiences, including hearing her own voice and reaction to this research project.

Presenters: Kiley Campbell, Utah Valley University
Thomas Smith, Utah Valley University

N.32 Supporting and Scaffolding Students to Create Digital and Multimodal Compositions



ROOM 201-D

This interactive session focuses on both ELA teachers and students composing in digital media and offering strategies for and examples of compositions including digital poems, videos, infographics, kinetic poetry, and multimodal memoirs. Panelists will share how both teachers and students learn to compose effectively in new digital and multimodal environments and the learning opportunities this creates.

Presenters: Melanie Hundley, Vanderbilt University
Emily Pendergrass, Vanderbilt University
Rebecca Peterson, Indiana University

N.33 The Glow That Illuminates, the Light That Glares: Instructional Materials and Representation in Teacher Education



ROOM 251-A

Attendees use a metaphorical writing prompt activity designed to illuminate and explore implicit bias in concepts of teacher education. Participants will leave with: (1) an activity designed to help learners imagine opportunities perhaps outside their life experiences; (2) strategies to attract nontraditional learners into teaching; and (3) strategies for enhancing opportunity within the profession.

Presenters: Paige Horst, Radford University
Robert Williams, Radford University
Dan Woods, Radford University

N.34 Tools of Illumination and Inspiration



ROOM 210-A

This exciting session highlights an array of classroom practices, strategies, and tools that educators can use to connect their students with important questions, with critical skills, across disciplines, and with themselves, as well as strategies to help educators navigate this work in their school communities.

Presenters: Laura Fitzpatrick, The Community Classroom, “The Dent Project: A Collision of ELA, History, and Students Finding Their Light”
Emily Francis, Concord High School, “Refining Writing Minilessons to Be Inclusive, Engaging, and Mini”
Jenice Mateo-Toledo, Hastings on Hudson School District, “Cross-District Equity-Centered Trauma-Informed Collaboration”
Patricia Vitale-Reilly, PVR Consulting, “Refining Writing Minilessons to Be Inclusive, Engaging, and Mini”
Michelle Yang-Kaczmarek, Dobbs Ferry School District, “Cross-District Equity-Centered Trauma-Informed Collaboration”

N.35 To Witness and Be Witnessed: Being the Truth Our Young People Need



ROOM 207-D

As educators and writers, we strive to show the humans in our care, learning alongside us and reading our words, that their stories are worthy. It is our responsibility to shine light on our nuanced, beautifully diverse identities, to provide a blueprint for kids to persist and thrive. As Sabaa Tahir said, “We need someone else to say ‘I see you. You are not alone. You have been witnessed.’”

Presenters: Luz Herrera, California State University, Channel Islands
Nawal Qarooni, NQC Literacy LLC
Kate Roberts, K & M Literacy, LLC
Tradebook Authors/Illustrators: Samira Ahmed, Little, Brown Books for Young Readers
Sabaa Tahir, Penguin Young Readers
Jasmine Warga, HarperCollins Children’s Books

N.36 Trigger Warnings: Lighting the Way Forward and/or Fracturing Classroom Communities?

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Rainbow

ROOM 210-B

Teachers have seemingly countless questions, concerns, anxieties, stories, and pieces of advice about trigger warnings. The goal of this roundtable is not to advocate for or against trigger warnings, but rather to provide a space for teachers to deepen and complicate our understandings of trigger warnings, to learn from one another, and to share what we have learned from our students.

Presenters: Ian Barnard, Chapman University
 Ryan Caldwell, Soka University of America
 Jada Patchigondla, University of California, Los Angeles
 Aneil Rallin
 Morgan Read-Davidson, Chapman University
 Ethan Trejo, University of Southern California
 Kristi Wilson, Soka University of America

N.37 Using the Quad Text Set Approach to Teach for Social Justice and Equity in the ELA Classroom

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ROOM 211-B

It is possible to teach content that challenges students and social injustice in a meaningful, productive way. Learn about the Equity-Focused Quad Text Set approach: a new, research-based instructional framework and its free resources, including sample units and text pairings. Participants will see how this tool can build literacy skills and engage students in deep learning about social justice.

Session Chair: Jill Flynn, University of Delaware
Presenters: Jill Flynn, University of Delaware
 William Lewis, University of Delaware
 Casey Montigney, Shue-Medill Middle School
 Taria Pritchett, Mount Pleasant High School

N.38 Writing Illuminated: Fantasy Authors Share Inspiring Story Passages for Classroom Study

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LGBTQIA+
 Rainbow

ROOM 253-BC

Current fantasy writers will illuminate the stories of their work and provide passages from their novels that teachers can immediately bring back for textual analysis, writing models, and SEL inspiration. Special Education teacher Francine Butler will share more enlightening ideas on incorporating fantasy in the classroom.

Session Chair: Olivia Johnson, Shanahan Middle School

Presenters: Francine Butler, Rutherford B. Hayes High School
 Sarah Ressler Wright, Rutherford B. Hayes High School
Tradebook Authors/Illustrators: Kalynn Bayron, Bloomsbury
 Melissa de la Cruz, Disney Publishing
 Ayana Gray, Penguin Young Readers
 Rachel Griffin, Sourcebooks
 Lizz Huerta, Macmillan Children’s Publishing Group
 Jason Shiga, Abrams
Respondent: Thomas Hering

N SESSION — 5:00–6:30 P.M.

N.39 Black Caucus Executive Committee

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ROOM 252-C

Sponsored by the NCTE Black Caucus

The Black Caucus Executive Committee meeting.

Presenter: Jamal Cooks

N SESSION — 5:00–7:00 P.M.

N.40 Asian/Asian American Caucus Networking and Mentoring Event

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ROOM 253-A

Sponsored by the NCTE Asian/Asian American Caucus

Come join the Asian/Asian American Caucus of NCTE in a time of community building at this networking event designed to build bridges between Asian/Asian American authors, teachers, teacher educators, and researchers. As we gather together, we hope to further strengthen alliances and resource-sharing within our diverse communities and provide a much-needed space for collaboration and coalition building within the larger NCTE Convention. Light refreshments will be provided and a selection of books by Asian American authors will be given away as door prizes. We hope you will join us!

NCTE Co-Chairs: Betina Hsieh, California State University Long Beach
 Jung Kim, Lewis University, Romeoville, IL

N.41 Books as Lighthouses: Using Children’s Literature to Illuminate and Provide Hope in the Darkness of Sexual Abuse



ROOM 252-B

Sponsored by the Children’s Literature Assembly

The 29th annual CLA Master Class explores how books can shine light onto the #MeToo movement for middle-grade readers, fostering vital conversations about healing and hope. A panel of authors and editors will share how their honest and sensitive stories illuminate the topic of sexual violence, which has only recently moved out of the realm of young adult literature and into children’s literature.

Session Chairs: Adam Crawley, University of Colorado, Boulder
Lisa Patrick, The Ohio State University

N.42 Highlighting International Stories for Children and Adolescents



ROOM 253-BC

Sponsored by USBBY/IBBY

Come hear the Outstanding International Books Committee of USBBY (United States Board on Books for Young People) present the 2020 list of exemplary books for grades pre-K–12, originally published around the world, then distributed in the US. Three authors will share their writing process, particularly the challenges of writing a book connected to an international context.

Presenters: Bettie Parsons Barger, Winthrop University
Patricia Bloem, Grand Valley State University
Gloria Boutte, University of South Carolina
Desiree Cueto, Western Washington University
Alison Francis, Poughkeepsie Public Library District
Jennifer Graff, University of Georgia
Nancy Johnson, Western Washington University
Isaac Larison, Marshall University
Sara Kersten Parrish, John Carroll University
Wendy Stephens, Jacksonville State University
Ebony Elizabeth Thomas, University of Michigan
Tradebook Authors/Illustrators: Achut Deng, Macmillan
Muhammad Najem, Little Brown Books
Mamle Wolo, Little Brown Books

N.43 How “English” Can Deepen the American Dream: Expanding on James Moffett’s Final Idea, that the Heart of Our Profession Is “the Tending of Souls”



ROOM 258-B

Sponsored by the Assembly for Expanded Perspectives on Learning

At the first annual Summer Conference of this organization in 1995, James Moffett, perhaps the most important thinker/practitioner in NCTE history, claimed that the central responsibility of English teachers is “the tending of souls.” Come ponder together with us on how this may already be the central reality of our classroom practice, and on how it can be made the central public face of our profession in this time of global “crisis of the soul of democracy.”

Presenters: Mark Levine, University of California
Bruce Novak, The Foundation for Ethics and Meaning

N.44 Storytelling SIG—Being Real During Unreal Times—Knowing Where the Story Works by Professional Storyteller Karen Golden also Tell Me by Dr. Kevin Cordi, +SWAP



ROOM 251-B

Sponsored by the Storytelling Special Interest Group

Welcome to the Storytelling SIG. We are happy to feature Karen Golden from California. She will be speaking to being real during unreal times—knowing when the story works. Drawing on her experience as an educational leader, creator, storyteller, and deep listener, Karen will share how stories drawn from personal experience, folklore, and literature can illuminate teaching/learning.

Presenters: Kevin Cordi, Ohio University Lancaster
Karen Golden, Professional Storyteller and Teacher



KEVIN CORDI



KAREN GOLDEN

N.46 Special Interest Group: Secondary School Writing Center**S****ROOM 251-A****Sponsored by the International Writing Centers Association**

Secondary school stakeholders will discuss how to ensure writing centers are sites of equity in schools and communities by sharing strategies to develop more equitable tutor recruitment and training methods, increasingly actionable social justice pedagogies, and exceptionally meaningful practices that celebrate and raise student voices. All attendees are welcome.

Session Chair: Georganne Nordstrom, University of Hawaii at Manoa

Presenters: Heather Barton, Etowah High School
Vivian Blair, Episcopal Collegiate School
Lauren Wilkie

N.47 Early Childhood Education Assembly (ECEA) Business Meeting**E****ROOM 252-A**

Come join us for our Annual Business Meeting to learn about ECEA and what we have done for the 2021–2022 year. This is also a time that you will learn more about our award and scholarship winners and have time to fellowship and network.

Session Chairs: Jennipher Frazier, Literacy Coach, Jackson Creek Elementary School, Columbia, SC
Darius Phelps, Adjunct Instructor, Queens College (CUNY) & Hunter College (CUNY), New York City, NY

N.48 Assembly on Literature for Adolescents of NCTE (ALAN) Special Interest Group Meeting**M****S****ROOM 251-C**

New, returning, and potential ALAN members! Pop in and drop by to learn more about the ALAN subcommittees, let us know your needs so we can meet them, and explore ways to get involved. YA Book giveaway every 15 minutes!

Session Chairs: Andrea Glaws
Danielle King-Watkins
Mark Letcher
Naitnaphit Limlaimai

N.45 The Fountain of the Muse**G****ROOM 256-A**

The annual Fountain of the Muse roundtable is a workshop and open mic poetry and short prose reading of original work. The event welcomes first-time readers as well as established writers to participate together in totally relaxed, small-group workshops and open mic readings. Those who wish to listen and enjoy the company of conference poets and prose writers are also welcome to join the gathering. Roundtable workshopping will begin at 7:00 p.m. with open mic readings beginning at 8:00 p.m. Writers who want a careful look at their original work should bring eight copies of no more than two pages of poetry or prose for small-group response. Preregistration is not necessary. There is a forty-line or two-page maximum for open mic reads. Short verse, prose poems, fiction, and creative nonfiction excerpts are welcome.

Session Chair: Danny Wade, Washburn University

Presenters: Bonner Slayton, Moore Norman Technology Center

Danny Wade, Washburn University

CELT Meeting & Social Hour**ROOM 262-A**

Sponsored by the Center for Expansion of Language and Thinking

Join us for a meeting (7:00–9:00 p.m.) and social hour with refreshments (9:00–10:00 p.m.).